# Grade 1 Checklist
## Spring 2015

## Literacy

<table>
<thead>
<tr>
<th>Checklist Item</th>
<th>Area of Concern</th>
<th>Progressing to Meeting</th>
<th>Meeting Expectations</th>
<th>Consistently Exceeding</th>
</tr>
</thead>
</table>
| **Reads fluently, expressively and at an appropriate rate** | **Reads familiar text word by word.**  
**Does not use punctuation cues or text features when reading.**  
**Does not use decoding strategies and relies heavily on pattern.** | **Reads familiar texts aloud in short phrases.**  
**Uses punctuation cues and specific text features at times when reading familiar text aloud.**  
**Requires teacher support to use strategies to decode unfamiliar words.** | **Reads unfamiliar texts in longer phrases most of the time.**  
**Uses punctuation cues and specific text features most of the time when reading unfamiliar text aloud.**  
**Uses a variety of strategies to decode unfamiliar words.** | **Consistently reads unfamiliar text aloud with fluency, phrasing and expression.**  
**Consistently uses punctuation cues and text features when reading unfamiliar text aloud.**  
**Flexibly uses a variety of cues to decode unfamiliar words.** |
| **Understands, analyzes and interprets text** | **Struggles to use comprehension strategies to deepen understanding during read-alouds and independent reading.**  
**Does not recognize or articulate author’s purpose and big ideas.** | **Requires teacher prompts and encouragement to use comprehension strategies to deepen understanding during read-alouds and independent reading.**  
**Has a basic understanding of, but struggles to articulate author’s purpose and big ideas.** | **Uses comprehension strategies to deepen understanding during read-alouds and independent reading most of the time.**  
**Has an understanding of and begins to articulate author’s purpose and big ideas.** | **Independently uses a variety of comprehension strategies to deepen understanding during read-alouds and independent reading.**  
**Speaks about author's purpose and big ideas in a way that show a deep understanding of the text.** |
| Uses the writing process | Requires constant teacher support to generate ideas during Writer's Workshop.  
Does not view writing as a process and struggles to follow a piece of writing through the stages. | Generates ideas during Writer's Workshop with some support.  
Requires repetition and reinforcement to understand the stages of the writing process and needs teacher support to follow a piece of writing through the stages. | Independently generates ideas during Writer's Workshop.  
Begins to understand the writing process and follow a piece of writing through the stages. | Independently generates ideas and makes use of planning time before writing a piece.  
Works independently through beginning stages of the writing process and begins to revise own work based on feedback from teachers and peers. |
|---|---|---|---|---|
| Understands and applies elements of writing craft in different genres | Struggles to stay on topic and make use of tools to help with organization.  
Does not use literary language learned from author/genre studies in writing. | Requires teacher scaffolds and additional organizers to add details to writing.  
Requires teacher scaffolds and prompts to use literary language learned from author/genre studies in writing with support. | Writing is organized and includes details most of the time.  
Begins to independently use literary language learned from author/genre studies in writing. | Independently writes an organized, sequential piece, including additional details and story elements.  
Independently uses literary language learned from author/genre studies in writing. |
| Applies age-appropriate grammar and writing mechanic skills | Does not understand the concept of a sentence. Does not use end punctuation.  
Struggles to form letters correctly. | Uses capital letters and end punctuation correctly at times.  
Forms some letters correctly. Has difficulty with sizing and spacing. | Uses capital letters and end punctuation correctly most of the time.  
Forms most letters correctly. Begins to pay attention to sizing and spacing. | Consistently uses capital letters and end punctuation correctly  
Consistently forms letters correctly, using appropriate sizing and spacing. |
| Applies knowledge of age-appropriate spelling patterns and sight words when writing | Struggles to apply previously taught spelling patterns.  
Has a very limited sight word vocabulary for spelling. | Needs repetition and reinforcement to correctly apply previously taught spelling patterns.  
Spells age appropriate high-frequency words at times. | Correctly applies spelling patterns that have been taught most of the time.  
Spells age appropriate high-frequency words. | Understands and applies spelling patterns that go beyond those that have been taught.  
Consistently spells high-frequency words beyond what is expected. |
<table>
<thead>
<tr>
<th>Practices effective communication</th>
<th>Shows responsibility and independence as a learner in reading and writing</th>
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<tbody>
<tr>
<td>Does not participate in discussions about literature or other topics.</td>
<td>Requires constant support during independent reading times.</td>
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<tr>
<td>Struggles to understand and use new vocabulary.</td>
<td>Requires reminders and encouragement to sustain Independent Reading.</td>
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<tr>
<td>Does not listen to the comments of others, responds off topic.</td>
<td>Writes independently and stays on task for the allotted time with some support.</td>
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<tr>
<td>Struggles to understand and use new vocabulary.</td>
<td>Uses some strategies for writing and requires some support to stay on task.</td>
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<tr>
<td>Does not listen to the comments of others, responds off topic.</td>
<td>Actively sustains Independent Reading for the allotted time.</td>
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<td>Struggles to understand and use new vocabulary.</td>
<td>Writes independently, uses strategies and stays on task.</td>
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<tr>
<td>Makes sense of new words from how they are used and begins to use this new vocabulary independently.</td>
<td>Actively reads independently for longer than what would be expected.</td>
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<tr>
<td>Listens actively, but does not respond to the comments of others.</td>
<td>Consistently writes independently, uses a variety of strategies and stays on task for longer than what would be expected.</td>
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<td>Struggles to understand and use new vocabulary.</td>
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