

Achievement Indicators for Reading
Grade 1

Reading Achievement Indicators Grade 1				
Content Standard 1.0				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
1.1.1 Demonstrate phonological awareness of spoken words through <ul style="list-style-type: none"> • rhyming • concept of word • syllable awareness • onset and rime awareness 	inability to identify words that rhyme (e.g., in familiar games, songs, stories and poems). inability to orally identify the number of words in a simple sentence. inability to orally identify syllables in words. inability to recognize onset and rime.	limited ability to identify one syllable words verbally that rhyme (e.g., when given dictated sets of three words). limited ability to orally identify the number of words in a simple sentence. limited ability to orally identify syllables in words. limited ability to recognize onset and rime.	ability to generate a one syllable rhyming word verbally. ability to orally identify the number of words in a simple sentence. ability to orally identify and count the number of syllables in words (e.g., snapping, clapping, or tapping). ability to recognize onset/rime. ability to chunk rimes and blend with onset (e.g., m-at, s-at, c-at).	ability to generate multi-syllabic rhyming words verbally. ability to orally identify the number of words in a sentence. ability to identify syllables in words without using kinesthetic cues. ability to recognize onset and rime while listening to multi-syllabic words.

Achievement Indicators for Reading
Grade 1

Content Standard 1.0 (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>1.1.2 Demonstrate phonemic awareness of spoken words through</p> <ul style="list-style-type: none"> • matching • isolating • blending • segmenting • deleting • substituting 	<p>limited ability to match, isolate, and blend sounds within spoken words.</p> <p>inability to segment, delete, and substitute spoken words.</p>	<p>ability to match, isolate, and blend sounds within spoken words.</p> <p>limited ability to complete tasks of segmenting, deleting, and substituting phonemes.</p>	<p>ability to match beginning, middle, or ending sounds.</p> <p>ability to isolate the beginning and ending sounds.</p> <p>ability to blend segmented words.</p> <p>ability to segment blended words.</p> <p>ability to delete phonemes.</p> <p>ability to substitute phonemes.</p>	<p>ability to demonstrate phonemic awareness.</p>
<p>1.1.3 With assistance, decode words in text through</p> <ul style="list-style-type: none"> • short/long vowels • digraphs • blends • diphthongs • word families • spelling patterns 	<p>inability to decode words using short and/or long vowels.</p> <p>inability to decode words using digraphs, diphthongs, and base words.</p> <p>inability to decode words using blends, and/or spelling patterns.</p>	<p>limited ability to decode words using short and/or long vowels.</p> <p>inability to decode words using digraphs, diphthongs, and base words.</p> <p>limited ability to decode words using blends, and/or spelling patterns.</p>	<p>ability to decode words in text using short vowels, long vowels, digraphs, and diphthongs.</p> <p>limited ability to decode words using simple word families.</p> <p>limited ability to decode words in text using blends, word families, and/or spelling patterns.</p>	<p>ability to decode words in text using phonics.</p>

Achievement Indicators for Reading
Grade 1

Content Standard 1.0 (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Decode words using letter/sound relationships.	inability to decode words using letter/sound relationships.	limited ability to decode words using letter/sound relationships.	ability to decode words using letter/sound relationships.	ability to decode above grade level words using letter/sound relationships.
With assistance , decode words through structural analysis using <ul style="list-style-type: none"> • base words • suffixes • prefixes • syllables • compound words 	inability to decode words in text using structural analysis.	limited ability to decode words using base words, suffixes, prefixes, and compound words. inability to decode words using syllables.	limited ability to decode words in text using structural analysis.	ability to decode words in text using structural analysis.
1.1.4 Comprehend vocabulary using <ul style="list-style-type: none"> • suffixes • synonyms • antonyms 	inability to comprehend vocabulary using suffixes, synonyms, and/or antonyms.	limited ability to comprehend vocabulary using suffixes, synonyms, and/or antonyms.	ability to comprehend vocabulary using suffixes, synonyms, and/or antonyms.	ability to comprehend above grade level vocabulary using suffixes, synonyms, and/or antonyms.
With assistance , comprehend vocabulary using <ul style="list-style-type: none"> • homographs • homophones • abbreviations • context clues 	inability to comprehend vocabulary using homographs, homophones, and abbreviations. inability to comprehend vocabulary using context clues.	inability to comprehend vocabulary using homographs, and homophones. limited ability to comprehend vocabulary using abbreviations. limited ability to comprehend vocabulary using context clues.	limited ability to comprehend vocabulary using homographs, homophones, and/or abbreviations. limited ability to comprehend vocabulary using context clues.	ability to comprehend vocabulary using homographs, homophones, and/or abbreviations. ability to comprehend vocabulary using context clues.

