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|  **GRADE 1 ELA** |
| **Priority Standard Rubric** **Reading Informational Text** |
| **Anchor Standard** | Read closely to determine **what the text says explicitly and to make logical inferences** from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  |
| **ELA.1.RI.1** | ℗1.RI.1 Ask and answer questions about key details in a text. |
| **Performance Level** | **4** | Can **thoroughly**:* Ask questions about key details
* Answer questions about key details

Using an appropriate level benchmark text |
| **3** | Can **adequately**:* Ask questions about key details
* Answer questions about key details

Using an appropriate level benchmark text  |
| **2** | Can **sometimes**:* Ask questions about key details
* Answer questions about key details

Using an appropriate level benchmark text Or can thoroughly or adequately demonstrate skill with a text read by the teacher |
| **1** | **Cannot yet**:* Ask questions about key details
* Answer questions about key details

Using an appropriate level benchmark text or in a read aloud |
| ***CCSS—Grade Specific Reading Informational Standard 10 (Grade 1)***With prompting and support, read informational texts appropriately complex for grade 1. |

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| First grade ELA Reading Benchmarks are designed to clearly communicate the student’s reading level at each of the four reporting periods. The student should be able to read the benchmark with 90-94% accuracy with excellent or satisfactory comprehension or 95-100% accuracy with limited comprehension. |
| **Fall Benchmark****F & P Level D/E** | **January Benchmark****F & P Level F** | **April Benchmark****F & P Level H** | **June Benchmark****F & P Level J** |