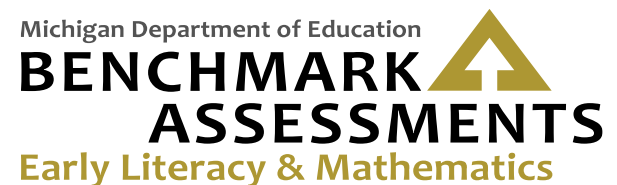




ENGLISH LANGUAGE ARTS (ELA)

Performance Level Descriptors Grade 1



Range Performance Level Descriptors			
Standard	Needs Support	Demonstrates Proficiency	Demonstrates Mastery
	The student's performance is not yet proficient and indicates a minimal or partial understanding and application of key academic content standards defined for Michigan students. The student needs intervention and support to improve achievement.	The student's performance indicates understanding and application of key academic content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.	The student's performance exceeds academic content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.
Reading Literary Text			
	A student at this level	A student at this level	A student at this level
1.RL.1	<ul style="list-style-type: none"> asks or answers questions about explicit key details in literary texts of low complexity. 	<ul style="list-style-type: none"> asks and answers questions about key details in literary texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> asks and answers complex questions about key details in literary texts of moderate-to-high complexity.
1.RL.2	<ul style="list-style-type: none"> retells literary texts of low complexity, including a minimal number of key details, and demonstrates understanding of their stated central message or simple lesson. 	<ul style="list-style-type: none"> retells literary texts of low-to-moderate complexity, including key details, and demonstrates understanding of their central message or lesson. 	<ul style="list-style-type: none"> retells literary texts of moderate-to-high complexity, including key details, and demonstrates understanding of their stated and implied central message or lesson.
1.RL.3	<ul style="list-style-type: none"> identifies and/or describes characters, settings, and major events using key details in literary texts of low complexity. 	<ul style="list-style-type: none"> describes characters, settings, and major events using key details in literary texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> describes characters, settings, and major events using key details in literary texts of moderate-to-high complexity.
1.RL.4	<ul style="list-style-type: none"> identifies words and phrases that suggest feelings or appeal to the senses in literary texts, including poems, of low complexity. 	<ul style="list-style-type: none"> identifies words and phrases that suggest feelings or appeal to the senses in literary texts, including poems, of low-to-moderate complexity. 	<ul style="list-style-type: none"> identifies words and phrases that suggest feelings or appeal to the senses in literary texts, including poems, of moderate-to-high complexity.
1.RL.5	<ul style="list-style-type: none"> attempts to identify major differences between books that tell stories and books that give information. 	<ul style="list-style-type: none"> explains major differences between books that tell stories and books that give information, drawing on wide reading of a range of text types. 	<ul style="list-style-type: none"> consistently explains major differences between books that tell stories and books that give information, drawing on wide reading of a range of text types.

1.RL.6	<ul style="list-style-type: none"> identifies who is telling the story in literary texts of low complexity. 	<ul style="list-style-type: none"> identifies who is telling the story at various points in literary texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> identifies who is telling the story at various points in literary texts of moderate-to-high complexity.
1.RL.7	<ul style="list-style-type: none"> uses simple illustrations and/or details in literary texts of low complexity to inconsistently identify characters, settings, or events. 	<ul style="list-style-type: none"> uses illustrations and details in literary texts of low-to-moderate complexity to describe characters, settings, or events. 	<ul style="list-style-type: none"> uses illustrations and details in literary texts of moderate-to-high complexity to describe characters, settings, or events.
1.RL.9	<ul style="list-style-type: none"> attempts to compare and/or contrast the adventures and experiences of characters in literary texts of low complexity. 	<ul style="list-style-type: none"> compares and contrasts the adventures and experiences of characters in literary texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> consistently compares and contrasts the adventures and experiences of characters in literary texts of moderate-to-high complexity.