Achievement Indicators for Reading
Grade 1

Content Standard 1.0 (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Sequence the letters of the alphabet to understand alphabetic order.	inability to sequence the letters of the alphabet to understand alphabetic order.	limited ability to sequence the letters of the alphabet to understand alphabetic order.	ability to sequence the letters of the alphabet to understand alphabetic order.	ability to sequence the letters of the alphabet to understand alphabetic order.
With assistance , apply alphabetic order to locate words using the first letter of each word.	inability to alphabetize a given list of words using first letters.	limited ability to locate words in dictionaries, glossaries, and thesauruses using the first letter of each word when given a format.	ability to locate words in dictionaries, glossaries, and thesauruses using the first letter of each word.	ability to locate words in dictionaries, glossaries, and thesauruses using the first and second letter of each word.
With assistance , use resources to find and/or confirm meaning of unknown words encountered in text.	inability to use resources to find meaning of unknown words encountered in text.	limited ability to use resources to find meaning of unknown words encountered in text. inability to use resources to confirm meaning of unknown words encountered in text.	limited ability to use resources to find meaning of unknown words encountered in text. limited ability to use resources to confirm meaning of unknown words encountered in text.	ability to use resources to find meaning of unknown words encountered in text. ability to use resources to confirm meaning of unknown words encountered in text.
Build vocabulary using <ul style="list-style-type: none"> • pictures • symbols 	limited ability to gain meaning from pictures. inability to gain meaning from symbols.	ability to gain meaning from pictures. limited ability to gain meaning from symbols.	ability to gain meaning from pictures and symbols.	ability to gain and generalize meaning using pictures and symbols.
1.1.5 Identify high frequency words to build fluency and comprehension.	inability to access high frequency words in text (e.g., was, from).	limited ability to access high frequency words in text to comprehend.	ability to access high frequency words in text to build fluency and comprehension.	ability to access above grade level high frequency words in text to build fluency and comprehension (e.g., were, your).
With assistance , identify content specific vocabulary in text.	inability to identify content-specific vocabulary in text.	limited ability to identify content-specific vocabulary in below grade level text.	limited ability to identify content-specific vocabulary in text.	ability to identify content-specific vocabulary in text.
With assistance , read aloud with a focus on <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate 	inability to read aloud with fluency.	limited ability to read aloud below grade level text with fluency.	limited ability to read aloud with fluency.	ability to read aloud above grade level text with fluency.

Achievement Indicators for Reading
Grade 1

Content Standard 2.0 Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
2.1.1 Demonstrate concept of print.	inability to demonstrate correct book orientation (e.g., holding book right side up, following print from left to right with return sweep using a finger to track each word, locating where reading starts and stops on a page, distinguish between text and pictures).	limited ability to demonstrate correct book orientation (e.g., following print from left to right with return sweep using a finger to track a line, locating where reading starts and stops on a page, distinguish between text and pictures, identifying capitals at beginning of sentence, identifying a period as an ending of a sentence).	ability to model correct book orientation ability to make connections between text and pictures, and utilize connections to aid comprehension (e.g., bold text representing emotion). identification of capital letter at beginning of sentence. identification of a period, exclamation point, or question mark as an ending of a sentence.	ability to model correct book orientation.
Demonstrate concept of word.	inability to identify individual words with one-to-one correspondence within text.	limited ability to identify that words represent individual units of meaning within text.	ability to recognize that symbols represent letters. ability to recognize that letters make words. ability to recognize that words make sentences that convey meaning.	ability to recognize that symbols represent letters. ability to recognize that letters make words. ability to recognize that words make sentences that convey meaning.

Achievement Indicators for Reading
Grade 1

Content Standard 2.0 (continued) Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Demonstrate voice to print match.	inability to point, without one-to-one correspondence, to words while text is read aloud by a fluent reader.	limited ability to point, with one-to-one correspondence, to some words while text is read aloud by a fluent reader.	ability to point to words with one-to-one correspondence while text is read aloud by a fluent reader.	ability to demonstrate voice to print match when reading independently.
Identify author and illustrator.	inability to identify author and illustrator.	limited ability to locate and identify author or illustrator. limited ability to describe the roles of the author and illustrator.	ability to locate and identify author and illustrator. ability to describe the roles of the author and illustrator.	ability to locate and identify author and illustrator. identification of other texts written and/or illustrated by same authors and illustrators.
2.1.2 With assistance , use during reading strategies based on text and purpose to <ul style="list-style-type: none"> • make predictions • identify key vocabulary • make inferences 	limited ability to use during reading strategies to make predictions. inability to use during reading strategies to comprehend text.	limited ability to use during reading strategies to aid comprehension using below grade level text.	limited ability to use appropriate during reading strategies to aid comprehension.	ability to select appropriate during reading strategies to aid comprehension.
2.1.3 With assistance , use after reading strategies based on text and purpose to <ul style="list-style-type: none"> • orally recall details • orally restate main ideas 	inability to select after reading strategies to aid comprehension.	limited ability to use after reading strategies to aid comprehension using below grade level text.	limited ability to select appropriate after reading strategies to aid comprehension.	ability to select appropriate after reading strategies to aid comprehension.

Achievement Indicators for Reading
Grade 1

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
3.1.1 With assistance , listen for and identify <ul style="list-style-type: none"> • setting • sequence of events 	inability to identify setting. inability to recall events. inability to sequence event.	limited ability to identify setting when given a format. limited ability to recall events. limited ability to sequence event when given a format.	limited ability to identify setting. ability to recall events. limited ability to identify sequence of events.	ability to describe setting. ability to recall events. ability to describe sequence of events.
With assistance , make inferences and draw conclusions about setting and plot based on evidence.	inability to make inferences about setting. inability to draw conclusions about setting. inability to make inferences about plot. inability to draw conclusions about plot.	limited ability to make inferences about setting. inability to draw conclusions about setting. limited ability to make inferences about plot. inability to draw conclusions about plot.	limited ability to make inferences about setting based on evidence. limited ability to draw conclusions about setting based on evidence. limited ability to make inferences about plot based on evidence. limited ability to draw conclusions about plot based on evidence.	ability to make inferences about setting based on evidence. ability to draw conclusions about setting based on evidence. ability to make inferences about plot based on evidence. ability to draw conclusions about plot based on evidence.

