

First Grade Reading Literature Assessment

Common Core State Standards for Reading Literature

1.RL.1 Ask and answer questions about key details in a text.

1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.RL.3 Describe characters, settings, and major events in a story, using key details.

1.RL.4 Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.

1.RL.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.

1.RL.6 Identify who is telling the story at various points in a text.

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

1.RL.9 Compare and contrast the adventures and experiences of characters in stories.

Common Core State Standards for Reading Literature – Assessment Alignment

Task #1 ~ **1.RL.1** Ask and answer questions about key details in a text.

Task #2, #3 ~ **1.RL.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Task #4 ~ **1.RL.3** Describe characters, settings, and major events in a story, using key details.

Materials Needed

Reading Passage: *The Kite* by Arnold Lobel (found in Imagine It! textbook)

Student copies of assessment

Pencils

Teacher Directions

The Kite from Days With Frog and Toad

By Arnold Lobel

Frog and Toad went out to fly a kite. They went to a large meadow where the wind was strong.

"Our kite will fly up and up," said Frog. "It will fly all the way up to the top of the sky."

"Toad," said Frog, "I will hold the ball of string. You hold the kite and run."

Toad ran across the meadow. He ran as fast as his short legs could carry him.

The kite went up in the air.

It fell to the ground with a bump.

Toad heard laughter.

Three robins were sitting in a bush.

"That kite will not fly," said the robins. "You may as well give up."

Toad ran back to Frog. "Frog," said Toad, "this kite will not fly. I give up."

"We must make a second try," said Frog. "Wave the kite over your head. Perhaps that will make it fly."

Toad ran back across the meadow. He waved the kite over his head.

The kite went up in the air and then fell down with a thud.

"What a joke!" said the robins. "That kite will never get off the ground."

Toad ran back to Frog. "This kite is a joke," he said. "It will never get off the ground."

“We have to make a third try,” said Frog. “Wave the kite over your head and jump up and down. Perhaps that will make it fly.”

Toad ran across the meadow again. He waved the kite over his head. He jumped up and down. The kite went up in the air and crashed down into the grass.

“That kite is junk,” said the robins. “Throw it away and go home.”

Toad ran back to Frog. “This kite is junk,” he said. “I think we should throw it away and go home.”

“Toad,” said Frog, “we need one more try. Wave the kite over your head. Jump up and down and shout UP KITE UP.”

Toad ran across the meadow. He waved the kite over his head. He jumped up and down. He shouted, “UP KITE UP!”

The kite flew up into the air. It climbed higher and higher.

“We did it!” cried Toad.

“Yes,” said Frog. “If a running try did not work, and a running and waving try did not work, and a running, waving, and jumping try did not work, I knew that a running, waving, jumping, and shouting try just had to work.”

The robins flew out of the bush. But they could not fly as high as the kite.

Frog and Toad sat and watched their kite. It seemed to be flying way up at the top of the sky.

Name _____ Date _____

Task #1
1.RL.1

Directions: Identify the key details of the story, *The Kite*.

WHO is the story about?

WHAT are the characters in the story doing?

WHEN is the story taking place?

WHERE is the story taking place?

WHY did Toad keep trying?

HOW did the characters finally fly the kite?

Task #2
1.RL.2

Directions: Retell the story in your own words, using key details.

First,



Then,



Next,



Then,



Last,

Name _____ Date _____

Task #3
1.RL.2

Directions: Write what the central message is in the story.

The writing area is a large rounded rectangle containing 12 sets of primary writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Name _____ Date _____

Task #4
1.RL.3

Directions: Describe the characters, setting, and major events of *The Kite*, using key details from the story.

Describe the character
Frog.

Describe the character
Toad.

Describe the setting.

Name _____ Date _____

Task #4
1.RL.3

Directions: Describe the characters, setting, and major events of *The Kite*, using key details from the story.

What happened the first time Frog and Toad tried to fly their kite?

Describe the robins' reactions when they saw the kite fall to the ground.

Describe Frog's reaction when Toad told him, "This kite is junk. I think we should throw it away and go home."

Describe the ending of the story.

Common Core State Standards – Reading Literature
First Grade Assessment Rubrics

CCSS 1.RL.1 ~ Ask and answer questions about key details in a text.			
4 Above Grade Level	3 At Grade Level	2 Approaching Grade Level	1 Below Grade Level
Asks and answers questions that indicate inferential thinking, such as <i>why</i> and <i>how</i> . Demonstrates consistent attention to the details in the text without teacher support.	Asks and answers questions about key details in the text, (including <i>who</i> , <i>what</i> , <i>when</i> , and <i>where</i>) <i>without</i> prompting or support.	Asks and answers questions about some key details in a text. or Asks and answers questions about all key details in the text, but only with prompting and support.	With prompting, does not ask or answer questions about key details in the text. or Offers responses unrelated to the text

CCSS 1.RL.2 ~ Retell stories, including key details, and demonstrate understanding of their central message or lesson *(See Rubric for 1.W.3)			
4 Above Grade Level	3 At Grade Level	2 Approaching Grade Level	1 Below Grade Level
Asks and answers questions that indicate inferential thinking, such as <i>why</i> and <i>how</i> . Demonstrates consistent attention to the details in the text without teacher support.	Retells the major events of the story in sequence, using key details such as <i>who</i> , <i>what</i> , <i>when</i> , and <i>where</i> . Communicates the main idea and/or central message of the story.	Retells a few of the main events, but only a partial recounting of them. Retells the main events, but leaves out some key details. Retells the main events and some key details, but is unable to communicate the main idea and/or central message of the story. May need prompting or support to retell part or all of the main events, key details, and central message of the story.	With prompting, does not ask or answer questions about key details in the text. With prompting and support, is unable to communicate the main idea or central message of the story. or Offers responses unrelated to the text.

Common Core State Standards – Reading Literature
First Grade Assessment Rubrics

CCSS 1.RL.3 ~ Describe characters, settings, and major events in a story, using key details.			
4 Above Grade Level	3 At Grade Level	2 Approaching Grade Level	1 Below Grade Level
Describes characters, settings, and major events in the story using key details, and explains how the characters respond to major events and challenges.	Describes characters, settings, and major events in a story, using key details.	Describes characters, settings, and major events in a story using some key details. or Describes characters, settings, and major events in a story some key details, but with prompting and support.	Is unable to describe or answer questions about characters, settings, and major events from the story. or Offers responses unrelated to the text.

CCSS 1.RL.4 ~ Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			
4 Above Grade Level	3 At Grade Level	2 Approaching Grade Level	1 Below Grade Level
Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses, and how they contribute to the tone or message of the text.	Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses.	With prompting or support is able to identify some words or phrases that suggest feelings or appeal to the senses. Is able to give examples of words or phrases that suggest feelings or appeal to the senses, but is unable to find examples of such in the text.	With prompting and support, is unable to identify words or phrases that suggest feelings or appeal to the senses.