Douglas County School District First Grade ELA Grading Guide: Quarter Two

Reading Foundational Skills

Knows and applies grade level phonics and word recognition skills
- Identifies **and** blends beginning, middle, and ending sounds in single syllable words
- Decodes words that end with silent e and include common vowel patterns
- Generates sounds for common constant diagraphs and blends
- Recognizes that long vowels can be represented by two letters

Reads on-level text fluently with purpose and understanding
- Uses self-correction as necessary when reading
- Reads with appropriate expression and pacing
- Rereads as necessary for understanding
- Use context to confirm word recognition

Reads high frequency words by sight
- Recognizes grade level appropriate high frequency words

Demonstrates understanding of the organization and basic features of print
- Identifies the beginning of a sentence (capital letter) **and** the end of sentence (punctuation)
- Identifies the beginning of a paragraph
- Recognizes basic ending punctuation

Language

Uses correct conventions of grammar, capitalization, punctuation, and spelling

- Prints name and uppercase and lower case letters clearly and legibly
- Demonstrate knowledge of: common, proper, singular, plural nouns
- Identifies verbs and their function
- Capitalize names, dates, and places
- Spell word using spelling patterns, phonemic awareness, and sight words
- Identifies the function multiple suffixes

Uses strategies to Determines or clarify the meaning of unknown words
- Classify words by categories and attributes
- Define antonym and synonym
- Identify antonyms and synonyms of commonly used words
- Use images as context clues
- Use prior knowledge to determines word uses

Reading Literary Skills

Demonstrates written and verbal comprehension of literary text
- Generate questions before and after a story
- Tell who was in the story, where it happened, when it happened and what happened
- Use graphic organizers to discuss the structure of a read aloud or independently read story (e.g., causes/ effect, sequencing, compares/contrast, problem/solution)
- Make a prediction from pictures and titles
  Recognize that stories can have multiple speakers

Compares and contrasts text genres
- Recognize the basic elements of a variety of genres (e.g., poetry, fables, folktales)
- Tell which books are stories and which tells true things
- Recognize plot, setting, and characters within a text
- Use graphic organizers to compares how characters are alike and different

Reading Informational Skills

Explains similarities and differences between individuals, events, ideas, or information in a text
- Explain how two different individuals or events connect in a text
- Make connections (text-text)
- Make connections (text-self)
- Use a graphic organizer to compare how two texts are the same or different

Identify text features and their connection to the text
- Use at least one text feature (glossaries, titles, tables of contents, and chapter headings) to locate information
- Explain how text features help readers gain more information

Identify text features and their functions:
- Preface
- Appendix
- Index
- Titles
- Tables of contents
- Chapter headings

Demonstrates written and verbal comprehension of informational text
- Generate questions before and after a story
- Use graphic organizers to discuss the expository elements of a read aloud or independently read text: topics, facts, reasons, steps, details, and conclusion
- Identify the main idea and supporting details of a text
- Determine the meaning of unknown words and phrases based on context

Writing

Composes opinion text that includes an organizational structure, facts and details, and a conclusion
- Write an opinion statement
- Add details to an opinion statement
- Write connections (text-text, text-self, and text-world) as appropriate
- Organize writing to include a beginning, middle, and end, including a clear conclusion

Composes informational/ explanatory text that includes an organizational structure, facts and details, and a conclusion
- Write a beginning to capture the reader's interest
- Add details
- Provide some sense of closure
- Understand and use step by step organizational structures:
- Focus on one topic

Composes narrative text that includes details & a clear sequence of events
- Organize writing to include a beginning, middle, and end
- Write about a personal experience or imaginary story in writing
- Develop characters and setting
- Adds details to expand a story
- Write text of appropriate length to address topic

Conducts short research and writing projects
Knows the meaning:
- Understand the meaning or research and how it relates to writing
- Identify the functions of a dictionary
- Identify the research function of the Internet
- Collaboratively (whole or small group) use each resource to gather facts and information

With support, uses the writing process, including digital tools, to publish writing
- Collaboratively practice prewriting strategies
- Edit writing based on teacher feedback
- Reread writing to others
- Begin to use technology assist in the publication of publish writing (images, titles, or text)

Speaking, Listening, and Viewing

Uses audio & visual aids to retells events or stories using appropriate details and facts
- Identify the purpose of visual aids
- Create illustrations to explains an idea
- Explain illustrations to peers and/ or teacher
  Present illustrations with descriptions to a group

Communicates clearly using details
- Follow rules for discussions
- Speak in complete sentences
- Explain opinion during class discussions
- Answer questions during class discussions