Achievement Indicators for Reading
Grade 1

Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
3.1.2 With assistance , identify and describe physical traits.	inability to identify what a character looks like.	limited ability to identify what a character looks like.	limited ability to identify and describe physical traits of characters when given a format.	limited ability to identify and describe physical traits of characters.
	inability to identify how a character acts.	limited ability to identify how a character acts.	limited ability to describe personality traits of characters when given a format.	limited ability to describe personality traits of characters.
	With assistance , identify and describe personality traits.	inability to use the vocabulary terms physical and personality traits.	limited ability to use the vocabulary terms physical and personality traits.	limited ability to use the vocabulary terms physical and personality traits.
With assistance , make inferences and draw conclusions about a character(s) based on evidence.	limited ability to recall few details about a character from a text.	limited ability to recall details about a character from a text.	ability to recall details about a character from a text.	ability to recall details about a character from above grade level text.
	inability to make inferences about a character.	limited ability to make inferences about a character based on details.	limited ability to make inferences about a character(s) based on evidence.	ability to make inferences about a character(s) based on evidence.
	inability to draw conclusions about a character.	inability to draw conclusions about a character.	limited ability to draw conclusions about a character(s) based on evidence.	ability to draw conclusions about a character(s) based on evidence.
3.1.3 Identify the main idea.	limited ability to identify important events in text.	ability to identify important events in text.	ability to identify important events in text.	ability to identify important events in text.
	inability to identify main idea.	limited ability to identify main idea.	ability to identify main idea when given a format.	ability to identify main idea supported by evidence.

Achievement Indicators for Reading
Grade 1

Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , identify theme.	inability to identify theme.	limited ability to identify theme when given a format.	limited ability to identify theme.	ability to identify theme.
3.1.4 With assistance , identify first person point of view.	inability to identify first person point of view.	limited ability to identify first person point of view when given a format.	limited ability to identify first person point of view.	ability to identify first person point of view by recognizing "I" in text.
3.1.5 With assistance , identify examples of <ul style="list-style-type: none"> • imagery • sensory words • similes 	inability to identify imagery. inability to identify sensory words. inability to identify similes.	limited ability to identify to identify imagery when given a format. limited ability to identify sensory words when given a format. limited ability to identify to identify similes when given a format.	limited ability to identify to identify imagery. limited ability to identify sensory words. limited ability to identify to identify similes.	ability to identify to identify imagery. ability to identify sensory words. ability to identify to identify similes.
With assistance , identify the effects of rhythm and rhyme	limited ability to identify rhythm and rhyme. inability to identify the effects of rhythm and rhyme.	limited ability to identify rhythm and rhyme. limited ability to identify the effects of rhythm and rhyme.	ability to identify rhythm and rhyme. limited ability to identify the effects of rhythm and rhyme.	ability to identify the effects of rhythm and rhyme.
With assistance , identify dialect.	inability to identify dialect.	inability to identify dialect.	limited ability to identify dialect.	ability to identify dialect.

Achievement Indicators for Reading
Grade 1

Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
3.1.6 With assistance , listen to and identify words, and phrases that reveal tone.	limited ability to determine overall tone. inability to identify words and phrases that reveal tone.	limited ability to determine overall tone of text. limited ability to identify words that reveal tone. inability to identify phrases that reveal tone.	ability to determine overall tone of text. limited ability to identify words that reveal tone. limited ability to identify phrases that reveal tone.	ability to determine overall tone of text. limited ability to identify words that reveal tone. limited ability to identify phrases that reveal tone.
3.1.7 With assistance , listen to, read and discuss text from different cultures and time periods.	inability to identify important details about cultures based on content. inability to identify important details about time periods based on content.	limited ability to identify details about cultures based on content. limited ability to identify details about time periods based on content.	limited ability to identify important details about cultures based on content. limited ability to identify important details about time periods based on content.	ability to describe important details about cultures based on content. ability to describe important details about time periods based on content.
3.1.8 Make predictions based on evidence.	limited ability to make predictions.	ability to make predictions.	ability to make predictions based on evidence.	ability to make predictions based on evidence.
3.1.9 With assistance , make connections to self, other text, and/or the world.	limited ability to make connections from text to self. inability to make connections from text to other text and/or the world.	limited ability to make connections from text to self. limited ability to make connections from text to other text and/or the world.	ability to make connections from text to self. limited ability to make connections from text to other text and/or the world.	ability to make connections from text to self, other text, and/or the world.
With assistance , use information to answer specific questions.	inability to identify intent of questions. inability to use information to answer specific questions in text.	limited ability to identify intent of questions. limited ability to use information to answer specific questions in below grade level text.	ability to identify intent of questions. limited ability to use information to answer specific questions in text.	ability to identify intent of questions. ability to use information to answer specific questions in text.

Achievement Indicators for Reading
Grade 1

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
4.1.1 With assistance , identify the purpose of and gain information from <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • table of contents 	limited ability to gain information from illustrations. inability to gain information from graphs, charts, titles, text boxes, diagrams, headings, and table of contents. inability to determine purpose of text features.	limited ability to gain information from illustrations, graphs, charts, and titles. inability to gain information from text boxes, diagrams, headings, and table of contents. limited ability to determine purpose of text features.	limited ability to gain information from text features. ability to determine purpose of text features.	ability to gain information from text features. ability to determine purpose of text features.
With assistance , identify and explain the use of <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words 	limited ability to identify bold-faced words, underlined words, highlighted words, and italicized words.	limited ability to identify bold-faced words, underlined words, highlighted words, and italicized words. inability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.	limited ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.	ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words.
4.1.2 With assistance , identify dialect.	inability to identify dialect.	inability to identify dialect.	limited ability to identify dialect.	ability to identify dialect.
With assistance , identify words and phrases that reveal tone.	limited ability to determine overall tone. inability to identify words and phrases that reveal tone.	limited ability to determine overall tone of text. limited ability to identify words that reveal tone. inability to identify phrases that reveal tone.	limited ability to determine overall tone of text. limited ability to identify words that reveal tone. limited ability to identify phrases that reveal tone.	ability to determine overall tone of text. limited ability to identify words that reveal tone. limited ability to identify phrases that reveal tone.

