

First Grade Benchmarks English/Language Arts

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	Level 1 Below	Level 2 Limited	Level 3 Approaching	Level 4 Meets	Level 5 Exceeds
<i>Reading for Literature:</i>					
Retell stories.	Retells information from a story with guidance.	Inconsistently retells information from a story; story events may be missing or out of sequence.	Retells some story events using proper sequence.	Most of the time retells information from a story using proper sequence;	Consistently retells story information across stories using proper sequence.
Evidence understanding of central theme.	Identifies central theme of a story with guidance.	Inconsistently evidences understanding of the central message or lesson.	Evidences some understanding of the central message or lesson.	Most of the time evidences understanding of the central message or lesson and author's point of view.	Consistently evidences understanding of the central message or lesson and author's point of view across stories.
Describe characters, settings and major events in a story.	Identifies story elements with guidance.	Inconsistently identifies story elements (e.g., characters, setting, plot, theme, and conflict) using key details.	Identifies some story elements (e.g., characters, setting, plot, theme, and conflict) using key details.	Most of the time identifies story elements (e.g., characters, setting, plot, theme, and conflict) using key details.	Consistently identifies story elements using key details across stories.
Explain major differences between books that tell stories and books that give information.	Explains differences between fiction and nonfiction text with guidance.	Inconsistently identifies whether text is fiction or nonfiction; identifies few elements of fiction and nonfiction to help understand different texts; inconsistently tells the purpose for reading a text.	Identifies some text as fiction or nonfiction; identifies some elements of fiction and nonfiction to help understand different texts; tells the purpose for reading some texts.	Most of the time identifies whether text is fiction or nonfiction; most of the time identifies the elements of fiction and nonfiction to help understand different texts; tells the purpose for reading most texts.	Consistently identifies whether text is fiction or nonfiction; consistently identifies the elements of fiction and nonfiction to help understand different texts; tells the purpose for reading all presented texts.
Read narrative text at	Reads narrative text	Reads narrative text	Reads narrative text	Reads narrative text	Reads narrative text

an appropriate complexity for grade 1.	below a DRA Level 16.	at an emerging DRA Level 16; may not meet level criteria with all texts.	at an instructional DRA Level 16.	at a DRA Level 16 independently.	above a DRA Level 16.
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<i>Reading for Information:</i>					
Identify the main topic and key details of a text.	Identifies main topic and key details with guidance.	Inconsistently identifies the main topic and at least two key details of a text; inconsistently explains purpose for reading specific texts.	Identifies some main topics and at least one key detail of presented texts; explains purpose for reading some specific texts.	Most of the time identifies the main topic and at least two key details of a text; explains purpose for reading most specific texts.	Consistently identifies the main topic and multiple key details of all presented texts; explains purpose for reading all specific texts.
Identify the reasons the author gives to support points in a text.	Identifies the reasons the author gives to support points in a text with guidance.	Inconsistently identifies words and sentences in text to support responses; inconsistently uses story clues and structure to locate supporting words and structures.	Identifies some words and sentences in text to support responses; uses some story clues and structures to locate supporting words and structures.	Most of the time identifies words and sentences in text to support responses; most of the time uses story clues and structure to locate supporting words and structures.	Consistently identifies words and sentences in text to support responses; consistently uses story clues and structure to locate supporting words and structures.
Read informational text at an appropriate complexity for grade 1.	Reads informational text below a DRA Level 18.	Reads informational text at an emerging DRA Level 18; may not meet level criteria with all texts.	Reads informational text at an instructional DRA Level 18 (F & P Level I).	Reads informational text at a DRA Level 18 (F & P Level I) independently.	Reads informational text at a DRA Level 20 or above.

<i>Foundational Skills:</i>					
Demonstrate understanding of the organization of print.	Evidences book awareness and features of print with guidance.	Inconsistently evidences book awareness (e.g., holds book upright, turns pages from front to back, scans pages from top to bottom and left to right).	Evidences some book awareness (e.g., holds book upright, turns pages from front to back, scans pages from top to bottom and left to right); recognizes some printed letters.	Most of the time evidences book awareness (e.g., holds book upright, turns pages from front to back, scans pages from top to bottom and left to right).	Consistently evidences book awareness (e.g., holds book upright, turns pages from front to back, scans pages from top to bottom and left to right).
Demonstrate understanding of the basic features of print.	Evidences book awareness and features of print with guidance.	Inconsistently recognizes printed letters; inconsistently distinguishes words	Distinguishes some words from sentences; identifies some features of a	Most of the time recognizes printed letters; distinguishes most words from	Consistently recognizes printed letters; distinguishes words from

