**Grade One Reading Progress Report**

**RESOURCES**

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| **Standard** |  |
| **Demonstrates the ability to use conversation to build ideas** | -anecdotal notes/observations  -Think also about all the times that you have students turn and talk or discuss ideas (Responsive Classroom activities, partnerships, group work)  -How well can students hold a conversation?  -small group (reading) notes |
| **Maintains interest and focus during reading** | -anecdotal notes/observations  -Think about: “Who is still on task?”  -Check the rubric for specific times that are expected  -Scan the room to check who is still on task after your first group, etc |
| **Monitors and self-corrects reading** | -ongoing running records  -anecdotal notes/observations  -Check the rubric for specific SC ratio that is expected |
| **Demonstrates fluent reading with phrasing and expression** | -anecdotal notes/observations  -notes from ongoing running records |
| **Demonstrates an understanding of how a text is organized** | -discussion in small group, whole group  -reading conferences/anecdotal notes  -graphic organizers of beginning, middle, and end of stories  -structures and features in fiction and informational text  -students can sketch the beginning, middle, and/or end of stories  -“Show me where the character solved the problem.” “Where do we learn about the setting?”  -This can also come from your Shared Reading/Interactive Read Aloud lessons with whole class  -Nancy Boyles *That’s a Great Answer* organizers for sequence of events |
| **Understands and applies knowledge of letters and sounds** | -anecdotal notes/observations from small group work in reading (take note of students’ miscues)  -applies knowledge when using reading strategies  -Word Work unit assessments  -Take a look at the Word Work curriculum for what is specifically taught |
| **Reads common high frequency words** | -Take a look at the Word Work curriculum for the word lists  -use an assessment as well as what you observe in small group (“Could you frame the word\_\_\_\_?” What is this word?”) |
| **Uses multiple strategies to problem solve new words** | -anecdotal notes/observations from small group work in reading  -look at ongoing running records (miscue analysis) |
| **Uses story elements in oral retelling of text** | -discussion in small group, whole group  -graphic organizers of characters, problem/solution, setting  -This can also come from your Shared Reading/Interactive Read Aloud lessons with whole class  -Nancy Boyles *That’s a Great Answer* organizers for story elements |
| **Reads and comprehends grade level text** | -ongoing running records  -Please don’t use the DRA2 for the Fall/Winter report card! That will be OLD data!  -*December Meeting*: Level 8-10 -*December Progressing*: Level 6  -*March Meeting*: Level 12-14 -*March Progressing*: Level 10  -*June Meeting*: Level 18 -*June Progressing*: Level 14-16 |

**Grade One Writing Progress Report**

**RESOURCES**

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| **Standard** |  |
| **Generates ideas and plans for writing** | -graphic organizers/sketches  -planning sheet (“Where did I leave off from yesterday?” & “What’s my plan for today?”) > writing conferences  -anecdotal notes  -list of ideas  -Weekend News-using their pictures to plan the writing  -conversations with peers about stories  -Think also about the stages of writing: “How are you going to revise your writing? What part of your story are you working on?” |
| **Maintains interest and focus during writing** | -anecdotal notes  -pulling stories through the writing process  -look at students’ interests and focus - How many times do you need to talk with students to keep them going?  -Check the rubric for specific times that are expected  -scan the class to see who is still writing, rereading what they wrote, etc. |
| **Applies revision strategies to written work** | -anecdotal notes from conferences with students about their writing  -Can the students go back and add details to their writing?  -Meeting this standard includes giving support and guidance to the students (through the whole year)  -Progressing would be if you are *constantly* going back over to the students |
| **Applies editing skills to written work** | -anecdotal notes from conferences with students about their writing  -Can the students go back and check their writing?  -Look at the rubric for what is expected throughout the year |
| **Spells common high frequency words correctly in writing** | -Look through writing samples/  -anecdotal notes from small group reading (in their Writing Books)  -Look at the rubric for what is expected throughout the year |
| **Applies spelling patterns to written work** | -Look through writing samples  -word families (phonograms), beginning/ending sounds, blends, digraphs, etc.  -Think about what you have been teaching in the Word Work curriculum |
| **Writes for many purposes in an organized way** | -Think about the writing that the students do as a whole  -Does the story have sequence (beginning, middle, end)?  -Does the writing include information about the topic?  -for the December and March progress report, meeting this standard includes with guidance and support  -be sure to look carefully at what the students are doing over time—don’t consider only 1 sample!  -be sure to look at the rubric for what is expected for opinion, narrative, and informative pieces |