Achievement Indicators for Reading
Grade 1

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
4.1.3 Identify the topic.	inability to identify the topic.	limited ability to identify a topic.	ability to identify a topic.	ability to explain a topic.
Describe the sequential order.	inability to identify sequential order.	limited ability to describe sequential order.	ability to describe sequential order.	ability to describe sequential order.
With assistance , describe the chronological order.	inability to identify chronological order.	limited ability to identify chronological order when given a format.	limited ability to identify chronological order.	ability to identify chronological order.
With assistance , identify cause and effect.	inability to identify cause and effect.	limited ability to identify cause and effect when given a format.	limited ability to identify cause and effect.	ability to identify cause and effect.
With assistance , identify a cause and its effect on events and/or relationships.	inability to identify a cause and its effect on events and/or relationships.	limited ability to identify a cause and its effect on events and/or relationships.	limited ability to identify a cause and its effect on events and/or relationships.	ability to identify a cause and effect on events and/or relationships.
With assistance , identify problems and solutions.	inability to identify a problem.	limited ability to identify a problem.	ability to identify a problem.	ability to identify a problem.
	inability to explain the solution to the problem.	limited ability to explain the solution to the problem when given a format.	limited ability to explain the solution to the problem.	ability to explain the solution to the problem.
With assistance , identify main idea.	inability to identify main idea.	limited ability to explain main idea when given a format.	limited ability to identify main idea.	ability to identify main idea.
4.1.4 With assistance , listen to, read, and discuss text from different <ul style="list-style-type: none"> • cultures • time periods 	inability to identify important details about cultures based on content.	limited ability to identify important details about cultures based on content when given a format.	limited ability to identify important details about cultures based on content.	ability to describe important details about cultures based on content.
	inability to identify important details about time periods based on content.	limited ability to identify important details about time periods based on content when given a format.	limited ability to identify important details about time periods based on content.	ability to describe important details about time periods based on content.

Achievement Indicators for Reading
Grade 1

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
4.1.5 With assistance , make connections to self, other text, and/or the world.	<p>limited ability to make connections from text to self.</p> <p>inability to make connections from text to other text and/or the world.</p>	<p>ability to make connections from text to self.</p> <p>limited ability to make connections from text to other text and/or the world.</p>	<p>ability to make connections from text to self.</p> <p>limited ability to make connections from text to other text and/or the world.</p>	<p>ability to make connections from text to self, other text, and/or the world.</p>
With assistance , use information to answer specific questions.	<p>inability to identify intent of questions.</p> <p>inability to use information to answer specific questions in text.</p>	<p>limited ability to identify intent of questions.</p> <p>limited ability to use information to answer specific questions in below grade level text.</p>	<p>ability to identify intent of questions.</p> <p>limited ability to use information to answer specific questions in text.</p>	<p>ability to identify intent of questions.</p> <p>ability to use information to answer specific questions in text.</p>
4.1.6 With assistance , make predictions based on evidence.	<p>inability to make predictions.</p>	<p>limited ability to make predictions.</p>	<p>limited ability to make predictions based on evidence.</p>	<p>ability to make predictions based on evidence.</p>
<p>With assistance, make inferences based on evidence.</p> <p>With assistance, draw conclusions based on evidence.</p>	<p>inability to recall details from text.</p> <p>inability to make inferences.</p> <p>inability to draw conclusions.</p>	<p>limited ability to recall details from text.</p> <p>limited ability to make inferences.</p> <p>limited ability to draw conclusions when given a format.</p>	<p>ability to recall details from text.</p> <p>limited ability to make inferences based on evidence.</p> <p>limited ability to draw conclusions based on evidence.</p>	<p>ability to recall details from above grade level text.</p> <p>ability to make inferences based on evidence.</p> <p>ability to draw conclusions based on evidence.</p>

Achievement Indicators for Reading
Grade 1

Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , identify facts.	inability to identify facts.	limited ability to identify facts when given a format.	limited ability to identify facts.	ability to identify facts.
With assistance , identify opinions.	inability to identify opinions.	limited ability to identify opinions when given a format.	limited ability to identify opinions.	ability to identify opinions.
4.1.7 With assistance , follow pictorial and written directions to complete tasks.	inability to accurately follow pictorial and/or written directions to complete tasks. inability to gain meaning from directions to complete tasks.	limited ability to accurately follow pictorial and/or written directions to complete tasks. limited ability to gain meaning from directions to complete tasks when given a format.	limited ability to accurately follow pictorial and/or written directions to complete tasks. limited ability to gain meaning from directions to complete tasks.	ability to accurately follow pictorial and/or written directions to complete tasks. ability to gain meaning from directions to complete tasks.