		from sentences; inconsistently identifies features of a sentence (e.g., first word capitalization, ending punctuation).	sentence (e.g., first word capitalization, ending punctuation).	sentences; identifies most features of a sentence (e.g., first word capitalization, ending punctuation).	sentences; identifies features of a sentence (e.g., first word capitalization, ending punctuation).
Demonstrate understanding of spoken words.	Deletes, adds, and substitutes sounds with guidance.	Inconsistently deletes, adds, and substitutes letter sounds to make different words.	Deletes, adds, and substitutes some letter sounds to make different words.	Deletes, adds, and substitutes most letter sounds to make different words.	Consistently deletes, adds, and substitutes letter sounds to make different words.
Demonstrate understanding of syllables.	Distinguishes the number of syllables in a word with guidance.	Inconsistently identifies the number of syllables in a spoken word.	Distinguishes some long and short vowel sounds.	Identifies the number of syllables in most spoken word.	Consistently identifies the number of syllables in spoken words.
Demonstrate understanding of sounds.	Matches sounds to letters with guidance.	Inconsistently matches sounds to letters to read words, distinguishes long and short vowel sounds.	Matches sounds to letters to read some words; identifies the number of syllables in some spoken words.	Matches sounds to letters to read most words; distinguishes most long and short vowel sounds.	Consistently matches sounds to letters to read words; consistently distinguishes between long and short vowel sounds.
Know and apply grade-level phonics skills.	Applies grade-level phonics and word analysis skills with guidance.	Inconsistently applies the following skills: decodes regularly spelled one-syllable words; decodes final-e and vowel team conventions for long vowel sounds; decodes two-syllable words by breaking words into syllables.	Applies the following skills some of the time: decodes regularly spelled one-syllable words; decodes final-e and vowel team conventions for long vowel sounds; decodes two-syllable words by breaking words into syllables.	Applies the following skills most of the time: decodes regularly spelled one-syllable words; decodes final-e and vowel team conventions for long vowel sounds; decodes two-syllable words by breaking words into syllables.	Consistently applies the following skills: decodes regularly spelled one-syllable words; decodes final-e and vowel team conventions for long vowel sounds; decodes two-syllable words by breaking words into syllables.
Know and apply grade-level word analysis skills.	Sounds out irregularly spelled words with guidance.	Inconsistently reads grade-appropriate irregularly spelled words.	Reads some grade-appropriate irregularly spelled words.	Reads most grade-appropriate irregularly spelled words.	Consistently reads grade-appropriate irregularly spelled words.

<i>Writing:</i>					
Write opinion pieces.	Writes opinion pieces with guidance.	Inconsistently writes opinion pieces; pieces may introduce a topic,	Writes some opinion pieces that introduce a topic, state an	Most of the time writes opinion pieces that introduce a topic,	Consistently writes opinion pieces that introduce a topic,

		state an opinion, supply a reason for the opinion, or provide some closure but do not include all of these elements.	opinion, supply a reason for the opinion, and provide some closure.	state an opinion, supply a reason for the opinion, and provide some closure.	state an opinion, supply a reason for the opinion, and provide some closure.
Write informative and explanatory pieces.	Writes informative and explanatory pieces with guidance.	Inconsistently writes informative or explanatory pieces; pieces may identify a topic, supply some facts about the topic, or include a closure but do not include all of these elements.	Writes some informative or explanatory pieces that identify a topic, supply facts about the topic, and include a closure.	Most of the time writes informative or explanatory pieces that identify a topic, supply facts about the topic, and include a closure.	Consistently writes informative or explanatory pieces that identify a topic, supply facts about the topic, and include a closure.
Write narratives.	Writes narratives with guidance.	Inconsistently writes narratives; narratives may include recounting two sequenced events, include some details about what happened, use temporal words to signal order, or provide a sense of closure.	Writes some narratives that recount two or more sequenced events, include details about what happened, use temporal words to signal order, and provide a sense of closure.	Most of the time writes narratives that recount two or more sequenced events, include details about what happened, use temporal words to signal order, and provide a sense of closure.	Consistently writes narratives that recount two or more sequenced events, include details about what happened, use temporal words to signal order, and provide a sense of closure.

