

Riverview School District
Report Card Benchmarks Reading
First Grade

Report Card Expectations	Mid-Year Benchmark	End-of-year Standard
Demonstrates Effort Toward Quality.	Look for . . . <ul style="list-style-type: none"> • working to his/her potential • using time wisely • sustained focus during independent work time • taking pride in his/her work • working carefully 	Look for . . . <ul style="list-style-type: none"> • working to his/her potential • using time wisely • sustained focus during independent work time • taking pride in his/her work • working carefully
Reads accurately at grade level.	Look for . . . <ul style="list-style-type: none"> • reading at DRA level 10 with 95% accuracy 	Look for . . . <ul style="list-style-type: none"> • reading at DRA level 16 with 95% accuracy
Reads fluently at grade level, adjusting for purpose.	Look for . . . <ul style="list-style-type: none"> • reading with meaningful phrasing at DRA level 10 • reading aloud familiar DRA level 10 text with accuracy in a manner that sounds like natural speech 	Look for . . . <ul style="list-style-type: none"> • reading at DRA level 16 at a rate of 50-65 wpm • reading aloud familiar DRA level 16 text with accuracy in a manner that sounds like natural speech
Demonstrates comprehension of important ideas and details.	Look for . . . <ul style="list-style-type: none"> • stating a main idea and listing important details in informational text verbally • retelling familiar stories with correct sequence • identifying similarities and differences in characters and settings within and between texts • identifying common information about a topic within and between texts • sorting words by various attributes (e.g., food, animals, colors) • identifying the purpose of everyday printed materials (e.g., signs, lists, story books) 	Look for . . . <ul style="list-style-type: none"> • stating a main idea and listing important details in informational text verbally or by using a graphic organizer • stating the gist of a story or poem with teacher guidance • retelling stories with correct sequence • explaining similarities and differences in character, setting, and important events within and between texts • identifying similar information about a topic contained in more than one text • sorting words by various attributes (e.g., robins, parrots, and ducks are all birds) • generating a personal or text-based response and/or make connections to text based on teacher prompt using information from a text • identifying the purpose of printed materials (e.g., fairy tales, fables, informational books, signs, lists)

First Grade Reading Report Card Benchmarks/Standards

<p>Understands and applies phonological and phonemic awareness (syllables, rhymes, segment/blend sounds, manipulate phonemes to make a new word).</p>	<p>Look for . . .</p> <ul style="list-style-type: none"> • beginning to identify syllables in a word auditorially • identifying and generating rhyme • beginning to segment and blend multi-syllabic words, including compound words • substituting auditorially one phoneme for another to make a new word • segmenting and blending words orally containing three to five phonemes • generating words that begin or end with the same sound or different sounds • blending and segmenting onset and rime • beginning to recognize that sounds are represented in different single letters or combinations of letters • using onset and rime/word families to decode words in isolation and in context • decoding words in isolation and in context following common vowel patterns • using knowledge of phonics to read unfamiliar words in isolation and in context • beginning to read compound words, contractions, and words with common inflectional endings in isolation and context 	<p>Look for . . .</p> <ul style="list-style-type: none"> • identifying syllables in a word auditorially • identifying and generating rhyme • segmenting and blending multi-syllabic words, including compound words • adding, deleting, and/or substituting one phoneme for another in initial, medial, and final positions to make a new word • segmenting and blending words orally containing three to five phonemes • generating words that begin or end with the same sound or different sounds • blending and segmenting onset and rime • recognizing that sounds are represented in different single letters or combinations of letters • using onset and rime/word families to decode words in isolation and in context • decoding words in isolation and in context following common vowel patterns • using knowledge of phonics to read unfamiliar words in isolation and in context • reading compound words, contractions, and words with common inflectional endings in isolation and in context
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First Grade Reading Report Card Benchmarks/Standards

<p>Uses word recognition skills and strategies to gain understanding while reading (phonetic skills, word meaning, grammar, context).</p>	<p>Look for . . .</p> <ul style="list-style-type: none"> • beginning to use simple resources with teacher guidance (e.g., word banks, alphabet charts) • using common inflectional endings to understand the meaning of words: -s, -ed, -ing, -er, -est with guidance • beginning to use strategies including context and re-reading to self-correct • beginning to use prior knowledge, context, pictures, and diagrams to predict and confirm word meaning with teacher guidance • reading selected sight words in isolation, lists, and text 	<p>Look for . . .</p> <ul style="list-style-type: none"> • using simple resources with teacher guidance (e.g., word banks, alphabet charts) • using common inflectional endings to understand the meaning of words: -s, -ed, -ing, -er, -est • using strategies including context and re-reading to self-correct • using prior knowledge, context, pictures, and diagrams to predict and confirm word meaning with teacher guidance • reading selected sight words with automaticity
<p>Applies comprehension strategies before, during and after reading (use prior knowledge, make connections, predict, question, infer, visualize).</p>	<p>Look for . . .</p> <ul style="list-style-type: none"> • asking and answering questions before, during, and after independent reading • making text to self and text to text connections 	<p>Look for . . .</p> <ul style="list-style-type: none"> • asking and answering questions before, during, and after independent reading • making text to self and text to text connections • making and confirming predictions based on text (through support of teacher questions) • making inferences before, during, and after hearing or reading a story using prior knowledge, story structure, and prediction
<p>Demonstrates understanding of non-fiction text features (cover, title page, headings, etc.)</p>	<p>Look for . . .</p> <ul style="list-style-type: none"> • identifying and using title pages, table of contents, glossary, diagrams, and maps to find information with guidance 	<p>Look for . . .</p> <ul style="list-style-type: none"> • identifying and using title pages, table of contents, glossary, diagrams, and maps to find information
<p>Demonstrates understanding of literary elements (setting, character, events, text patterns).</p>	<p>Look for . . .</p> <ul style="list-style-type: none"> • identifying and explaining story elements with guidance • predicting text patterns with guidance 	<p>Look for . . .</p> <ul style="list-style-type: none"> • identifying and explaining story elements • predicting text patterns