Achievement Indicators for Writing
Grade 1

Writing Achievement Indicators Grade 1				
Content Standard 5.0 Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.1.1 With assistance, use prewriting strategies to plan written work.</p> <p>With assistance, choose and narrow a topic to organize ideas.</p> <p>With assistance, explore a topic to plan written work.</p>	<p>inability to use prewriting strategies to plan work.</p> <p>inability to pick topics to plan written work.</p> <p>inability to explore topics to plan written work.</p>	<p>minimal use of prewriting activities to generate ideas, but ideas are mainly teacher generated.</p> <p>choosing topics to plan written work.</p> <p>completion of graphic organizers to organize ideas.</p> <p>exploration of some topics to plan work.</p> <p>positive responses to teacher led activities.</p> <p>connections of ideas to personal experiences.</p> <p>use of class brainstorming ideas to choose topics.</p>	<p>use of prewriting activities to plan written work.</p> <p>use of class brainstorming activities to generate ideas.</p> <p>use of graphic organizers to choose topics and organize ideas.</p> <p>exploration of topics to plan written work.</p> <p>use of positive responses to student and teacher led activities.</p> <p>connections of ideas to personal experiences.</p> <p>brainstorming and choosing topics.</p>	<p>use of prewriting strategies to generate ideas.</p> <p>choosing topics and relating the to self.</p> <p>use of graphic organizers to choose topics and organize ideas.</p> <p>exploration of topics to plan work</p> <p>use of positive responses to student led activities.</p> <p>connections of personal experiences to the world.</p> <p>brainstorming and choosing topics.</p>

Achievement Indicators for Writing
Grade 1

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.1.2 Draws or communicates ideas in written form.</p> <p>With assistance, draft sentences on a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details 	<p>minimal drawing and/or communication of ideas on paper.</p> <p>inability to address audience or purpose and provide supporting details.</p> <p>use of random letters.</p> <p>use of random upper and lower case letters.</p> <p>lack of punctuation.</p> <p>drafts that may be pictures.</p>	<p>minimal drawing and/or communication of ideas on paper.</p> <p>limited verbal ability to address audience and purpose.</p> <p>minimal use of phonetic spelling.</p> <p>minimal correct spelling of high frequency words.</p> <p>inconsistent use of capitals at the beginnings of sentences.</p> <p>inconsistent punctuation.</p> <p>minimal use of illustration(s) that support the topic but still lack detail.</p> <p>minimal details that support work.</p>	<p>drawing and/or communication of ideas on paper.</p> <p>minimal verbal understanding of audience and purpose.</p> <p>some supporting details.</p> <p>phonetic spelling of non high frequency words.</p> <p>correct spelling of most high frequency words.</p> <p>some simple complete sentences.</p> <p>correct use of capitals at the beginnings of sentences and first and last names.</p> <p>use of correct punctuation at the ends of sentences.</p> <p>simple sentences on a single topic.</p> <p>use of detailed illustrations that support the topic.</p>	<p>sentences on a single topic.</p> <p>minimal verbal understanding of audience and purpose.</p> <p>supporting details.</p> <p>phonetic and/or conventional spelling for non high frequency words.</p> <p>correct spelling of high frequency words correctly.</p> <p>consistent, correct capitalization of first and last names, beginnings of sentences, months, and days of the week.</p> <p>multiple sentences in sequential order while showing some varied descriptive language.</p>

Achievement Indicators for Writing
Grade 1

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>5.1.3 With assistance, revise drafts for</p> <ul style="list-style-type: none"> • organization • focused ideas • voice • audience • purpose • relevant details 	inability to revise drafts.	<p>minimal revision of drafts for organization and for ideas that are focused.</p> <p>inability to revise for voice, audience, and purpose.</p>	<p>minimal revision of drafts.</p> <p>minimal use of simple organization.</p> <p>use of focused, simple ideas.</p> <p>minimal revision for improvement of voice.</p> <p>minimal revision of simple word choice to improve awareness of audience and purpose.</p> <p>minimal development of ideas using some relevant details.</p>	<p>simple draft revision.</p> <p>simple organization.</p> <p>focused, more complex ideas using relevant details ideas.</p> <p>simple understanding of voice.</p> <p>word choice to improve awareness of audience and purpose.</p> <p>minimal revision of simple sentence structures to create sentence fluency.</p>
<p>5.1.4 With assistance, edit sentences to ensure correct spelling of high frequency words.</p> <ul style="list-style-type: none"> • content words • patterned words <p>Edit capitalization for</p> <ul style="list-style-type: none"> • first and last names • beginnings of sentences 	inability to edit for mechanics.	<p>minimal editing for mechanics even with one-on-one assistance.</p> <p>minimal editing for spelling of high frequency words.</p> <p>spelling errors in patterned words.</p> <p>capitalization errors of both first and last names.</p>	<p>minimal editing for spelling of high frequency words.</p> <p>minimal editing of patterned words.</p> <p>minimal editing for spelling of content words.</p> <p>editing for capitalization of first and last names.</p>	<p>independent editing for spelling of high frequency words.</p> <p>editing for spelling of content words.</p> <p>editing for spelling of patterned words.</p> <p>correct capitalization of first and last names.</p>

Achievement Indicators for Writing
Grade 1

Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>With assistance, edit capitalization for</p> <ul style="list-style-type: none"> • months • days of the week <p>With assistance, edit punctuation for</p> <ul style="list-style-type: none"> • end punctuation. • commas 		<p>capitalization errors at the beginnings of sentences.</p> <p>capitalization errors of months and days of the week.</p> <p>minimal editing of end punctuation and/or commas.</p>	<p>editing for capitalization at the beginnings of sentences.</p> <p>minimal editing for capitalization of months and days of the week.</p> <p>minimal editing for end punctuation and some use of commas.</p>	<p>correct capitalization at the beginnings of sentences.</p> <p>correct capitalization of months and days of the week.</p> <p>independent editing for end punctuation and some comma use.</p>
<p>5.1.5 With assistance, edit for correct use of</p> <ul style="list-style-type: none"> • nouns • verbs • pronouns 	inability to edit for use of nouns, verbs, and pronouns.	minimal editing for correct use of nouns, verbs, and pronouns.	editing for correct use of nouns, verbs, and pronouns.	independent editing for correct use of nouns, verbs, and pronouns.
<p>5.1.6 Edit sentence structure for</p> <ul style="list-style-type: none"> • complete sentences 	inability to edit sentences for completeness if writing present.	<p>minimal editing for complete simple sentences.</p> <p>incomplete sentences in drafts but ability to generate sentences with teacher assistance.</p>	minimal editing for sentence structure.	independent editing for sentence structure.
<p>5.1.7 Prepare legible final draft to display or share.</p>	<p>inability to prepare final drafts to share.</p> <p>a picture.</p> <p>a first draft.</p>	legible final drafts to display or share.	<p>prepared legible final drafts to display or share.</p> <p>organization.</p> <p>details.</p>	<p>legible final drafts to display or share.</p> <p>complete organization.</p> <p>more complete details.</p> <p>extra time and effort in final project.</p> <p>good presentation.</p>

