



Topic: Ask and Answer Questions Orally (1.3)		
Grade: 1st		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>asks and answers questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format. (ELA21.1.3)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>clarify, confirm, audible format, text format, and digital format.</li> </ul> </li> <li>performs basic processes, such as:               <ul style="list-style-type: none"> <li>engages in collaborative discussions (such as staying on topic, taking turns, orally use complete sentences, listening to others, and</li> </ul> </li> </ul>	
		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>Prepares interview questions and conducts an interview to extend understanding of information gathered from audible, text, or digital format.</li> <li>Uses digital aides and technology in oral presentation to present key ideas and details from text or conversation when appropriate to clarify thoughts, feelings, and ideas.</li> </ul>
		<ul style="list-style-type: none"> <li>To confirm understanding, students will think critically about a teacher selected question, pair with another student to share individual thinking, then share their responses with other groups or the whole class.</li> <li>Use the "Structured Collaborative Conversation" strategy (<i>LETRS Volume 2 Unit 7, p. 170</i>)</li> </ul>
		<ul style="list-style-type: none"> <li>In response to a text, the teacher asks students to meet in small groups to summarize the information he or she just presented, referring to a 5 W's anchor chart (if needed), to ask clarifying questions about the information, and make predictions about upcoming information following classroom rules for discussions.</li> <li>Teacher will use the Gradual Release strategy (I Do, We Do, You Do) to teach the "Making a Summary" activity (<i>LETRS Volume 2 Unit 7, p. 168-169</i>)</li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<p>carrying on a conversation through multiple exchanges).</p> <ul style="list-style-type: none"><li>○ uses question words who, what, where, when, why, and how to ask questions.</li><li>○ understands and uses the rules for discussion.</li></ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<p><b>Score 1.0</b></p>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p><b>Score 0.0</b></p>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	



Topic: Phonological Awareness (1.6e)		
Grade: First		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;"><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>Adds, deletes, and substitutes phonemes in the medial position of a spoken word that consists of up to six phonemes and produces the resulting word.</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b> adds, deletes, and substitutes phonemes at the beginning or end of spoken words made up of three to five phonemes, and produces the resulting word. (ELA21.1.6e)</p> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>Students will accurately utilize a word chain activity or Elkonin boxes to add, delete, and substitute phonemes in spoken words (<i>LETRS Unit 3, p. 203-204</i>)</p>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> recognizes or recalls specific terminology, such as:</p> <ul style="list-style-type: none"> <li>initial sound, final sound, medial sound, phonemes, add, delete, and substitute.</li> </ul> <p>performs basic processes, such as:</p> <ul style="list-style-type: none"> <li>identifies initial, final, and medial sounds of spoken words. (K.PA.9f)</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Students will respond accurately to the following sentence stems:               <ol style="list-style-type: none"> <li>The initial sound of _____ is _____.</li> <li>The medial sound of _____ is _____.</li> <li>The final sound of _____ is _____.</li> </ol> </li> <li>The teacher provides two to three words at a time and asks students to identify which words have the same initial, final, or medial sound.</li> <li>Additional Phonological Awareness Activities, <i>LETRS Unit 2, p. 94 (Table 2.2)</i> and Florida Center for Reading Research (FCRR) <a href="https://fcrr.org/student-center-activities/kindergarten-and-first-grade">https://fcrr.org/student-center-activities/kindergarten-and-first-grade</a></li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