Reading Informational Text

	A student at this level	A student at this level	A student at this level
1.RI.1	<ul style="list-style-type: none"> asks or answers questions about explicit details in informational texts of low complexity. 	<ul style="list-style-type: none"> asks and answers questions about key details in informational texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> asks and answers questions about key details in informational texts of moderate-to-high complexity.
1.RI.2	<ul style="list-style-type: none"> attempts to identify the main topics and retells explicit details of informational texts of low complexity. 	<ul style="list-style-type: none"> identifies the main topics and retells key details of informational texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> identifies the main topics and retells key details of informational texts of moderate-to-high complexity.
1.RI.3	<ul style="list-style-type: none"> identifies the simple connection between two individuals, events, ideas, or pieces of information in informational texts of low complexity. 	<ul style="list-style-type: none"> describes the connection between two individuals, events, ideas, or pieces of information in informational texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> describes the connection between two individuals, events, ideas, or pieces of information in informational texts of moderate-to-high complexity.
1.RI.4	<ul style="list-style-type: none"> asks or answers questions to help determine or clarify the meaning of words and phrases in informational texts of low complexity. 	<ul style="list-style-type: none"> asks and answers questions to help determine or clarify the meaning of words and phrases in informational texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> asks and answers questions to help determine or clarify the meaning of words and phrases in informational texts of moderate-to-high complexity.
1.RI.5	<ul style="list-style-type: none"> inconsistently uses various text features to locate key facts or information in informational texts of low complexity. 	<ul style="list-style-type: none"> knows and uses various text features to locate key facts or information in informational texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> knows and uses various text features to locate key facts or information in informational texts of moderate-to-high complexity.

1.RI.6	<ul style="list-style-type: none"> identifies information provided by pictures or other illustrations and/or information provided by the words in informational texts of low complexity. 	<ul style="list-style-type: none"> distinguishes between information provided by pictures or other illustrations and information provided by the words in informational texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> distinguishes between information provided by pictures or other illustrations and information provided by the words in informational texts of moderate-to-high complexity.
1.RI.7	<ul style="list-style-type: none"> uses simple illustrations and/or details in an informational text of low complexity to describe its explicit ideas. 	<ul style="list-style-type: none"> uses the illustrations and details in an informational text of low-to-moderate complexity to describe its key ideas. 	<ul style="list-style-type: none"> uses the illustrations and details in an informational text of moderate-to-high complexity to consistently describe its key ideas.
1.RI.8	<ul style="list-style-type: none"> attempts to identify a reason an author gives to support points in an informational text of low complexity. 	<ul style="list-style-type: none"> identifies the reasons an author gives to support points in an informational text of low-to-moderate complexity. 	<ul style="list-style-type: none"> identifies the reasons an author gives to support points in an informational text of moderate-to-high complexity.
1.RI.9	<ul style="list-style-type: none"> attempts to identify basic similarities in and/or differences between two informational texts of low complexity on the same topic. 	<ul style="list-style-type: none"> identifies basic similarities in and differences between two informational texts of low-to-moderate complexity on the same topic. 	<ul style="list-style-type: none"> identifies similarities in and differences between informational texts of moderate-to-high complexity on the same topic.

Reading Foundational Skills

	A student at this level	A student at this level	A student at this level
1.RF.1	<ul style="list-style-type: none"> demonstrates minimal understanding of the organization and basic features of print by inconsistently recognizing some of the distinguishing features of a sentence. 	<ul style="list-style-type: none"> demonstrates understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence. 	<ul style="list-style-type: none"> demonstrates a thorough understanding of the organization and basic features of print by consistently recognizing the distinguishing features of a sentence.
1.RF.2	<ul style="list-style-type: none"> demonstrates understanding of spoken words, syllables, and sounds by inconsistently <ul style="list-style-type: none"> recognizing long vowel sounds and short vowel sounds in spoken single-syllable words. isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words. 	<ul style="list-style-type: none"> demonstrates understanding of spoken words, syllables, and sounds by <ul style="list-style-type: none"> distinguishing long from short vowel sounds in spoken single-syllable words. isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words. 	<ul style="list-style-type: none"> demonstrates understanding of spoken words, syllables, and sounds by consistently <ul style="list-style-type: none"> distinguishing long from short vowel sounds in spoken single-syllable words. isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words.

