

## First Grade Literacy Report Card Categories

<b>First Grade Standards</b>	<b>Student-Friendly I Can Statements</b>
<b>Reading Foundational Skills</b>	
<u>Print Concepts</u> RF.1.1 Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> <li>• I can find the beginning of a sentence.</li> <li>• I can find the end of a sentence.</li> <li>• I can recognize that the first word of a sentence is capitalized.</li> <li>• I can recognize that a sentence ends with a punctuation mark.</li> </ul>
<u>Phonological Awareness</u> RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds.	<ul style="list-style-type: none"> <li>• I can hear and say long and short vowels.</li> <li>• I can blend sounds to make words.</li> <li>• I can hear and say the beginning sound of a word.</li> <li>• I can hear and say the middle sound of a word.</li> <li>• I can hear and say the ending sound of a word.</li> </ul>
<u>Phonics &amp; Word Recognition</u> RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> <li>• I can identify the sounds each letter makes.</li> <li>• I can say the sounds in words.</li> <li>• I can say words that end with silent e.</li> <li>• I can use vowels to sound out syllables.</li> <li>• I can break words into parts.</li> <li>• I can read words with endings.</li> <li>• I can read first grade sight words.</li> </ul>
<u>Fluency</u> RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	<ul style="list-style-type: none"> <li>• I can think about what I read.</li> <li>• I can read grade-level text with meaningful voice, timing, and expression.</li> <li>• I can recognize when a word I have read does not make sense.</li> <li>• I can self-correct misread words using context clues.</li> </ul>
<b>Reading Literature</b>	
<u>Key Ideas &amp; Details</u> RL.1.2 Retell stories, including key details and demonstrate understanding of their central message or lesson. RL.1.3 Describe characters, settings, and major events in a story, using key details.	<ul style="list-style-type: none"> <li>• I can tell what the story is about.</li> <li>• I can tell the important parts of the story.</li> <li>• I can determine the central message or lesson in a story using key details.</li> <li>• I can who was in the story.</li> <li>• I can where the story happened.</li> <li>• I can tell what happened in the story.</li> <li>• I can name the characters, settings, and important parts in a story.</li> </ul>
<u>Craft &amp; Structure</u> RL.1.6 Identify who is telling the story at various points in a text.	<ul style="list-style-type: none"> <li>• I can identify the characters in a story.</li> <li>• I can recognize when more than one character is telling the story.</li> <li>• I can identify when the character telling the story changes.</li> </ul>
<u>Range of Reading &amp; Level of Text Complexity</u> RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	When someone helps me: <ul style="list-style-type: none"> <li>• I can listen to prose and poems.</li> <li>• I can read short books and poems.</li> <li>• I can read first grade sight words.</li> </ul>

<b>Reading Informational Text</b>	
<p><b><u>Key Ideas &amp; Details</u></b>            RI.1.2 Identify the main topic and retell key details of a text.            RI.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.</p>	<ul style="list-style-type: none"> <li>• I can tell what the text is about. I can identify the main idea or topic.</li> <li>• I can tell what I learned from the text.</li> <li>• I can identify the main idea or topic of a text.</li> <li>• I can retell the key details of a text.</li> <li>• I can tell how two people, events, ideas, or facts are connected.</li> </ul>
<p><b><u>Craft &amp; Structure</u></b>            RI.1.5 Know and use various text features to locate key facts or information in a text.            RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> <li>• I can identify and give examples of text features (parts of a book).</li> <li>• I can use parts of a book to find information.</li> <li>• I can use the pictures and words to help me understand what is read.</li> </ul>
<p><b><u>Range of Reading &amp; Level of Text Complexity</u></b>            RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can listen to or read true stories or texts.</li> <li>• I can identify and read sight words.</li> </ul>
<b>Writing</b>	
<p><b><u>Opinion</u></b>            W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>• I can write about what I think and tell why I think that.</li> <li>• I can identify my opinion.</li> <li>• I can support my opinion with a reason.</li> <li>• I can write an opinion piece with an introduction, opinion, supporting reason, and conclusion.</li> </ul>
<p><b><u>Informative</u></b>            W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>• I can write about a real topic including some facts.</li> <li>• I can write an informative paper with a topic, facts, and an ending sentence.</li> </ul>
<p><b><u>Narrative</u></b>            W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> <li>• I can write about the order of things that happened.</li> <li>• I can use words that show order.</li> <li>• I can use details to describe what happened in my story.</li> <li>• I can write an ending for my story that provides a sense of closure.</li> </ul>
<b>Speaking &amp; Listening</b>	
<p><b><u>Comprehension &amp; Collaboration</u></b>            SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<ul style="list-style-type: none"> <li>• I can identify and follow the agreed upon rules for discussion.</li> <li>• I can ask questions about the topic.</li> <li>• I can add my own comments to the topic.</li> </ul>

<b>Language</b>	
<p><b><u>Conventions of Standard English</u></b>  L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>• I can write all my upper-case letters.</li> <li>• I can write all my lower-case letters.</li> <li>• I can use nouns in my speaking and writing.</li> <li>• I can match nouns with action words (He hops; We hop).</li> <li>• I can use a different word for a noun (I, me, my, they, them, their, anyone, everything).</li> <li>• I can use action words for things that happened yesterday, today, and tomorrow in my writing or speaking.</li> <li>• I can use describing words.</li> <li>• I can use connecting words.</li> <li>• I can use a, an, and the</li> <li>• I can use prepositions like over, under, and around</li> <li>• I can combine sentences.</li> <li>• I can capitalize dates and names.</li> <li>• I can use end punctuation for sentences.</li> <li>• I can use commas in dates and lists.</li> <li>• I can spell sight words and word family words.</li> <li>• I can use invented spelling.</li> </ul>
<p><b><u>Vocabulary Acquisition &amp; Use</u></b>  L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>	<ul style="list-style-type: none"> <li>• I can find root words and endings.</li> <li>• I can use word clues to figure out what a word means.</li> <li>• I can use the end of words to figure out what a word means.</li> </ul>