Topic: Phonological-Phoneme Awareness (1.6g)		
Grade: First		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b>  The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".	<b>Sample Activities</b> <ul style="list-style-type: none"> <li>• Student will self-correct his/her pronunciation of a word.</li> <li>• Student will identify the manner of articulations for vowels and consonants.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.	
<b>Score 3.0</b>	<b>The student:</b> <ul style="list-style-type: none"> <li>• <b>distinguishes between commonly confused vowel sounds and commonly confused, cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation. (ELA21.1.6g)</b></li> </ul> <b>Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/, and voiced /th/, /ch/ and /sh/, /ě/ and /ā/, /ě/ and /ă/</b> <b>Note: This is extremely important as a foundational phonemic awareness skill for all learners.</b> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>• The students will accurately identify and produce phonemes based on manner and place of articulation (LETRS Unit 2, p. 116, 120)  <a href="https://www.readingrockets.org/article/transitioning-word-walls-sound-walls">https://www.readingrockets.org/article/transitioning-word-walls-sound-walls</a> </li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ sounds-phonemes, vowels, consonants, voiced, and unvoiced.</li> </ul> </li> <li>• performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ says or states that words are made of sound or phonemes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will accurately utilize a word chain activity or Elkonin boxes to add, delete, and substitute phonemes in spoken words. (LETRS Unit 3, p. 203-204)  <a href="https://www.readingrockets.org/strategies/elkonin_boxes">https://www.readingrockets.org/strategies/elkonin_boxes</a> </li> <li>• After the teacher produces a sound, the students will identify it as a vowel or consonant, and /or voiced or unvoiced.</li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<ul style="list-style-type: none"><li>○ says or states that there are two kinds of sounds- <u>vowels</u> that are voiced and open sounds; <u>consonants</u> that are blocked sounds that are voiced or unvoiced.</li><li>○ segments the sounds within a one syllable word.</li><li>○ produces frequently confused sounds such as /f/ &amp; /v/ when identifying through segmentation.</li><li>○ manipulates the sounds in initial, medial, and final positions.</li></ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>   Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>   With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



Topic: Phonics (1.7b)		
Grade: First Grade		
<b>Score 4.0</b>	<p style="text-align: center;"><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● decodes and encodes regularly spelled, one-syllable words with closed syllables. <b>Note:</b> Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk <u>at a minimum</u>. (7b)</li> <li>● decodes and encodes regularly spelled, one-syllable words with open syllables, including words with blends in initial and final position. <b>Note:</b> Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk <u>at a minimum</u>. (7b)</li> <li>● decodes and encodes regularly spelled, one-syllable vowel-consonant-e syllables words. (7b)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ initial/medial/final positions, decode, encode, closed syllable,</li> </ul> </li> </ul>	



	<p>open syllable, vowel-consonant -e, and blend.</p> <ul style="list-style-type: none"> <li>● performs basic processes, such as:             <ul style="list-style-type: none"> <li>○ produces the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels. <b>Examples:</b> x= /ks/; q=/kw/; a=/ă/ and /ā/, s= /s/ and /z/</li> <li>○ Students will decode the sounds in a CVC word.</li> <li>○ Students will encode the sounds in a CVC word.</li> <li>○ Students will decode sounds in an open accented syllable.</li> <li>○ Students will encode sounds in an open accented syllable.</li> <li>○ Students will decode vowel consonant -e words.</li> <li>○ Students will encode vowel consonant- words.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p>a variety of routines such as:  <i>Whole Word Blending</i> (LETRS Unit 3, p. 198) <i>Dictation Routine</i> (LETRS, Unit 3, p. 210), <i>Explicit Phonics Lesson Plan</i> (LETRS Unit 3, p. 166, Table 3.2)</p>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<p><b>Score 1.0</b></p>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p><b>Score 0.0</b></p>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	





Topic: Phonics: Digraphs, Trigraphs, and Combinations (1.7c)		
Grade: First		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;"><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>Encodes words with digraphs, trigraphs, and combination <i>qu</i> within context of a narrative, informative, exclamatory or an opinion writing piece.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>decodes words with digraphs, trigraphs, and combinations, including digraphs <i>ck, sh, th, ch, wh, ph, ng</i>, trigraphs <i>tch</i> and <i>dge</i>, and combination <i>qu</i>.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Students will accurately decode words with combinations, digraphs and/or trigraphs in isolation and in decodable texts. Teacher resources may include, but are not limited to, blending boards and/or word lists. <i>Blending Board Routine.</i>  <a href="https://www.youtube.com/watch?v=sbh4jkEpP_A">https://www.youtube.com/watch?v=sbh4jkEpP_A</a></li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>grapheme, phoneme, digraph, and combination.</li> </ul> </li> <li>performs basic processes, such as:               <ul style="list-style-type: none"> <li>produces the most frequent sound for digraphs <i>ck, sh, th, ch, wh, ng</i>, and combination <i>qu</i>. (K.PH.10g)</li> <li>makes the connection that a two-letter grapheme can represent one phoneme</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The teacher will show or name a digraph and the student will accurately produce the most frequent sound, either orally or in writing.</li> <li>Digraph Delight activity:  <a href="http://fcr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_encoding_and_decoding/k1_p038_digraph_delight.pdf">http://fcr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_encoding_and_decoding/k1_p038_digraph_delight.pdf</a></li> <li>A Digraph A Word activity:  <a href="http://fcr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_encoding_and_decoding/k1_p040_a_digraph_a_word.pdf">http://fcr.fsu.acsitefactory.com/sites/g/files/upcbnu2836/files/media/PDFs/student_center_activities/k1_phonics/k1_encoding_and_decoding/k1_p040_a_digraph_a_word.pdf</a></li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