Achievement Indicators for Writing
Grade 1

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.1.1 Draw or write to communicate in written form.</p> <p>With assistance, write sentences using a topic sentence</p> <ul style="list-style-type: none"> • generated by the teacher • generated by the student 	<p>inability to consistently draw and/or write to communicate about expository text.</p> <p>use of pictures.</p> <p>use of random letters.</p> <p>use of random upper and lower case letters.</p> <p>minimal use of punctuation.</p> <p>inability to write sentences on topic when topic is provided.</p>	<p>minimal drawing and/or writing to communicate about an expository text</p> <p>minimal phonetic spelling.</p> <p>correct spelling of high frequency words.</p> <p>use of capital letters.</p> <p>use of punctuation.</p> <p>use of illustrations with limited detail to support the topic.</p> <p>ability to write simple sentences using a topic sentence generated by the teacher.</p>	<p>drawing and/or writing to communicate about an expository text.</p> <p>use of phonetic spelling for more difficult words.</p> <p>correct spelling of most high frequency words.</p> <p>complete but very simple sentences.</p> <p>minimal use of correct capitals at the beginnings of sentences.</p> <p>minimal use of correct punctuation at the ends of sentences.</p> <p>a detailed illustration that supports the topic.</p> <p>written details that support topic.</p> <p>simple sentences supporting a topic sentence generated by the teacher or the student.</p>	<p>drawing and/or writing to communicate about an expository text.</p> <p>phonetic and conventional spelling for more difficult words.</p> <p>correct spelling of high frequency words.</p> <p>consistent, correct use of capitals for first and last names and beginnings of sentences.</p> <p>correct punctuation at ends of sentences.</p> <p>multiple sentences in sequential order.</p> <p>some varied language.</p> <p>details that support a topic sentence.</p> <p>generation of individual writing topics.</p>

Achievement Indicators for Writing
Grade 1

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>6.1.2 Draw or write about familiar experiences and/or events.</p> <p>With assistance, write sentences about experiences and/or events that are appropriate to audience and purpose.</p>	<p>ability to draw or dictate about familiar experience and/or events with one-on-one assistance.</p> <p>use of drawings or pictures.</p> <p>use of random letters.</p> <p>random use of upper and lower case letters.</p> <p>possible use of punctuation.</p> <p>inability to discuss experiences and events.</p> <p>lack of awareness of audience and purpose.</p>	<p>minimal drawing and/or writing about familiar experiences and/or events.</p> <p>some phonetic spelling.</p> <p>some correctly spelled high frequency words.</p> <p>inconsistent use of capitals.</p> <p>inconsistent punctuation.</p> <p>an illustration supporting topic but lacking details.</p> <p>minimal awareness of audience and purpose.</p> <p>discussion of experiences and/or events that are appropriate to audience and purpose in teacher led situations.</p>	<p>drawing and/or writing about familiar experiences and/or events.</p> <p>phonetic spelling of more difficult words.</p> <p>correct spelling of most high frequency words.</p> <p>complete simple sentences.</p> <p>general correctness of capitals at the beginnings of sentences.</p> <p>correct punctuation at the ends of sentences.</p> <p>details that support the topic.</p> <p>detailed illustrations that support the topic.</p> <p>simple sentences about experiences and/or events that are appropriate to audience and purpose.</p>	<p>sentences about experiences and/or events that are appropriate to audience and purpose.</p> <p>both phonetic and conventional spelling of difficult words.</p> <p>correct of spelling of high frequency words.</p> <p>consistent correct capitalization of first and last names, beginnings of sentences, and correct punctuation at ends of sentences.</p> <p>simple multiple sentences in sequential order.</p> <p>some varied descriptive language.</p> <p>details supporting a topic sentence.</p> <p>simple sentences about experiences and/or events that are appropriate to audience and purpose.</p>

Achievement Indicators for Writing
Grade 1

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.1.3 Listen to and discuss poetry.	listens to but does not discuss poetry.	listening and discussing of poetry when the discussion is led by the teacher.	listening to poetry. discussion of poetry. sharing thoughts and connecting with the thoughts of others.	listening to poetry. discussion of poetry. connections between poetry and personal situations.
With assistance , write poetry.	a picture about a poem read aloud.	works as part of a group to create a poem.	simple written poetry using poetry frames.	simple written poetry.
6.1.4 Write responses to literary text.	minimal drawing and/or written responses to texts, but responses are unrelated to literary text.	minimal written responses to literary text. teacher helping to guide students toward a related response.	simple responses to literary text. work that is on topic but lacking details.	simple responses to literary text. use of detail. ability to produce a connection to self, text, and world.
6.2.5 Write responses to expository text.	minimal verbalization and/or drawing of responses to expository text. minimal use of words and vocabulary to support writing or drawing responses to expository text.	minimal restatement of facts from expository text.	restatement of information about expository text using appropriate content vocabulary. minimal connections to text using support from the text.	independent restatement of information and support of thoughts using details from text. connections to the text that are supported by details from the text.

