

## Reading Rubric – First Grade – Term I

Objectives	You Went Beyond #4	You Did It! #3	Getting Better #2	Starting Out #1
<b>Sight Words</b>	<ul style="list-style-type: none"> <li>• Demonstrates mastery of a wide range of sight words</li> <li>• Recognizes them in context and isolation</li> <li>• Fluency is enhanced because so many words come without need to decode</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates mastery of most high frequency sight words</li> <li>• Usually recognizes them in context and isolation</li> <li>• Fluency is not impaired due to having to decode all words</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates mastery of a few high frequency sight words</li> <li>• Difficulty reading them in context and/or isolation</li> <li>• Fluency is impaired due to having to decode most words</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little or no mastery of high frequency sight words</li> <li>• Difficulty reading them in context and isolation</li> <li>• Dis-fluent in most situations</li> </ul>
<b>Decoding / Word Attack</b>	<ul style="list-style-type: none"> <li>• Student is using multiple strategies to read new words</li> <li>• Beginning to self correct if meaning is lost</li> </ul>	<ul style="list-style-type: none"> <li>• Has 1 to 1 correspondence</li> <li>• Beginning to use context, picture clues, decoding and other reading strategies to read new words</li> <li>• Demonstrates blending sounds to read words</li> <li>• Knows most letters and their sounds</li> <li>• Understands sound-symbol relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Reads patterned texts from memory</li> <li>• Uses a combination of memory, pictures and some 1 to 1 correspondence to retell familiar literature</li> <li>• Knows many letters and continues to demonstrate that letters have sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Memorizes and repeats story, but does not yet connect to print</li> <li>• Does not have 1 to 1 correspondence</li> <li>• Not demonstrating the use of reading strategies</li> <li>• Knows some letters and is gaining awareness that letters have sounds</li> </ul>
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• Knows most letters and their sounds (including vowels)</li> </ul>			

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Objectives	You Went Beyond #4	You Did It! #3	Getting Better #2	Starting Out #1
<b>Oral Reading Fluency</b>	<ul style="list-style-type: none"> <li>• Reads with expression</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to read familiar stories and predictable literature with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Retells familiar literature with some connection to print</li> <li>• Reading but sounds fragmented</li> </ul>	<ul style="list-style-type: none"> <li>• Memorizes and repeats story but does not yet connect to print</li> </ul>
<b>Listening Comprehension</b>	<ul style="list-style-type: none"> <li>• Able to answer literal and higher level questions related to both stories read aloud and silently with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer literal and higher level questions related to a story read aloud with more accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer literal questions related to a story read aloud with more accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer literal questions related to a story read aloud with some accuracy</li> </ul>

## Reading Rubric – First Grade – Term II

Objectives	You Went Beyond #4	You Did It! #3	Getting Better #2	Starting Out #1
<b>Sight Words</b>	<ul style="list-style-type: none"> <li>• Demonstrates mastery of a wide range of sight words</li> <li>• Recognizes them in context and isolation</li> <li>• Fluency is enhanced because so many words come without need to decode</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates mastery of most high frequency sight words</li> <li>• Usually recognizes them in context and isolation</li> <li>• Fluency is not impaired due to having to decode all words</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates mastery of a few high frequency sight words</li> <li>• Difficulty reading them in context and/or isolation</li> <li>• Fluency is impaired due to having to decode most words</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little or no mastery of high frequency sight words</li> <li>• Difficulty reading them in context and isolation</li> <li>• Dis-fluent in most situations</li> </ul>
<b>Decoding / Word Attack</b>  <b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• Utilizes a repertoire of strategies to persevere even when reading becomes difficult</li> <li>• Blends and segments multiple phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Uses multiple strategies to read new words</li> <li>• Beginning to self correct if meaning is lost</li> <li>• Knows all letters and most of their sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use context, picture clues, decoding, and other reading strategies to read new words</li> <li>• Demonstrates blending sounds to read words</li> <li>• Knows most letters and their sounds</li> <li>• Understands sound-symbol relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Reads patterned text from memory</li> <li>• Uses a combination of memory, picture clues, and some one to one correspondence to retell familiar literature</li> <li>• Knows many letters and continues to demonstrate that letters have sounds</li> </ul>

## Reading Rubric – First Grade – Term II

Objectives	You Went Beyond #4	You Did It! #3	Getting Better #2	Starting Out #1
<b>Oral Reading Fluency</b>	<ul style="list-style-type: none"> <li>• Reads with expression</li> <li>• Reads aloud with fluency in a manner that sounds like natural speech</li> </ul>	<ul style="list-style-type: none"> <li>• Reads familiar stories and predictable literature with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to read familiar stories and predictable literature with accuracy</li> <li>• Reading but sounds fragmented</li> </ul>	<ul style="list-style-type: none"> <li>• Retells familiar literature with some connection to print</li> <li>• Reads word by word and must be assisted with many words</li> </ul>
<b>Listening Comprehension</b>	<ul style="list-style-type: none"> <li>• Able to answer and ask literal and higher level questions related to material read aloud with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer and ask literal and higher level questions related to material read aloud with more accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer literal questions related to material read aloud with more accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer literal questions related to material read aloud with some accuracy</li> </ul>