Topic: Phonics (1.7d)		
Grade: 1		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;"><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>● Encodes words that follow the identified spelling patterns.</li> <li>● Uses substitution to create word chains using the identified spelling pattern.</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● will decode words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /â/. (7d)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● The teacher will engage students in independent practice during which they focus on accurately decoding words with <i>a</i> after <i>w</i> read /ä/ and <i>a</i> before <i>l</i> read /â/ in isolation or within decodable text.</li> <li>● Explicit Phonics Routine (<i>LETRS, Unit 3, p. 166</i>) General Phonics Lesson Example (<i>LETRS, Unit 4, p. 242-243</i>)</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:             <ul style="list-style-type: none"> <li>○ decode, articulation, vowel, and consonant.</li> </ul> </li> <li>● performs basic processes, such as:             <ul style="list-style-type: none"> <li>○ identifies the graphemes <i>a</i>, <i>w</i>, and <i>l</i>.</li> <li>○ identifies the most frequent sounds associated with <i>a</i>, <i>w</i>, and <i>l</i>.</li> <li>○ forms mouth correctly to produce identified sounds.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● The teacher will show, or name graphemes <i>w</i>, <i>a</i>, and <i>l</i> and the student will accurately produce the most frequent sound, either orally or in writing.</li> <li>● Using a T-chart, students will sort preselected words (such as <i>apple</i>, <i>watch</i>, <i>ball</i>, <i>walk</i>, <i>cat</i>, and <i>cake</i>) by vowel sound. Guide students to notice that words with <i>a</i> following <i>w</i> or preceding <i>l</i> have a different sound.</li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



**Topic: Phonics: Vowel y in Final Position in One and Two Syllable Words (1.7f)**

**Grade:**

<p><b>Score 4.0</b></p>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>Decodes within context, words with vowel y in the final position of one and two syllable words distinguishing the difference between long i sound in one syllable words and the long e sound in two syllable words, and the words with vowel y in medial position producing the short i sound for these words.</li> </ul>
-------------------------	---	--

	<p><b>3.5</b></p> <p>1. In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
--	---	--

<p><b>Score 3.0</b></p>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>decodes words with vowel y in the final position of one and two syllable words, distinguishing the difference between long /i/ sound in one syllable words and the long /e/ sound in two syllable words.</li> <li>distinguishes the words with vowel y in medial position producing the short /i/ sound for these words.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Use a comparison matrix and guide students to determine when y produces the long /i/ sound and when it produces the long /e/ sound and ĩ when y produces the short /i/ sound.</li> </ul> <table border="1" data-bbox="699 1031 1263 1226"> <thead> <tr> <th>Words</th> <th>Long /i/</th> <th>Long /e/</th> <th>Short /i/</th> </tr> </thead> <tbody> <tr> <td><i>baby</i></td> <td></td> <td>x</td> <td></td> </tr> <tr> <td><i>cry</i></td> <td>x</td> <td></td> <td></td> </tr> <tr> <td><i>myth</i></td> <td></td> <td></td> <td>x</td> </tr> </tbody> </table> <p><i>Orally share w/ a partner what you noticed</i></p>	Words	Long /i/	Long /e/	Short /i/	<i>baby</i>		x		<i>cry</i>	x			<i>myth</i>			x
Words	Long /i/	Long /e/	Short /i/															
<i>baby</i>		x																
<i>cry</i>	x																	
<i>myth</i>			x															