Achievement Indicators for Writing
Grade 1

Content Standard 6.0 (continued)				
Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.1.6 Draw or communicate an opinion. With assistance , write an opinion statement.	minimal drawing and/or verbalizing to communicate an opinion. inability to write an opinion statement.	drawing or verbalizing to communicate an opinion. responding to simple questions (e.g., I like. . . or My favorite is. . .). minimal simple opinion statement.	simple drawing and/or writing to communicate an opinion. simple opinion statement.	communication of an opinion statement. an opinion statement.
6.1.7 With assistance , write friendly letters following an established format.	minimal drawing and/or writing personal messages.	minimal friendly letters that follow standard format.	friendly letters that include a greeting, simple body, closing, and signature.	friendly letters that include a heading, greeting, body, closing, and a signature.
6.1.8 With assistance , write instruction to complete tasks.	minimal illustrations to represent directions to complete tasks. illustrations that may be incomplete, lacking specificity, and/or non-sequential.	minimal directions that have specific details and appropriate steps to complete simple tasks. steps that may be non-sequential.	directions that have specific details and appropriate steps to complete tasks. steps that are detailed.	directions with sequential, complete steps to accomplish tasks. steps that are detailed and sequential.
6.1.9 With assistance , write sentences to <ul style="list-style-type: none"> • formulate a question • record information • answer a research question Identify <ul style="list-style-type: none"> • title • author 	formulation of questions with one-on-one assistance. inability to differentiate between questions and statements. identification of title and author.	discussion, writing, and/or drawing to formulate a question, record information, and answer a question. identification of title and author.	formulation of a question, recording information, and answering a research question. identification of title and author.	sentences that formulate a question, record information, and answer a research question. identification of the title located in other places besides the cover. identification of title and author.

Achievement Indicators for Listening and Speaking
Grade 1

Listening and Speaking Achievement Indicators Grade 1				
Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>7.1.1 Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions <p>With assistance, listen for and identify</p> <ul style="list-style-type: none"> • main idea • purpose • messages <p>With assistance, listen to and retell ideas.</p>	<p>ability to listen for the purpose of being entertained.</p> <p>inability to listen for the purpose of gaining information and understanding directions.</p> <p>limited ability to listen and identify oral messages.</p> <p>limited ability to listen.</p>	<p>ability to listen for the purpose of being entertained.</p> <p>limited ability to listen for the purpose of gaining information, understanding directions.</p> <p>limited ability to listen and identify messages, purpose (e.g., gaining information, being entertained, and understanding directions).</p> <p>inability to identify main idea (e.g., student gives random detail and ideas).</p> <p>limited ability to listen and inability to retell ideas.</p>	<p>ability to listen for a variety of purposes including gaining information, being entertained, understanding directions.</p> <p>limited ability to listen for and identify main idea (e.g., teacher read aloud and discussion), purpose, and messages.</p> <p>limited ability to listen and retell ideas (e.g., repeating ideas word for word).</p>	<p>ability to listen for a variety of purposes and extend comprehension by making connections (e.g., writing, drawing, acting, and sharing).</p> <p>ability to listen for and identify main idea, purpose, and messages.</p> <p>ability to listen and retell ideas (e.g., by paraphrasing).</p>
<p>7.1.2 Listen to and respond to oral communication.</p>	<p>limited ability to listen to oral communication.</p> <p>limited ability to respond to oral communication.</p>	<p>ability to listen to oral communication.</p> <p>limited ability to respond to oral communication (e.g., multiple opportunities required for response to occur).</p>	<p>ability to listen to and respond to oral communication (e.g., formal and informal questioning).</p>	<p>ability to expand oral communication responses to include connections and higher level questioning.</p>

Achievement Indicators for Listening and Speaking
Grade 1

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker’s purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
7.1.3 Expand vocabulary through listening.	inability to expand vocabulary through listening	limited ability to expand vocabulary through listening (e.g., direct vocabulary instruction).	ability to expand vocabulary through listening (e.g., reading, writing, listening, and speaking vocabulary).	ability to justify use of cross-curricular vocabulary (e.g., the term “balance” within math, science, p.e., and literature).
7.1.4 With assistance , listen for and identify dialect. With assistance , listen for and identify the use of formal and informal language.	inability to listen for and identify dialect. inability to listen for and identify the use of formal and informal language.	limited ability to listen to and understand the meaning of dialect. inability to identify dialect. limited ability to listen for the use of and understand the meaning of formal and informal language. inability to identify the use of formal and informal language.	limited ability to listen for and identify dialect. limited ability to listen for and identify the use of formal and informal language (e.g., formal versus informal greetings, “Good morning”, “How ya doin’?”).	ability to listen for and identify dialect. ability to listen for and identify the use of formal and informal language.
7.1.5 Actively listen to a speaker. Listen to and participate in conversations.	inability to actively listen to a speaker. limited ability to listen to conversations. inability to participate in conversations (e.g., off topic).	limited ability to actively listen to a speaker (e.g., inconsistent responses dependent upon setting or speaker). limited ability to listen to and participate in conversations.	ability to actively listen to a speaker (e.g., verbal and non-verbal communication). ability to listen to and participate in conversations (e.g., academic and non-academic conversations).	ability to actively listen to a speaker for a given purpose. ability to extend conversation to include cross-curricular topics.

