First Grade READING Reporting Matrix						
	1ST	**2ND**	**3RD**	**4TH**	**5TH**	**6TH**
I can use the relationships between letters and sounds, spelling patterns, and phonics knowledge to decode written words.	Decode words in context and isolation by: *Single letter consonants**: b, c=/k/, c=/s/,d, f, g-/g/ [hard], g=/j/ [soft], h, j, k, l, m, n, p, qu=/kw/, r, s=/s/, s=/z/, t, v, w, x=/ks/, y, z *single letter vowels**: Short a /ă/ [man] & short i /ĭ/ [win] *Consonant digraphs**: -ck [back] *Consonant blends**: l blend [clip] * **Common syllabication patterns to decode words**: -closed syllable: CVC [man] *Read 49 high frequency words	Decode words in context and isolation by: *Single letter consonants *Single letter vowels: short o /ŏ/, short e /ĕ/, short u/ŭ/ [-op, -og, -ot, -eg, -en, -et, -un, -ut, -ug] *Consonant digraphs: th, sh, -ng [fish, shop, with, thin, thing] *Consonant blends: r blends gr-, dr- [grab, grass, drip, drop]	Decode words in context and isolation by: *Single letter vowels: long a /ā/, long i /ī/ [with soft c and soft g], long o /ē/, long u /ū/, long e /ē/ *Identify and read contractions with not [can't, isn't, don't] *Read 104 high frequency words	Decode words in context and isolation by: *Consonant digraphs: ch *Vowel dipthongs: -ou [shout, about] *open syllable: CV [we, no, by, my] *Vowel-consonant-silent "e": VCe [home, date, bike] *Read 132 high frequency words	Decode words in context and isolation by: *Consonant digraphs: tch, wh, ph, kn, -dge *Vowel dipthongs: oi, oy [boil, boy] *Identify and read common compound words [doghouse, football, popcorn) *Read 167 high frequency words	Decode words in context and isolation by: *final stable syllable: -le [can-dle, puz-zle, bub-ble, ap-ple, a-ble] *Vowel digraphs: oo [foot], oo [moon], ea [eat], ea [bread], ee, ow [how], ow [snow], ou [out]ay, ai, aw, au, we, oa, ei [chief], ie [pie], -igh *Read 191 high frequency words
I can use a variety of reading strategies to help me comprehend grade-level texts.	N/A	MS=Student can locate facts and details after hearing or reading a story or text (no teacher assistance) AS=Student can locate facts and details after hearing or reading a story or text (some teacher assistance) IPS=Student can locate facts and details after hearing or reading a text with significant teacher assistance	MS=Student can ask relevant questions about a text or story AND seek clarification from a text or story (no teacher assistance) AS=Student can ask relevant questions about a text or story AND seek clarification from a text or story (some teacher assistance) IPS=Student can ask relevant questions about a text or story AND seek clarification from a text or story with significant teacher assistance	MS=Student can make and confirm about what will happen next in a story or text (no teacher assistance) AS=Student can make and confirm about what will happen next in a story or text (some teacher assistance) IPS=Student can lmake and confirm about what will happen next in a story or text with significant teacher assistance	N/A	N/A
I can read grade-level text with fluency (rate, accuracy, expression, appropriate phrasing).	**MS**= 20+ WCPM at student's reading level **AS**=15-19 WCPM at student's reading level **ISP**=0-14 WCPM at student's reading level	N/A	N/A	**MS**= 40+ WCPM at student's reading level **AS**=30-39 WCPM at student's reading level **ISP**=0-29 WCPM at student's reading level	N/A	**MS**= 60+ WCPM at student's reading level **AS**=50-59 WCPM at student's reading level **ISP**=0-49 WCPM at student's reading level
I can retell or act out important events in stories in logical order.	MS=Student needs no teacher assistance to retell beginning and end of a story AS= Student needs some teacher assistance to retell beginning and end of a story ISP= Student needs significant teacher assistance to retell beginning and end of a story	MS=Student needs no teacher assistance to retell beginning, middle, and end of a story AS= Student needs some teacher assistance to retell beginning, middle, and end of a story ISP= Student needs significant teacher assistance to retell beginning, middle, and end of a story	MS=Student needs no teacher assistance to retell beginning, middle, and end of a story AS= Student needs some teacher assistance to retell beginning, middle, and end of a story ISP= Student needs significant teacher assistance to retell beginning, middle, and end of a story	MS=Student can describe the problem/solution of a story (no teacher assistance) AS= Student can describe the problem/solution of a story (some teacher assistance) ISP= Student can describe the problem/solution of a story with significant teacher assistance	MS=Student can describe the plot [sequence of events and problem/solution] of a story (no teacher assistance) AS= Student can describe the plot [sequence of events and problem/solution] of a story (some teacher assistance) ISP= Student can describe the plot [sequence of events and problem/solution] of a story with significant teacher assistance	MS=Student can describe the plot [sequence of events and problem/solution] of a story (no teacher assistance) AS= Student can describe the plot [sequence of events and problem/solution] of a story (some teacher assistance) ISP= Student can describe the plot [sequence of events and problem/solution] of a story with significant teacher assistance