	<p><b>2.5</b></p> <p>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
--	---	--

<p><b>Score 2.0</b></p>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will provide explicit instruction using the open and closed syllable door activity. (LETRS Unit 4, p. 256-257)</li> <li>Students will sort teacher provided syllables into open and closed categories, and teachers will guide students to recognize vowels in an open syllable that are long.</li> </ul>
-------------------------	---	--



	<ul style="list-style-type: none"><li>○ open syllable, closed syllable, long vowel sounds, and short vowel sounds.</li><li>● performs basic processes, such as:<ul style="list-style-type: none"><li>○ identifies the vowel in an open syllable.</li><li>○ produces long vowel sound for /i/ and /e/ when decoding open syllables.</li></ul></li></ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<a href="https://www.readingrockets.org/strategies/syllable_games">https://www.readingrockets.org/strategies/syllable_games</a>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



Topic: Phonics (1.7g)		
Grade:		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences taught.</b></p> <p>The student will perform applications and process Activities”.</p>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• will decode regularly spelled one-syllable words with vowel-r syllables spelled –ar. (7g)</li> <li>• will decode regularly spelled one-syllable words with vowel-r syllables spelled -er, -ir, and –ur. (7g)</li> <li>• will decode regularly spelled one-syllable words with vowel-r syllables spelled –or. (7g)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p>recognizes or recalls specific terminology, such as:</p> <ul style="list-style-type: none"> <li>○ vowel -r syllable and decode</li> </ul> <p>performs basic processes, such as:</p> <ul style="list-style-type: none"> <li>○ recognizes and produces consonant sounds in isolation with emphasis on /r/.</li> <li>○ recognizes vowel-r syllables (-ar, -er, -ir, -ur, -or).</li> <li>○ correctly produces the vowel-r syllable sounds in isolation.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>• Encode one syllable word with vowel-r syllables, recognizing when to use different spellings for the same sound (-er, -ir, -ur)</li> <li>• Writes a simple story using a variety of one-syllable and multisyllabic words containing vowel-r syllables.</li> </ul>
		<ul style="list-style-type: none"> <li>• Students will decode regularly spelled one-syllable words with vowel-r patterns within decodable text (-ar, -er, -ir, -ur, -or).</li> <li>• Explicit Phonics Routine (<i>LETRS, Unit 3, p. 166</i>) General Phonics Lesson Example (<i>LETRS, Unit 4, p. 242-243</i>) - insert spelling pattern</li> </ul>
		<p>The teacher will guide students through a sorting activity to distinguish vowel-r syllables (-ar, -er, -ir, -ur, -or). Following this activity students will read the sorted words in isolation.</p> <p>R-controlled spin activity:  <a href="https://fcrr.org/sites/g/files/upcbnu2836/file/media/PDFs/student_center_activities/k1_phonics/k1_variant_correspondences/k1_p051_r_controlled_spin.pdf">https://fcrr.org/sites/g/files/upcbnu2836/file/media/PDFs/student_center_activities/k1_phonics/k1_variant_correspondences/k1_p051_r_controlled_spin.pdf</a></p>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		





Topic: Phonics: Decode Predictable Grade-Appropriate, High Frequency Words (1.7o)		
Grade: First		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;"><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>• Encodes grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences including those that contain only one irregularity.</li> <li>• Decodes grade-appropriate high frequency words that include only one irregularity.</li> </ul> <p><i>Examples: decodable except for one irregularity; examples: other - (o is schwa), from - (o is schwa), what - (a is schwa or short o depending on dialect).</i></p>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• decodes grade-appropriate, high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Teacher provides multiple opportunities to practice reading grade-appropriate, high frequency words within decodable text.</li> <li>• Students will independently read grade appropriate high frequency words in decodable text with accuracy and automaticity.</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as:             <ul style="list-style-type: none"> <li>○ high frequency words, predictable, decodable, phoneme-grapheme correspondence, and patterns.</li> </ul> </li> <li>• performs basic processes, such as:             <ul style="list-style-type: none"> <li>○ decodes kindergarten high frequency words that are spelled using predictable, decodable phoneme-grapheme</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will decode kindergarten high frequency words within decodable text with accuracy and automaticity.</li> <li>• <a href="#">Teaching High Frequency Words</a></li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	correspondences; <i>examples: am, at, get, like, make, that, this, me, she, and be.</i> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



