

# 1st Grade ELA

## Levels of Understanding

## How is my understanding of 1st Grade Reading Literature standards?

### RL 1.1: Ask and answer questions about key details in a text.

#### I am a level 3 when I can do the following on my own:

- Ask and answer questions about the story (setting, characters, problem)
- Ask questions about key details learned in the text
- Use text clues to answer questions

#### I am a level 2 progressing toward grade level when I:

- Explain the difference between a statement and a question
- Understand questions begin with who, what, where, when, why, and how
- Understand how to set a purpose for reading  
(example: "I wonder what characters I will meet?" "How will the characters will solve their problem?")

### RL 1.2: Retell stories, including key details, and demonstrate an understanding of the central message or lesson.

#### I am a level 3 when I can do the following on my own:

- Retell a story including key details of the beginning, middle, and end  
(key details such as: character, setting, plot, problem and solution)
- Retell includes the message or lesson of a story
- Identify the central message or lesson in a text  
(what does the character learn?)

#### I am a level 2 progressing toward grade level when I:

- Understand that author's write stories that can teach lessons
- Understand characters learn a lesson through their actions
- Understand what a detail is and how to determine a key detail

### RL 1.3: Describe characters, settings, and major events in a story, using key details.

#### I am a level 3 when I can do the following on my own:

- Describe characters in a story using key details from the story
- Describe the setting using key details from the story
- Describe the major events in a story using key details
- Retell the story in sequence

#### I am a level 2 progressing toward grade level when I:

- Identify the main characters, the setting and major events.
- Understand that a character is a person or creature in a story
- Identify words the author uses to describe the character(s)
- Understand a major event is where something important happens in the story

**RL 1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**

**I am a level 3 when I can do the following on my own:**

- Identify fictional (story) texts
- Identify informational texts
- Explain differences in books which tell stories (fictional) and books which provide information (nonfiction)

**I am a level 2 progressing toward grade level when I:**

- Understand fiction texts tell stories which did not happen in real life
- Understand nonfiction texts give true facts about topics in real life
- Know and understand the clues for a fictional text (imaginary people, teaches a lesson, has characters, setting, problem and solution)
- Know and understand the cues for a nonfiction text (has text features, written to teach, has facts on the topic)

**How is my understanding of 1st Grade Reading Informational standards?**

**RI 1.1: Ask and answer questions about key details in a text.**

**I am a level 3 when I can do the following on my own:**

- Ask and answer questions about the main topic
- Ask questions about key details learned in the text
- Use text clues to answer questions

**I am a level 2 progressing toward grade level when I:**

- Explain the difference between a statement and a question
- Understand questions begin with who, what, where, when, why, and how
- Understand how to set a purpose for reading (example: "I need a shark book to learn about sharks.")

**RI 1.2: Identify the main topic and retell key details of a text.**

**I am a level 3 when I can do the following on my own:**

- Identify the main topic or main idea
- Identify statements that support the main topic or main idea
- Give a retell of the text

**I am a level 2 progressing toward grade level when I:**

- Identify facts about the topic
- State the main topic is what the text is mostly about
- Understand a key detail provides more information about the topic

**RI 1.5: Know and use various text features to locate key facts or information in a text.**

**I am a level 3 when I can do the following on my own:**

- Identify different types of text features
- Explain the purpose of different types of text features
- Use text features to locate information in a text
- Use text features to answer questions about the main topic

**I am a level 2 progressing toward grade level when I:**

- Match the text feature to its definition or example
- Locate different text features in a nonfiction text
- Locate the table of contents and glossary
- Understand text features are found in nonfiction text
- Understand text features provide important information

**RI 1.7: Use illustrations and details in a text to describe its key ideas.**

**I am a level 3 when I can do the following on my own:**

- Explain the use of specific illustrations in a text
- Identify the details in the text the illustration shows
- Identify the connection between the illustration and text

**I am a level 2 progressing toward grade level when I:**

- Identify a map
- Identify a diagram
- Identify and read captions
- Distinguish between a photograph and a drawing
- State that illustrations provide information about the text

## How is my understanding of 1st Grade **Writing** standards?

**W 1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state and opinion, supply a reason for the opinion, and provide some sense of closure.**

I am a **level 3** when I can do the following on my own:

- Write to a topic
- State an opinion
- Provide a reason to support my opinion
- Provide a sense of closure

I am a **level 2** progressing toward grade level when I:

- Define an opinion is how someone thinks or feels
- Define a fact as something that is proven
- Define a reason as an example to support an opinion
- Understand the structure and purpose of a paragraph

**W 1.2: Writing informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**

I am a **level 3** when I can do the following on my own:

- Create a piece of writing that explains, informs, or describes
- Writing has a clear topic
- Writing includes facts which support the topic
- Writing has a sense of closure

I am a **level 2** progressing toward grade level when I:

- Select a single topic
- List possible facts in relation to topic
- Identify a fact versus an opinion
- Understands the structure and purpose of a paragraph

**W 1.3: Writing narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**

I am a **level 3** when I can do the following on my own:

- Create a fictional story with two or more sequenced events
- Use signal words to link or sequence events
- Include elements in writing such as characters, setting, events, and an ending

I am a **level 2** progressing toward grade level when I:

- State that narratives should have a beginning, middle, and end
- List possible events that relate to topic
- Put a sequence of events in order
- List words that can be used to show order