1.RF.3	<ul style="list-style-type: none"> • uses grade-level phonics and word analysis skills inconsistently in decoding words by <ul style="list-style-type: none"> ○ knowing the spelling-sound correspondences for common consonant digraphs. ○ decoding regularly spelled one-syllable words. ○ recognizing final -e and common vowel team conventions for representing long vowel sounds. ○ recognizing that every syllable must have a vowel sound to determine the number of syllables in a printed word. ○ decoding simple two-syllable words following basic patterns by breaking the words into syllables. ○ recognizing and reading simple grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> • knows and applies grade-level phonics and word analysis skills in decoding words by <ul style="list-style-type: none"> ○ knowing the spelling-sound correspondences for common consonant digraphs. ○ decoding regularly spelled one-syllable words. ○ knowing final -e and common vowel team conventions for representing long vowel sounds. ○ using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ○ decoding two-syllable words following basic patterns by breaking the words into syllables. ○ recognizing and reading grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> • knows and applies grade-level phonics and word analysis skills consistently in decoding words by <ul style="list-style-type: none"> ○ knowing the spelling-sound correspondences for common consonant digraphs. ○ decoding regularly spelled one-syllable words. ○ knowing final -e and vowel team conventions for representing long vowel sounds. ○ using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. ○ decoding two-syllable words following patterns by breaking the words into syllables. ○ recognizing and reading grade-appropriate irregularly spelled words.
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Writing

1.W.1	<p>A student at this level</p> <ul style="list-style-type: none"> • writes opinion pieces by inconsistently introducing the topic or naming the book being written about, stating an opinion, supplying a relevant reason for the opinion, and providing an ineffective sense of closure. 	<p>A student at this level</p> <ul style="list-style-type: none"> • writes opinion pieces by introducing the topic or naming the book being written about, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. 	<p>A student at this level</p> <ul style="list-style-type: none"> • writes opinion pieces by consistently introducing the topic or naming the book being written about, stating an opinion, supplying one or more relevant reasons for the opinion, and providing an effective sense of closure.
1.W.2	<ul style="list-style-type: none"> • writes informative/explanatory texts by inconsistently naming a topic, supplying some facts about the topic, and providing an ineffective sense of closure. 	<ul style="list-style-type: none"> • writes informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure. 	<ul style="list-style-type: none"> • writes informative/explanatory texts by consistently naming a topic, supplying a variety of relevant facts about the topic, and providing an effective sense of closure.

1.W.3	<ul style="list-style-type: none"> • writes narratives by inconsistently recounting two or more sequenced events, including minimal details regarding what happened, using temporal words, and providing an ineffective sense of closure. 	<ul style="list-style-type: none"> • writes narratives by recounting two or more appropriately sequenced events, including some details regarding what happened, using temporal words to signal event order, and providing some sense of closure. 	<ul style="list-style-type: none"> • writes detailed narratives by consistently recounting sequenced events, including details regarding what happened, using temporal words to signal event order, and providing an effective sense of closure.
1.W.5	<ul style="list-style-type: none"> • uses guidance and support to identify a topic and add minimal details to strengthen writing as needed. 	<ul style="list-style-type: none"> • uses guidance and support to focus on a topic and add details to strengthen writing as needed. 	<ul style="list-style-type: none"> • uses guidance and support to focus on a topic and add relevant details to strengthen writing as needed.
1.W.8	<ul style="list-style-type: none"> • uses guidance and support to inconsistently recall information from experiences or gather irrelevant information from provided sources in an attempt to answer a question. 	<ul style="list-style-type: none"> • uses guidance and support to recall information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> • uses guidance and support to consistently recall information from experiences or gather relevant information from provided sources to answer a question.