Topic: Fluency (1.9)		
Grade: First		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● reads grade-appropriate texts with accuracy and fluency sufficient to support comprehension.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ expression, accuracy, fluency, phrases, sentence, and punctuation.</li> </ul> </li> <li>● performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ reads and rereads grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension.</li> <li>○ recognizes and self-corrects decoding and other errors in word recognition and rereads for clarification.</li> </ul> </li> </ul>	
		<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>● Reads above grade level text with rate and accuracy higher than 3.0 that supports comprehension.</li> </ul>
		<ul style="list-style-type: none"> <li>● Students will independently read grade-appropriate texts with accuracy and automaticity. Evidence of text comprehension may include oral or written responses for retelling, summarization and/or answers to text dependent questions.</li> </ul>
		<ul style="list-style-type: none"> <li>● The teacher will provide multiple opportunities for students to practice reading and rereading decodable texts and poetry, providing guidance and support as needed. Teacher will use strategies including, but not limited to, echo reading, choral reading, and partner reading.</li> <li>●</li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<ul style="list-style-type: none"><li>o participates in poetry reading, noticing phrasing, rhythm, and rhyme.</li></ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



Topic: High-Frequency Word Fluency (1.10)		
Grade: 1		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;"><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>Reads high-frequency words commonly found in above grade level texts.</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>reads high-frequency words commonly found in grade-appropriate text. (ELA21.1.10)</li> <li>reads the word three times in a row on different days accurately.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Use the "Guiding Decodable Text Reading" process (<i>LETRS Unit 3, p. 220</i>) and the "Transfer to Text" process (<i>LETRS Unit 3, p. 221</i>)</li> <li>Provide multiple opportunities for independent student practice in grade appropriate text. The teacher will monitor and provide error correction and feedback as needed.</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>High-frequency words</li> </ul> </li> <li>performs basic processes, such as:               <ul style="list-style-type: none"> <li>Decodes high-frequency words that are spelled using predictable, decodable phoneme-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The teacher will provide direct, explicit instruction using the "heart word" strategy for words that do not follow a regular pattern (<i>LETRS Unit 3, p. 213</i>) <a href="https://www.reallygreatreading.com/heart-word-magic">https://www.reallygreatreading.com/heart-word-magic</a></li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<p>grapheme correspondences in all but one position.</p> <ul style="list-style-type: none"><li>○ recognizes and points out the part of the word that does not follow the regular pattern.</li></ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<p><b>Score 1.0</b></p>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p><b>Score 0.0</b></p>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	



Topic: Academic Vocabulary (1.11)		
Grade: 1st		
Score	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.	Sample Activities
<b>4.0</b>	<p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p>Revisits a previous writing composition or compose a writing piece using word relationships and nuances in word meanings (shades of meaning) to enhance and clarify content.</p>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
<b>3.0</b>	<p><b>The student will:</b> utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge. (ELA21.1.11) use grade-appropriate academic vocabulary in speaking and writing. (ELA21.1.16)</p> <p><b>The student exhibits no major errors or omissions.</b></p>	<p>Complete four-square activity with target words by providing the definition, examples, non-examples, important characteristics or attributes or pictures (<i>LETRS Volume 2 p. 64-65</i>). After completing the four-square activity, students can use the new word(s) in conversation with a partner in the correct context. Teachers can monitor the conversations to ensure students are using the target word correctly (<i>LETRS Volume 2 p. 65</i>).</p>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> recognizes or recalls specific terminology, such as: background knowledge, morphemes, synonyms, antonyms, and shades of meaning. performs basic processes, such as: making connections to a word's structure using the knowledge of phonology to aid learning. making connections to a word's structure using the knowledge of morphology to aid learning.</p>	<p>The students will use the multiple meaning graphic organizer to sort words and give a brief example and sentence with a partner. Use a dictionary to check for other meanings. Practice sorting words by categories (<i>LETRS Volume 2 p. 49</i>)</p> <p>Have students name an object or picture and sort it into a set of buckets or baskets that represent different categories.</p> <p>Pass out index cards to individual students with words to be categorized. Identify the categories with written signs held by others and ask students to figure out where each word belongs and why.</p>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<p>making connections to a word's structure using the knowledge of orthography to aid learning. Identifying morphemes, possessives, and plurals as clues to meanings of unknown words. describing word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. (1.12c)</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<p>Show students a list of words that go together and ask them to decide what the name of the category should be. Pass out index cards to individual students with words to be categorized, but don't tell the students how the words will be grouped (an open sort). Use the continuum to express degrees of meaning (<i>LETRS Volume 2 p. 53-54</i>)</p>
	<p><b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
<p><b>Score 1.0</b></p>	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
	<p><b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
<p><b>Score 0.0</b></p>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	





