



**ADW Academic Standards
Report Card Guide Sheets**

Grade: First Subject: Language Arts

Report Card Standard	<u>Word Recognition</u> Uses phonemic awareness (blending sounds) and phonics (word patterns) to read new words.		
Learning Targets by Quarter			
1	2	3	4
I can: Read short vowel words and identify all letter sounds.	I can: Read mixed vowels word families.	I can: Read words with CVVC long vowel patterns.	I can: Sound out and read new words with CVVC long vowel patterns and beginning blends.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Read words like: bat dog Mug Hit Bed	Student can: Read words like: at, ot, it ack, ock ick, uck ang, ing, ung ish, ash, ush	Student can: Read words like: mate kite mule pole	Student can: Read words like: shape think chair toy boat feet



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Report Card Standard	<u>Word Recognition</u> Reads common sight words.		
Learning Targets by Quarter			
1	2	3	4
I can: Read 90% of the sight words introduced in the 1 st quarter.	I can: Read 90% of the sight words introduced in the 1 st and 2 nd quarters.	I can: Read 90% of the sight words introduced in the 1 st through 3 rd quarters.	I can: Read 90% of the sight words introduced in First Grade.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Read 22 out of 25 words.	Student can: Read 45 out of 50 words.	Student can: Read 68 of the 75 words.	Student can: Read 90 of the 100 words.



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Report Card Standard	<u>Word Recognition</u> Reads aloud fluently and accurately with appropriate changes in voice and expression.		
Learning Targets by Quarter			
1	2	3	4
I can: Read an on grade level book with appropriate changes in voice and expression.	I can: Read an on grade level book with appropriate changes in voice and expression.	I can: Read an on grade level book with appropriate changes in voice and expression.	I can: Read an on grade level book with appropriate changes in voice and expression.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Make voice drop at periods to indicate the end of a sentence. Read in short phrases. <i>See chart below</i>	Student can: Pause at commas to show break in sentence. Make voice go up to indicate a question. Read in longer phrases. <i>See chart below</i>	Student can: Read in longer meaningful phrases and sentences. Changes voice while reading text. <i>See chart below</i>	Student can: Use punctuation as a guide to voice changes. Read phrases or sentences within quotation marks as if a person said it. <i>See chart below</i>



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To earn ME, students should be instructional at the reading level listed below for each quarter.

	Reading A-Z Level	Ages	Grade	Fountas & Pinnell	Reading Recovery	DRA	PM Readers	Lexile
1 st Quarter	D	4 - 7	1	D	5-6	6	5-6 red/yellow	80-450
2 nd Quarter	E	6 - 7	1	E	7-8	8	7-8 yellow	80-450
3 rd Quarter	G	6 - 7	1	G	11-12	12	11-12 blue/green	80-450
4 th Quarter	I	6 - 7	1	I	15-16	16	15-16 orange	80-450



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Report Card Standard	<u>Reading Comprehension</u> Identifies the main idea and answers who, what, where, when, and why questions.		
Learning Targets by Quarter			
1	2	3	4
I can: Read an on level book and answer who, where, and when questions.	I can: Read an on level book, identify the main idea, and answer who, where, and when questions.	I can: Read an on level book and identify the main idea, and answer who, what, where, and when questions.	I can: Read an on level book, identify the main idea, and answer who, what, where, when, and why questions.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Orally answer who, where, and when questions. Identify and discuss these topics in a small, guided reading group.	Student can: Orally answer who, where, and when questions. Orally identify the main idea by telling what the story is mostly about. Orally identify and discuss these topics in a small guided reading group.	Student can: Orally answer who, what, when, and where questions. Use drawing and labeling to answers who, what, when, and where questions. Orally identify the main idea by telling what the story is mostly about. Orally identify and discuss these topics in a small guided reading group.	Student can: Orally answer who, what, when, why, and where questions. Use drawing, labeling, and writing to answers who, what, when, why, and where questions. Orally identify the main idea by telling what the story is mostly about. Use words and pictures to identify characters in a story. Orally identify and discuss these topics in a small guided reading group.



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Report Card Standard	<u>Reading Comprehension</u> Uses context and prior knowledge to understand word and sentence meaning.		
Learning Targets by Quarter			
1	2	3	4
I can: Predict the meaning of unknown words using what I already know.	I can: Predict meaning of unknown words by using the words in the sentence it is found in.	I can: Predict meaning of unknown words by using the words in the sentence it is found in and in the surrounding sentences.	I can: Predict and confirm meaning of unknown words using the surrounding words and sentences and prior knowledge.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Predict story vocabulary during book introductions using prior knowledge.	Student can: Identify “helping” words (context clues) in a sentence to help determine the meaning of unknown words.	Student can: Identify “helping” words (context clues) in a sentence and the sentences before and after the unknown word to help determine the meaning of unknown words.	Student can: Identify “helping” words (context clues) in a sentence and the sentences before and after the unknown word to help determine the meaning of unknown words. Confirm the meaning of predicted word by using prior knowledge.



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Report Card Standard	<u>Literary Response</u> Identifies the plot, setting, and characters of a story.		
Learning Targets by Quarter			
1	2	3	4
I can: Tell who is in the story. Identify the beginning of the story.	I can: Tell where the story takes place. Identify the end of the story.	I can: Tell the beginning, middle, and end of the story.	I can: Summarize a story by telling what happens in a story in order, identifying the problem and solution, characters and setting.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Name the main character. Orally state or draw the events from the beginning of a story.	Student can: Name all the characters. Name all the locations where the story takes place. Orally state or draw the events from the end of a story.	Student can: Name all the characters. Name all the settings. Orally state or draw the events from the beginning, middle, and end but may not be in order.	Student can: Name all the characters. Name all the settings. Orally state or draw the events from the beginning, middle, and end in order. Identify the problem and solution.