Language

1.L.1	<p>A student at this level</p> <ul style="list-style-type: none"> • demonstrates limited command of the conventions of standard English grammar and usage when writing or speaking by inconsistently <ul style="list-style-type: none"> ○ using common, proper, and possessive nouns. ○ using singular and plural nouns with matching verbs in basic sentences. ○ using personal, possessive, and indefinite pronouns. ○ using verbs to convey a sense of past, present, and future. ○ using frequently occurring adjectives. ○ using frequently occurring conjunctions. ○ using determiners. ○ using frequently occurring prepositions. 	<p>A student at this level</p> <ul style="list-style-type: none"> • demonstrates command of the conventions of standard English grammar and usage when writing or speaking by <ul style="list-style-type: none"> ○ using common, proper, and possessive nouns. ○ using singular and plural nouns with matching verbs in basic sentences. ○ using personal, possessive, and indefinite pronouns. ○ using verbs to convey a sense of past, present, and future. ○ using frequently occurring adjectives. ○ using frequently occurring conjunctions. ○ using determiners. ○ using frequently occurring prepositions. 	<p>A student at this level</p> <ul style="list-style-type: none"> • demonstrates command of the conventions of standard English grammar and usage when writing or speaking by consistently <ul style="list-style-type: none"> ○ using common, proper, and possessive nouns. ○ using singular and plural nouns with matching verbs in sentences. ○ using personal, possessive, and indefinite pronouns. ○ using verbs to convey a sense of past, present, and future. ○ using adjectives. ○ using conjunctions. ○ using determiners. ○ using prepositions.
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1.L.2	<ul style="list-style-type: none"> • demonstrates limited command of the conventions of standard English capitalization, punctuation, and spelling when writing by inconsistently <ul style="list-style-type: none"> ○ capitalizing dates and names of people. ○ using end punctuation for sentences. ○ using commas in dates and to separate single words in a series. ○ using conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ○ spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> • demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by <ul style="list-style-type: none"> ○ capitalizing dates and names of people. ○ using end punctuation for sentences. ○ using commas in dates and to separate single words in a series. ○ using conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ○ spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<ul style="list-style-type: none"> • demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by consistently <ul style="list-style-type: none"> ○ capitalizing dates and names of people. ○ using end punctuation for sentences. ○ using commas in dates and to separate single words in a series. ○ using conventional spelling for words with common spelling patterns and for frequently occurring irregular words. ○ spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions.
1.L.4	<ul style="list-style-type: none"> • attempts to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on simple grade 1 reading and content, choosing from limited strategies by inconsistently <ul style="list-style-type: none"> ○ using sentence-level context as a clue to the meaning of a word or phrase. ○ using frequently occurring affixes as a clue to the meaning of a word. ○ identifying frequently occurring root words and their inflectional forms. 	<ul style="list-style-type: none"> • determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies by <ul style="list-style-type: none"> ○ using sentence-level context as a clue to the meaning of a word or phrase. ○ using frequently occurring affixes as a clue to the meaning of a word. ○ identifying frequently occurring root words and their inflectional forms. 	<ul style="list-style-type: none"> • determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on complex grade 1 reading and content, choosing flexibly from an array of strategies by consistently <ul style="list-style-type: none"> ○ using sentence-level context as a clue to the meaning of a word or phrase. ○ using frequently occurring affixes as a clue to the meaning of a word. ○ identifying frequently occurring root words and their inflectional forms.

1.L.5	<ul style="list-style-type: none">● uses guidance and support to demonstrate partial understanding of word relationships and nuances in word meanings by inconsistently<ul style="list-style-type: none">○ sorting words into categories to gain a sense of the concepts the categories represent.○ defining words by category and by one or more key attributes.○ identifying real-life connections between words and their uses.○ distinguishing shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them.	<ul style="list-style-type: none">● uses guidance and support to demonstrate understanding of word relationships and nuances in word meanings by<ul style="list-style-type: none">○ sorting words into categories to gain a sense of the concepts the categories represent.○ defining words by category and by one or more key attributes.○ identifying real-life connections between words and their uses.○ distinguishing shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them.	<ul style="list-style-type: none">● uses guidance and support to demonstrate understanding of word relationships and nuances in word meanings by consistently<ul style="list-style-type: none">○ sorting words into categories to gain a sense of the concepts the categories represent.○ defining words by category and by one or more key attributes.○ identifying real-life connections between words and their uses.○ distinguishing shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them.
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