Topic: Comprehension (1.21)		
Grade: 1 <sup>st</sup>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	
	<p><b>3.5</b>   In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	<b>Sample Activities</b>
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Identify the main topic and key details of literary and informational texts. 21</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<p><b>2.5</b>   No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	<ul style="list-style-type: none"> <li>Complete a graphic organizer orally or in writing with descriptions of the main topic and key details of a text read independently. <i>LETRS Volume 2 p. 169</i></li> </ul>
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:             <ul style="list-style-type: none"> <li>main topic, key details, literary, informational, self-monitor, summarize, and clarify.</li> </ul> </li> <li>performs basic processes, such as:             <ul style="list-style-type: none"> <li>uses content knowledge built during read-aloud of informational and literary texts by participating in content - specific discussions with peers and/or through drawing and writing. (17)</li> <li>asks and answers questions about key details in literary and informational texts. (22)</li> <li>self- monitors comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking. (28)</li> </ul> </li> </ul>	
		<ul style="list-style-type: none"> <li>Orally retell a story using a graphic organizer (main idea and key details). <i>LETRS Volume 2 p. 169</i></li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



Topic: Story Elements (1. 23)		
Grade: 1st		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b>	<b>Sample Activities</b>
	<p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<ul style="list-style-type: none"> <li>● Uses a graphic organizer to complete a character analysis by identifying traits, actions, and motivations of characters.</li> <li>● Composes a narrative text that includes all the main story elements.</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● identifies and describes the main story elements in a literary text. (ELA21.1.23)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>● Complete a story framework with descriptions of the main story elements independently. <i>LETRS Volume 2 p. 166</i></li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:             <ul style="list-style-type: none"> <li>○ characters, settings, plot, illustrations, and chronological order.</li> </ul> </li> <li>● performs basic processes, such as:             <ul style="list-style-type: none"> <li>○ describes the character using illustrations and textual evidence.</li> <li>○ describes the settings using illustrations and textual evidence.</li> <li>○ retells the plot in chronological order.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>● Retell a story using index cards or story board with pictures and/or text of story elements (characters, setting and plot). <i>LETRS Volume 2 p. 166</i></li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<p><b>With help, a partial understanding of some of the simpler details and processes and</b></p>	



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<b>some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



Topic: Writing (1.30)		
Grade: 1		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;"><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>Writes` words and sentences legibly and fluently using correctly formed manuscript letters with appropriate size and spacing.</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>writes legibly, using proper pencil grip. (30)               <ul style="list-style-type: none"> <li>prints upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement. (30a)</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Students can write upper and lowercase letters from memory in less than two minutes with no errors. <i>(Dyslexia Guide link on p. 24)</i></li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>uppercase, lowercase, strokes, letter formation, line placement, first name, last name, capitalization, punctuation, and alphabetical order.</li> </ul> </li> <li>performs basic processes, such as:               <ul style="list-style-type: none"> <li>prints first and last names using proper letter formation, capitalization, and punctuation. (30b)</li> <li>uses lower case letters in the majority of written work, using capitals only when appropriate. (30c)</li> <li>writes letters of the English alphabet in alphabetical order from memory. (30d)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students can name a letter, then demonstrate the formation verbally describing each stroke while writing. <i>(LETRS Volume 2 p. 254)</i></li> <li>Write several letters/words and then find and circle the one that is "best" or looks most like the model. <i>(LETRS Volume 2 p. 254)</i></li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