I can describe characters in a story and the reasons for their actions and feelings.	MS=Student can identify the main character(s) of a story (no teacher assistance) AS= Student can identify the main character(s) of a story (some teacher assistance) ISP= Student can identify the main character(s) of a story with significant teacher assistance	MS=Student can describe characters using physical descriptors (no teacher assistance) AS= Student can describe the characters using physical descriptors (some teacher assistance) ISP= Student can describe the characters using physical descriptors with significant teacher assistance	MS=Student can describe characters using character traits and physical descriptors (no teacher assistance) AS= Student can describe the characters using character traits and physical descriptors (some teacher assistance) ISP= Student can describe the characters using character traits and physical descriptors with significant teacher assistance	MS=Student can describe the main problem the character faces in the story (no teacher assistance) AS= Student can describe the main problem the character faces in the story (some teacher assistance) ISP= Student can describe the main problem the character faces in the story with significant teacher assistance	MS=Student can describe how the main character solves the problem faced in the story (no teacher assistance) AS= Student can describe how the main character solves the problem faced in the story (some teacher assistance) ISP= Student can describe how the main character solves the problem faced in the story with significant teacher assistance	MS=Student can describe why a character acts and feels a certain way after reading a story (no teacher assistance) AS=Student can describe why a character acts and feels a certain way after reading a story (some teacher assistance) IPS=Student can describe why a character acts and feels a certain way after reading a story with significant teacher assistance
Reading Level: BOY target- C/D EOY target- I/J	Record the student's reading level rather than scoring with MS, AS, or IPS.	N/A	N/A	Record the student's reading level rather than scoring with MS, AS, or IPS.	N/A	Record the student's reading level rather than scoring with MS, AS, or IPS.

First Grade WRITING Reporting Matrix						
	1ST	2ND	3RD	4TH	5TH	6TH
I can use elements of writing process (planning, drafting, revising, editing, and publishing) to compose a text.	N/A	Student participates in the planning stage of the writing process.	Student participates in the drafting stage of the writing process.	Student participates in the revising stage of the writing process.	Student participates in the editing stage of the writing process.	Student participates in the publishing stage of the writing process.
I can understand and use parts of speech (verbs, nouns, adjectives, adverbs, prepositions, pronouns, and transition words) with increasing complexity.	Singular & plural nouns	Common & proper nouns	Adjectives Pronouns	Verbs [past, present, future] Adverbs	Prepositions Prepositional phrases	Transition words
I can use appropriate capitalizations.	Capitalize the names of people	Capitalize the beginning of a sentence	Captialize the pronoun I	*Assess until masterery is achieved.*	*Assess until masterery is achieved.*	*Assess until masterery is achieved.*
I can use appropriate punctuation.	N/A	Use correct ending punctuation.	*Assess until masterery is achieved.*	*Assess until masterery is achieved.*	*Assess until masterery is achieved.*	*Assess until masterery is achieved.*
First Grade MATH Reporting Matrix						
	1ST	2ND	3RD	4TH	5TH	6TH
I can identify U.S. coins and describe the relationship among them.	N/A	N/A	N/A	Describe the name of each coin with its value	Describe the relationship between different coins	Assess until Mastery
I can use place value to compare whole numbers up to 120 using comparative language.	Use place value to compare numbers to 30	Use place value to compare numbers to 60	Assess until Mastery	Assess until Mastery	Assess until Mastery	Use place value to compare numbers to 120
I can compose 10 with two or more addends with and without objects.	Model combining two sets of objects to create a quanity up to 10	Assess until Mastery	Assess until Mastery	Assess until Mastery	Assess until Mastery	Demonstrate ways, with and without objects, to combine two or more numbers to create 10.