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Report Card Standard	<u>Writing Process</u> Discusses ideas and selects a focus for group stories or other writing.		
Learning Targets by Quarter			
1	2	3	4
I can: Offer ideas and suggestions for group stories or other writing.	I can: Brainstorm ideas for my own writing and choose my own topics.		
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Provide suggestions for group writing. Choose a topic for group writing.	Student can: Brainstorm and choose topics for their own writing.		



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Report Card Standard	<u>Writing Process</u> Gathers, clarifies, and organizes information.		
Learning Targets by Quarter			
1	2	3	4
I can: Plan my writing with graphic organizer or by sketching my idea.	I can: Draft my ideas.	I can: Revise my own drafts.	I can: Revise my own drafts for correct spelling and end marks. Listen to or read a classmate’s draft and offer suggestions or revisions.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Create a labeled drawing, sketch, and a web.	Student can: Write one to three sentences and can revise with support from teacher.	Student can: Edit their own writing - three to five sentences - by adding details and deleting information that does not fit.	Student can: Identify where spelling and punctuation corrections should be made. Participate in peer editing sessions.



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Report Card Standard	<u>Writing Process</u> Writes brief narratives and informational descriptions.		
Learning Targets by Quarter			
1	2	3	4
I can: Use a sentence frame to create a sentence	I can: Write two to three sentences about a given topic.	I can: Write a brief narrative – three to five sentences – describing an experience.	I can: Write a brief informational description – three to five sentences – using adjectives.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Complete a sentence frame or sentence starter. Example This weekend I _____ and _____.	Student can: Respond to a prompt. Example What did you do this weekend?	Student can: Example Write a narrative like a “My Friend” story.	Student can: Example Write an informational description of a selected animal.



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Report Card Standard	<u>Language Conventions</u> Prints legibly, spacing letters and words appropriately.		
Learning Targets by Quarter			
1	2	3	4
I can: Print all upper and lower case letters so others can read them.	I can: Space my letters appropriately.	I can: Write words with spaces between them.	I can: Write words with correct spacing and form all my letters correctly.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Print “A B C ...” and “a b c ...”	Student can: Write: “Bat” as Bat (Correct) B at b at (Incorrect)	Student can: Write: The__really__good__...	Student can Write: Letters that begin on the proper line. Uppercase letters and tall lowercase letters that begin at top and the other letters begin at the middle line or in the middle of the space provided. The__cat__ (Correct) ____The____cat (Incorrect)



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Report Card Standard	<u>Language Conventions</u> Spells correctly simple three- and four-letter words and sight words.		
Learning Targets by Quarter			
1	2	3	4
I can: Correctly spell short vowel CVC words. Write 90% of the sight words introduced in the 1 st quarter.	I can: Correctly spell short vowel words with blends and digraphs. Write 90% of the sight words introduced in the 2 nd quarter.	I can: Correctly spell words with the long vowel CVCe pattern. Write 90% of the sight words introduced in the 3 rd quarter.	I can: Correctly spell three to four letter words with a variety of long vowel patterns. Write 90% of the sight words introduced in the First Grade.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Spell words like: bat dig led put top Write 22 out of 25 words.	Student can: Spell words like: ship blank clock junk Write 45 out of 50 words.	Student can: Spell words like: cake bike home cube Write 68 out of 75 words.	Student can: Spell words like: beat coat joy boil play tail Write 90 out of 100 words.



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Report Card Standard	Language Conventions Writes in complete sentences using proper end punctuation and capitalization.		
Learning Targets by Quarter			
1	2	3	4
I can: Write a sentence with a capital letter at the beginning and end it with the correct punctuation. .	I can: Use a capital letter for the first word of a sentence, names of people, and the pronoun “I”.	I can: Use a capital letter when needed and correctly use a period or question mark.	I can: Use a capital letter when needed and correctly use a period, question mark, or exclamation point.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Write this type of sentence: The cat can run.	Student can: Use and write a capital letters for the: First word of a sentence - The dog ran. Pronoun I - I love dogs. Names of people - Her name is Maria.	Student can: Write these types of sentences: Do you see the dog? That dog is small.	Student can: Write these types of sentences: I can’t wait for my birthday! Can I eat cake? My mom made the cake.



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Report Card Standard	<u>Listening and Speaking</u> Gives, restates, and follows simple two-step directions.		
Learning Targets by Quarter			
1	2	3	4
I can: Restate a one-step direction. Follow one-step directions.	I can: Restate two-step directions. Follow two-step directions.	I can: Give clear one-step directions to another student.	I can: Give clear two- step directions to another student.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Restate a one-step direction. Follow a one-step direction when asked verbally. Example Take out your journal. Write your name.	Student can: Restate a two-step direction. Follow a two-step direction when asked verbally. Example Take out your journal and write your name.	Student can: Give a one-step direction to another student. Example When working with a partner, I will read this page and you will read that page.	Student can: Give a two-step direction to another student. Example When working with a partner, draw a picture and write a sentence about it.



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Report Card Standard	<u>Listening and Speaking</u> Stays on topic when speaking.		
Learning Targets by Quarter			
1	2	3	4
I can: Have a conversation with one person and stay on topic.	I can: Participate in a teacher led discussion with some redirection.	I can: Participate in a group discussion and stay on topic with little redirection.	I can: Participate in class and group discussions and stay on topic with no redirection.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can: Talk about one idea at a time. Answer a question or prompt with a response that makes sense.	Student can: Talk about one idea at a time. Answer a question or prompt with a response that makes sense. Listen to the responses of others so he/she does not repeat.	Student can: Talk about one idea at a time. Answer a question or prompt with a response that makes sense.	Student can: Talk about one idea at a time. Answer a question or prompt with a response that makes sense.