<i>Speaking & Listening:</i>					
Participate in collaborative conversations.	Participates in conversations with guidance.	Evidences the following skills infrequently: follows agreed-upon rules for conversations (e.g., listening to others, turn-taking), builds on others' conversations, asks questions to clear up any confusion.	Evidences some of the following skills routinely: follows agreed-upon rules for conversations (e.g., listening to others, turn-taking), builds on others' conversations, asks questions to clear up any confusion.	Evidences the following skills most of the time: follows agreed-upon rules for conversations (e.g., listening to others, turn-taking), builds on others' conversations, asks questions to clear up any confusion.	Consistently evidences the following skills: follows agreed-upon rules for conversations (e.g., listening to others, turn-taking), builds on others' conversations, asks questions to clear up any confusion.
Ask and answer questions.	Asks and answer questions with	Evidences the following skills	Evidences some of the following skills	Evidences the following skills most of	Consistently evidences the

	guidance.	infrequently: asks and answer about key details in a text; asks and answers questions about what a speaker says in order to gather more information or clarify something that is not clearly understood.	routinely: asks and answer about key details in a text; asks and answers questions about what a speaker says in order to gather more information or clarify something that is not clearly understood.	the time: asks and answer about key details in a text; asks and answers questions about what a speaker says in order to gather more information or clarify something that is not clearly understood.	following skills: asks and answer about key details in a text; asks and answers questions about what a speaker says in order to gather more information or clarify something that is not clearly understood.
Describe people, places, things and events.	Describes people, places, things and events with guidance.	Evidences the following skills infrequently: uses descriptive words, tells personal narratives by using organizational patterns (i.e., beginning, middle and end), retells stories by answering who, what, when, where and how questions.	Evidences some of the following skills routinely: uses descriptive words, tells personal narratives by using organizational patterns (i.e., beginning, middle and end), retells stories by answering who, what, when, where and how questions.	Evidences the following skills most of the time: uses descriptive words, tells personal narratives by using organizational patterns (i.e., beginning, middle and end), retells stories by answering who, what, when, where and how questions.	Consistently evidences the following skills: uses descriptive words, tells personal narratives by using organizational patterns (i.e., beginning, middle and end), retells stories by answering who, what, when, where and how questions.

<i>Language:</i>					
Use conventions of standard English grammar and usage.	Evidences application of conventions with guidance.	Evidences inconsistent application of the following conventions when speaking: uses common, proper, and possessive nouns; uses singular and plural nouns with matching verbs; uses personal, possessive and indefinite pronouns; uses verbs to convey past, present and future; uses frequently occurring adjectives,	Evidences application of some of the following conventions routinely: uses common, proper, and possessive nouns; uses singular and plural nouns with matching verbs; uses personal, possessive and indefinite pronouns; uses verbs to convey past, present and future; uses frequently occurring adjectives, conjunctions and	Evidences application of most of the following conventions: uses common, proper, and possessive nouns; uses singular and plural nouns with matching verbs; uses personal, possessive and indefinite pronouns; uses verbs to convey past, present and future; uses frequently occurring adjectives, conjunctions and	Consistently evidences application of the following conventions: uses common, proper, and possessive nouns; uses singular and plural nouns with matching verbs; uses personal, possessive and indefinite pronouns; uses verbs to convey past, present and future; uses frequently occurring adjectives, conjunctions and

		conjunctions and prepositions.	prepositions.	prepositions.	prepositions.
Use conventions of standard English capitalization, punctuation and spelling.	Evidences application of conventions with guidance	Evidences inconsistent application of the following conventions: capitalizes dates and names of people; uses end punctuation for sentences; uses commas in dates and to separate single words in a series; uses conventional spelling for common spelling patterns and frequently occurring irregular words.	Evidences application of some of the following conventions routinely: capitalizes dates and names of people; uses end punctuation for sentences; uses commas in dates and to separate single words in a series; uses conventional spelling for common spelling patterns and frequently occurring irregular words.	Evidences application of the following conventions most of the time: prints all uppercase and lowercase letters; capitalizes dates and names of people; uses end punctuation for sentences; uses commas in dates and to separate single words in a series; uses conventional spelling for common spelling patterns and frequently occurring irregular words.	N/A
Determine and clarify the meaning of unknown and multiple-meaning words and phrases.	Identifies and clarifies unknown words and phrases with guidance.	Inconsistently uses strategies to identify and clarify unknown words or phrases (i.e., sentence-level context, frequently occurring affixes, frequently occurring root words).	Uses some strategies to identify and clarify unknown words or phrases (i.e., sentence-level context, frequently occurring affixes, frequently occurring root words).	Most of the time uses multiple strategies to identify and clarify unknown words or phrases (i.e., sentence-level context, frequently occurring affixes, frequently occurring root words).	Consistently uses multiple strategies to identify and clarify unknown words or phrases (i.e., sentence-level context, frequently occurring affixes, frequently occurring root words).