## Reading Rubric – First Grade – Term III

Objectives	You Went Beyond #4	You Did It! #3	Getting Better #2	Starting Out #1
<b>Sight Words</b>	<ul style="list-style-type: none"> <li>• Demonstrates mastery of a wide range of sight words</li> <li>• Recognizes them in context and isolation</li> <li>• Fluency is enhanced because so many words come without need to decode</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates mastery of most high frequency sight words</li> <li>• Usually recognizes them in context and isolation</li> <li>• Fluency is not impaired due to having to decode all words</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates mastery of a few high frequency sight words</li> <li>• Difficulty reading them in context and/or isolation</li> <li>• Fluency is impaired due to having to decode most words</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little or no mastery of high frequency sight words</li> <li>• Difficulty reading them in context and isolation</li> <li>• Dis-fluent in most situations</li> </ul>
<b>Decoding / Word Attack</b>	<ul style="list-style-type: none"> <li>• Utilizes a repertoire of strategies to persevere even when reading becomes difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Uses multiple strategies to read new words</li> <li>• Beginning to self correct if meaning is lost</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to use context, picture clues, decoding, and other reading strategies to read new words</li> <li>• Demonstrates blending sounds to read words</li> </ul>	<ul style="list-style-type: none"> <li>• Reads patterned text from memory</li> <li>• Uses a combination of memory, pictures, and some one to one correspondence to retell familiar literature</li> </ul>
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• Blends and segments multiple phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Knows all letters and their sounds</li> <li>• Beginning to blend and segment phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Knows most letters and their sounds</li> <li>• Understands sound-symbol relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Knows many letters and continues to demonstrate that letters have sounds</li> </ul>

## Reading Rubric – First Grade – Term III

Objectives	You Went Beyond #4	You Did It! #3	Getting Better #2	Starting Out #1
<b>Oral Reading Fluency</b>	<ul style="list-style-type: none"> <li>• Reads with expression</li> <li>• Reads aloud with fluency in a manner that sounds like natural speech</li> </ul>	<ul style="list-style-type: none"> <li>• Reads familiar stories and predictable literature with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to read familiar stories and predictable literature with accuracy</li> <li>• Reading but sounds fragmented</li> </ul>	<ul style="list-style-type: none"> <li>• Retells familiar literature with some connection to print</li> <li>• Reads word by word and must be assisted with many words</li> </ul>
<b>Listening Comprehension</b>	<ul style="list-style-type: none"> <li>• Able to answer and ask literal and higher level questions related to material read aloud with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer and ask literal and higher level questions related to material read aloud with more accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer literal questions related to material read aloud with more accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer literal questions related to material read aloud with some accuracy</li> </ul>

## Reading Rubric – First Grade – Term IV

Objectives	You Went Beyond #4	You Did It! #3	Getting Better #2	Starting Out #1
<b>Sight Words</b>	<ul style="list-style-type: none"> <li>• Demonstrates mastery of a wide range of sight words</li> <li>• Recognizes them in context and isolation</li> <li>• Fluency is enhanced because so many words come without need to decode</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates mastery of most high frequency sight words</li> <li>• Usually recognizes them in context and isolation</li> <li>• Fluency is not impaired due to having to decode all words</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates mastery of a few high frequency sight words</li> <li>• Difficulty reading them in context and/or isolation</li> <li>• Fluency is impaired due to having to decode most words</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little or no mastery of high frequency sight words</li> <li>• Difficulty reading them in context and isolation</li> <li>• Dis-fluent in most situations</li> </ul>
<b>Decoding / Word Attack</b>  <b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>• Utilizes a repertoire of strategies to persevere even when reading becomes difficult</li> <li>• Blends and segments multiple phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Uses multiple strategies to read new words</li> <li>• Beginning to self correct if meaning is lost</li> <li>• Knows all letters and their sounds</li> <li>• Blends and segments many phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• Uses context, picture clues, decoding, and other reading strategies to read new words</li> <li>• Demonstrates blending sounds to read words</li> <li>• Knows most letters and their sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Reads patterned text from memory</li> <li>• Uses a combination of memory, picture clues, and one to one correspondence to retell familiar literature</li> <li>• Knows many letters and continues to demonstrate that letters have sounds</li> </ul>

## Reading Rubric – First Grade – Term IV

Objectives	You Went Beyond #4	You Did It! #3	Getting Better #2	Starting Out #1
<b>Oral Reading Fluency</b>	<ul style="list-style-type: none"> <li>• Reads with expression</li> <li>• Reads aloud with fluency in a manner that sounds like natural speech</li> </ul>	<ul style="list-style-type: none"> <li>• Reads familiar stories and predictable literature with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to read familiar stories and predictable literature with accuracy</li> <li>• Reading but sounds fragmented</li> </ul>	<ul style="list-style-type: none"> <li>• Retells familiar literature with some connection to print</li> <li>• Reads word by word and must be assisted with many words</li> </ul>
<b>Listening Comprehension</b>	<ul style="list-style-type: none"> <li>• Able to answer and ask literal and higher level questions related to material read aloud with accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer and ask literal and higher level questions related to material read aloud with more accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer literal questions related to material read aloud with more accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Able to answer literal questions related to material read aloud with some accuracy</li> </ul>