Topic: Writing (1.31a)		
Grade: First		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;"><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>Applies the alphabetic principle to accurately encode multisyllabic words.</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>will encode vowel consonant (VC) words, while using some knowledge of basic position-based rules for spelling English in closed syllables (31a)</li> <li>will encode consonant vowel consonant (CVC) words while using some knowledge of basic position-based rules for spelling English in closed syllables</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Encode vowel-consonant (VC) words using knowledge of closed syllables in well-constructed sentences independently.</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>vowel, consonant, closed syllable, and encode.</li> </ul> </li> <li>performs basic processes, such as:               <ul style="list-style-type: none"> <li>accurately applies the alphabetic principle for the most common spellings of consonant and vowel sounds.</li> <li>segments and blends VC and CVC words.</li> <li>decodes VC and CVC words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Applies the alphabetic principle for common consonant and vowel sounds using phoneme-grapheme mapping. (<i>LETRS Volume 1 p. 196</i>)</li> <li>Applies alphabetic principle for VC and CVC words using the additive sound by sound blending routine or the whole word blending routine. (<i>LETRS Volume 1 p. 198</i>)</li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	





Topic: Writing (1.31b)		
Grade: 1		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;"><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>Encodes multisyllabic words using knowledge of open and closed syllables in well-constructed sentences and/or paragraphs.</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Encodes consonant-vowel (CV) words using knowledge of open syllable patterns. (31b)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Encode consonant-vowel (CV) words using knowledge of open syllables in well-constructed sentences independently.</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>consonant, vowel, encode, syllable, and open syllable.</li> </ul> </li> <li>performs basic processes, such as:               <ul style="list-style-type: none"> <li>identifies the vowel in an open syllable and produces the long vowel sound for the five major vowels when decoding open syllables.</li> <li>decodes open syllable words with consonant vowel patterns.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Use a closed sort by sound. During or after the sort, students should state why the words are in a group together, decode the words, and read them aloud.</li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



Topic: Writing (1.31e)		
Grade: First		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● will encode vowel-consonant -e words. (31e)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ vowel, consonant, syllable, and encode.</li> </ul> </li> <li>● performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ accurately applies the alphabetic principle for the most common spellings of consonant sounds.</li> <li>○ differentiates between long vowel and short vowel sounds.</li> <li>○ segments and blends vowel consonant -e words.</li> <li>○ decodes vowel consonant -e words.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
		<ul style="list-style-type: none"> <li>● Encodes grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed and vowel-consonant-e in words and sentences.</li> </ul>
		<ul style="list-style-type: none"> <li>● Encode vowel-consonant -e words using knowledge of the alphabet principle and the VCe syllable pattern in words and sentences independently.</li> </ul>
		<ul style="list-style-type: none"> <li>● Applies alphabetic principle for VCe words using the additive sound by sound blending routine or the whole word blending routine. (<i>LETRS Volume 1 p. 198</i>)</li> <li>● Applies the alphabetic principle for VCe words using phoneme-grapheme mapping. (<i>LETRS Volume 1 p. 196</i>)</li> <li>● Use a closed sort between long vowel and short vowel sounds. During or after the sort, students should state why the words are in a group together, decode the words, and read them aloud.</li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



Topic: Writing: Grade Appropriate Regular High Frequency Words (1.31l)		
Grade: First		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<p style="text-align: center;"><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>Applies grade appropriate, high frequency words that follow regular phoneme-grapheme correspondences in all but one position in composing a narrative, informative, explanatory, or opinion piece about a topic.</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
<b>Score 3.0</b>	<p><b>The student:</b> encodes grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern.</p> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Applies grade appropriate, high frequency words that follow regular phoneme-grapheme correspondences in all but one position in isolation and in sentences independently.</li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> recognizes or recalls specific terminology, such as:</p> <ul style="list-style-type: none"> <li>encode, high frequency words, phoneme-grapheme correspondences, patterns, and irregular pattern.</li> </ul> <p>performs basic processes, such as:</p> <ul style="list-style-type: none"> <li>with prompting and support, encodes grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Use the heart word routine to demonstrate their understanding of regular and irregular spelling patterns.</li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>		
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>		
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>		



