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| **GRADE 1 ELA** | | |
| **Priority Standard Rubric**  **Reading Informational Text** | | |
| **Anchor Standard** | | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **ELA.1.RI.2** | | ℗1.RI.2 Identify the main topic and retell key details of a text. |
| **Performance Level** | **4** | With little or no prompting can thoroughly and accurately:   * identify the main topic * identify key details   Using an appropriate benchmark level text |
| **3** | Can adequately:   * identify the main topic * identify key details   Using an appropriate benchmark level text |
| **2** | Can sometimes and/or with assistance:   * identify the main topic * identify 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:   * identify the main topic * identify key details   Using an appropriate benchmark level text or in a read aloud |
| ***CCSS—Grade Specific Reading Informational Standard 10 (Grade 1)***  With prompting and support, read informational texts appropriately complexity 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** |