I can generate and solve problem situations when given a number sentence involving addition and subtraction of numbers within 20.	N/A	N/A	I can generate and solve addition and subtraction problems within 15	I can generate and solve addition and subtraction problems within 20	Assess until Mastery	Assess until Mastery
I can understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same values.	Demonstrate that the equal sign represents that each side has the same value	Assess until Mastery	Assess until Mastery	Assess until Mastery	Assess until Mastery	Assess until Mastery
I can apply the properties of operations to add two or three numbers.	N/A	N/A	Add two or three numbers up to 15	Add two or three numbers up to20	Assess until Mastery	Assess until Mastery
I can apply the properties of operations to subtract two or three numbers.	N/A	N/A	Subtract two or three numbers up to 15	Subtract two or three numbers up to 20	Assess until Mastery	Assess until Mastery
I can identify two-dimensional shapes and describe their attributes using formal geometric language.	N/A	N/A	N/A	N/A	Identify & describe the attributes of circles, triangles, rectangles, squares as special rectangles, hexagons, rhombuses	Assess until Mastery
I can identify three-dimensional shapes and describe their attributes using formal geometric language.	N/A	N/A	N/A	N/A	Identify & describe the attributes of spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms	Assess until Mastery
I can use measuring tools to measure the length of objects.	N/A	N/A	N/A	N/A	N/A	I can state the length of an object to the nearest unit such as 5 cubes or 8 paper clips.
I can tell time to the hour and half hour using analog and digital clocks.	N/A	N/A	N/A	N/A	N/A	Tell time to the hour and half hour on a digital and analog clock.

First Grade SCIENCE Reporting Matrix

	1ST	2ND	3RD	4TH	5TH	6TH
I can demonstrate safe practices in investigations		Assess until Mastery	Assess until Mastery	Assess until Mastery	Assess until Mastery	Assess until Mastery
I can record weather information	Collect and record weather informaion including temperature, precipitation, cloud cover, wind speed	Assess until Mastery	Assess until Mastery	Assess until Mastery	Assess until Mastery	Assess until Mastery
I can identify characteristics of the day and night		N/A	N/A	N/A	N/A	N/A
I know that the natural world includes rocks, soil, and water.	N/A		N/A	N/A	N/A	N/A
I can identify changes in materials caused by heating and cooling.	N/A	N/A		N/A	N/A	N/A

I can discuss how different forms of energy are important to every day life.	N/A	N/A	N/A		N/A	N/A
I can describe a variety of natural sources of water.	N/A		N/A	N/A	N/A	N/A
I can classify objects by observable properties.	N/A	N/A		N/A	N/A	N/A
I can observe the life cycle of animal.	N/A	N/A	N/A	N/A		N/A
I can compare the ways that young animals resemble their parents.	N/A	N/A	N/A	N/A	N/A	

First Grade SOCIAL STUDIES Reporting Matrix						
	1ST	2ND	3RD	4TH	5TH	6TH
I can explain the purpose for rules and laws.	Explain the purpose for rules and laws in the home, school, and community.	N/A	N/A	N/A	N/A	N/A
I can understand the characteristics of good citizenship.	N/A	Identify characteristics of good citizenship. Identify individuals who exemplify good citizenship.	N/A	N/A	N/A	N/A
I can identify important symbols, customs, and celebrations that represent American beliefs and national identity.	N/A	Explain and practice voting as a way of making choices and decisions. Identify anthems and mottoes of Texas and the U.S.	N/A	N/A	N/A	N/A
I can understand the concepts of time and chronology.	N/A	N/A	Distinguish between past, present, and future. Describe and measure calendar time by days, weeks, months, and years. Create a calendar and simple timeline.	N/A	N/A	N/A
I can describe the importance of family and community beliefs, customs, language, and traditions.	N/A	N/A	Describe the ways families meet basic needs. Describe the origins of customs, holidays, and celebrations of the community, states, and nation.	N/A	N/A	N/A
I can understand how historical figures, patriots, and good citizens helped shape the community, state, and nation.	N/A	N/A	N/A	Compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.	N/A	N/A

I can understand the concepts of goods and services.	N/A	N/A	N/A	N/A	Identify examples of goods and services in the home, school, and community. Identify ways people exchange goods and services. Identify the role of markets in the exchange of goods and services.	N/A