Topic: Encoding Suffixes (1.31m)		
Grade: 1 <sup>st</sup>		
<b>Score 4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.</b></p> <p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	
	<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences, and applications with partial success.
<b>Score 3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>encodes words with suffixes -s, -es, -ing, -ed, -er, and -est.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	
	<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>suffixes, encode, and base word.</li> </ul> </li> <li>performs basic processes, such as:               <ul style="list-style-type: none"> <li>identifies base words.</li> <li>identifies the morphological units meaning i.e. -s, -es= more than one; -ed= past tense; -ing= present tense; -er &amp; -est= comparative.</li> <li>decodes words with common suffixes.</li> <li>applies spelling rules for adding suffixes (i.e., dropping rule, doubling rule, changing rule).</li> </ul> </li> </ul>	
	<p><b>Sample Activities</b></p> <ul style="list-style-type: none"> <li>Independently applies suffix spelling rules at the paragraph level.</li> <li>Apply suffix spelling rules to accurately spell multisyllabic words independently.</li> </ul>	
	<ul style="list-style-type: none"> <li>Encode words with suffixes in isolation and in sentences independently.</li> </ul>	
	<ul style="list-style-type: none"> <li>Box any familiar suffixes</li> <li>Circle any familiar prefixes</li> <li>Locate and put a line under each vowel grapheme in the word.</li> <li>Use knowledge of syllables to decode the vowel sounds</li> <li>Say the word and see if it makes sense. Flex the vowel sound and try it different ways if it doesn't sound right. <i>LETRS Volume 1 p. 265</i></li> <li>Encode words with suffixes in isolation using a dictation routine to apply spelling rules for adding suffixes (i.e., dropping rule, doubling rule, changing rule).</li> </ul>	



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	





Topic: Writing (1.38)		
Grade: 1		
Score	In addition to Score 3.0, in-depth inferences and applications go beyond what was taught.	Sample Activities
<b>4.0</b>	<p>The student will perform applications and processes <i>such as</i> those indicated in the "Sample Activities".</p>	<ul style="list-style-type: none"> <li>• Writes a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.</li> <li>• Writes an informative or explanatory text about a topic, using fact from a source and providing a sense of closure.</li> <li>• Writes an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.</li> </ul>
	<p><b>3.5</b> In addition to score 3.0 performance, in-depth inferences, and applications with partial success.</p>	
<b>3.0</b>	<p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• develops and edits first drafts using appropriate spacing between letters, words, and sentences and left-to right and top-to-bottom progression.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>• Use the Color-Coding Sentences activity to develop and edit a first draft using appropriate spacing between letters, words, and sentences and left-to right and top-to-bottom progression <i>LETRS Volume 2 P. 302.</i></li> <li>• Use graphic organizers to develop and edit a first draft using appropriate spacing between letters, words, and sentences and left-to right and top-to-bottom progression <i>LETRS Volume 2 p. 300-301.</i></li> </ul>
	<p><b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ capitalization, punctuation, subject, predicate, edit, draft, noun, verb, and adjectives.</li> </ul> </li> <li>• performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ uses sentence frames to compose complete sentences.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dictate or write sentences using the sentence builder charts (<i>LETRS Volume 2 p.273-277</i>) or paragraph frames (<i>LETRS Volume 2 P. 303</i>)</li> <li>• Use the "I Can Write a Sentence" checklist to compose a simple sentence <i>LETRS Volume 2 B90.</i></li> </ul>



Alabama Course of Study: English Language Arts  
**1<sup>st</sup> Grade PROFICIENCY SCALES**

	<ul style="list-style-type: none"><li>○ presents information orally in complete sentences.</li><li>○ identifies the required features of a sentence, including capitalization, and spelling appropriate to grade level. (32a)</li><li>○ identifies the purpose of a noun, verb, and adjective with a sentence and describes the type of information it conveys.</li><li>○ composes a simple sentence, including a subject and a predicate, that expresses a complete thought. (32c)</li></ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b> With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	