Achievement Indicators for Listening and Speaking
Grade 1

Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Content Benchmarks	Content Benchmarks	Content Benchmarks	Content Benchmarks
8.1.1 With assistance , give directions to complete tasks.	inability to give directions to complete tasks (e.g., gives random ideas or details not pertinent to task).	limited ability to give directions (e.g., missing steps, out of order, incomplete).	limited ability to give directions to complete tasks.	ability to give directions to complete tasks.
With assistance , ask questions to clarify directions.	inability to ask questions to clarify directions (e.g., doesn't understand the importance of asking for help).	limited ability to ask questions.	limited ability to ask questions to clarify directions (e.g., questions are specific to needs).	ability to ask specific questions to clarify directions.
8.1.2 Use precise language to describe <ul style="list-style-type: none"> • feelings • experiences • observations • ideas 	<p>limited ability to use precise language to describe feelings and experiences.</p> <p>inability to use precise language to describe observations and ideas.</p>	<p>ability to use precise language to describe feelings and experiences (e.g., group discussions, show and tell).</p> <p>limited ability to use precise language to describe observations and ideas.</p>	ability to use precise language to describe feelings, experiences, observations, and ideas.	ability to use of precise language is apparent in group discussions and daily conversations.
With assistance , apply Standard English to communicate ideas.	limited ability to identify and use Standard English.	limited ability to recall and apply Standard English.	limited ability to apply Standard English to communicate ideas.	limited ability to apply Standard English to clarify ideas.
8.1.3 Speak clearly with prosody.	limited ability to speak clearly.	limited ability to speak clearly with prosody (e.g., rhythm and expression produced through modeling).	ability to speak clearly with prosody (e.g., rhythm and expression apparent in speech).	ability to adapt prosody to change expression and/or meaning.
Communicate information in small and large groups.	inability to communicate information in small and large groups.	limited ability to communicate information in small and large groups (e.g., answering questions).	ability to communicate information in small and large groups (e.g., group discussions, oral presentations, think-pair-share, asking and answering questions).	ability to communicate in small and large groups and justify information.

Achievement Indicators for Listening and Speaking
Grade 1

Content Standard 8.0 (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>With assistance, communicate information that maintains a clear focus.</p> <p>Communicate statements that express an opinion.</p>	<p>limited ability to communicate in a complete sentence with a complete thought.</p>	<p>ability to communicate in a complete sentence with a complete thought.</p>	<p>ability to communicate in a complete sentence with a complete thought.</p>	<p>ability to communicate in a complete sentence with a complete thought.</p>
	<p>limited ability to distinguish between fact and opinion.</p>	<p>limited ability to communicate information while staying on topic.</p>	<p>limited ability to communicate information that maintains a clear focus.</p>	<p>ability to communicate information that maintains a clear focus.</p>
	<p>inability to communicate using statements (e.g., student uses words and/or phrases to express thoughts).</p>	<p>limited ability to distinguish between fact and opinion.</p>	<p>limited ability to communicate statements.</p>	<p>limited ability to distinguish between fact and opinion.</p>
<p>8.1.4 Participate in group discussions following the turn-taking process.</p>	<p>inability to participate in group discussions.</p>	<p>ability to participate in group discussions.</p>	<p>ability to participate in group discussions following the turn-taking process.</p>	<p>ability to participate in the natural flow of a conversational discussion.</p>
<p>Ask relevant questions to clarify and gather information.</p>	<p>inability to follow the turn-taking process.</p>	<p>limited ability to follow the turn-taking process (e.g., pass the talking sticks).</p>	<p>ability to ask relevant questions to clarify and gather information.</p>	<p>ability to ask relevant questions during group discussions to extend meaning.</p>
<p>Ask relevant questions to clarify and gather information.</p>	<p>limited ability to ask questions.</p>	<p>limited ability to ask questions to clarify and gather information.</p>	<p>ability to ask relevant questions to clarify and gather information.</p>	<p>ability to ask relevant questions during group discussions to extend meaning.</p>

Achievement Indicators for Listening and Speaking
Grade 1

Content Standard 8.0 (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
8.1.5 Demonstrate phonological awareness of spoken words through <ul style="list-style-type: none"> • rhyming • concept of word • syllable awareness • onset and rime awareness 	inability to identify words that rhyme (e.g., in familiar games, songs, stories and poems). inability to orally identify the number of words in a simple sentence. inability to orally identify syllables in words. inability to recognize onset and rime.	limited ability to identify one syllable words verbally that rhyme (e.g., when given dictated sets of three words). limited ability to orally identify the number of words in a simple sentence. limited ability to orally identify syllables in words. limited ability to recognize onset and rime.	ability to generate a one syllable rhyming word verbally. ability to orally identify the number of words in a simple sentence. ability to orally identify and count the number of syllables in words (e.g., snapping, clapping, or tapping). ability to recognize onset/ rime. ability to chunk rimes and blend with onset (e.g., m-at, s-at, c-at).	ability to generate multi-syllabic rhyming words verbally. ability to orally identify the number of words in a sentence. ability to identify syllables in words without using kinesthetic cues. ability to recognize onset and rime while listening to multi-syllabic words.

Achievement Indicators for Listening and Speaking
Grade 1

Content Standard 8.0 (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Demonstrate phonemic awareness of spoken words through <ul style="list-style-type: none"> • matching • isolating • blending • segmenting • deleting • substituting 	limited ability to match, isolate, and blend sounds within spoken words. inability to segment, delete, and substitute spoken words.	ability to match, isolate, and blend sounds within spoken words. limited ability to complete tasks of segmenting, deleting, and substituting phonemes.	ability to match beginning, middle, or ending sounds. ability to isolate the beginning and ending sounds. ability to blend segmented words. ability to segment blended words. ability to delete phonemes. ability to substitute phonemes.	ability to demonstrate phonemic awareness.