

Language Arts Benchmarks Grade 1

Literature

- 1.1.1.1 Ask and answer questions about key details in a text.
- I can ask and answer questions about important details after reading or listening to text.
 - “wh” questions...who, what, when, where, why
 - I can identify the main idea and retell important details of the text.
- 1.1.2.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- I can retell stories, including the big idea or lesson, and important details.
- 1.1.3.3 Describe characters, settings, and major events in a story, using key details.
- I can describe characters, settings, and events in a story, using important details.
- 1.1.4.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- I can identify words in stories or poems that create feelings or make me use my 5 senses.
- 1.1.5.5 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 can explain the differences between books that tell stories and books that give information.
 - Fiction and Nonfiction stories
- 1.1.6.6 Identify who is telling the story at various points in a text.
- Point out quotation marks and who is speaking
- 1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events.
- I can use illustrations and details in a story to describe the characters, setting, or events.
- 1.1.8.8 (Not applicable to literature)
- 1.1.9.9 Compare and contrast the adventures and experiences of characters in stories.
- I can compare and contrast the adventures and experiences of characters in stories.
 - I can describe the connection between two people, events, ideas or pieces of information in a text.
- 1.1.10.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
- I can read grade level books and poems. I can pick books to read that are interesting and enjoyable.

- Good fit books

Informational Text

- 1.2.1.1 Ask and answer questions about key details in a text.
- 1.2.2.2 Identify the main topic and retell key details of a text.
 - I can identify the main idea and retell important details of a text.
- 1.2.3.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - I can describe the connection between two people, events, ideas or pieces of information in a text.
- 1.2.4.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
 - I can use information from the pictures and words to understand the text.
- 1.2.5.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
 - I can use text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate important facts or information.
- 1.2.6.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
 - I can use the pictures and details in a text to describe important ideas.
- 1.2.7.7 Use the illustrations and details in a text to describe its key ideas.
 - I can use information from the pictures and words to understand the text.
- 1.2.8.8 Identify the reasons an author gives to support points in a text.
 - I can identify the reasons an author gives to support points in a text.
- 1.2.9.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
 - I can identify similarities in and differences between two texts on the same topic.
 - Tad Poles and Frogs by Jenny Feely/Frogs by Gail Gibbons
- 1.2.10.10 With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.

Foundational Skills

- 1.3.0.1 Demonstrate understanding of the organization and basic features of print.
 - I can show that I understand how books are organized and basic features of print.

- Concepts of print...title page, read left to right, top to bottom, front to back
- I can recognize the parts of a sentence (e.g., first word, capitalization, ending punctuation).

1.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- I can demonstrate understanding of spoken words, syllables, and sounds.
- I can hear the difference between long and short vowel sounds in one syllable words.
- I can blend sounds including consonant blends in one syllable words.
- I can isolate and say beginning, middle & final sounds in spoken one syllable words.
- I can segment spoken one syllable words into their sequence of individual sounds.
- I can read long vowel sounds by using final -e and common vowel teams.
 - Vowel teams: ea, ee, ei, ai, oa, ou, oi,
- I can tell the number of syllables in a printed word.

1.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- I can decode words using phonics.
 - v-a-n...van
- I can decode familiar one syllable words.
- I can read long vowel sounds by using final -e and common vowel teams.
- I can decode two-syllable words.
 - Wa-ter...water bub-ble...bubble
- I can read words with s, ed, ing endings.
- I can recognize and read high- frequency words.

1.3.0.4 Read with sufficient accuracy and fluency to support comprehension.

- I can read first grade text with accuracy and fluency to support comprehension.
- I can read first grade text with purpose and understanding.
- I can read with expression with practice.
- I can use context clues to help me figure out words when I read.
 - Pictures, previous text, emotions

Writing Benchmarks

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

- I can write my opinion: introduce the topic or name of the book, state my opinion, give reasons for my opinion, and add an ending.

- 1.6.2.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- I can write informative/explanatory texts: name a topic, supply some facts, and add an ending.
- 1.6.3.3 Write narratives and other creative texts 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 can write narratives/creative texts: tell two or more events, include details about what happened, use signal words to explain event order (first, next, last, etc.) & an ending.
- 1.6.4.4 (Begins in grade 3)
- 1.6.5.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
- I can focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
- 1.6.6.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- I can use various digital tools to produce and publish a written piece with my peers or adults.
- 1.6.7.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- I can participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- 1.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- I can recall information from my experiences or collect information from sources to answer a question.
- 1.6.9.9 (Begins in grade 4)
- 1.6.10.10 (Begins in grade 3)

Speaking, Viewing, Listening, and Media

- 1.8.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- I can join in and listen to classroom discussions, both in small groups and large groups.
 - I can listen to others and take turns talking.

- I can respond to comments made by others.
 - I can ask questions to clear up any confusion about discussions.
 - I can listen to others' ideas and be able to understand their points of view.
 - I can follow two-step oral directions.
- 1.8.2.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
- I can ask and answer questions about important details in a text read aloud or one I listen to (e.g., stories, poems, rhymes, songs).
- 1.8.3.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- I can ask and answer questions about what a speaker says so I can learn more and understand.
- 1.8.4.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- I can describe people, places, things, and events with important details.
- 1.8.5.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
- I can add drawings or other visuals to clarify my ideas, thoughts, and feelings.
- 1.8.6.6 Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression.
- I can speak in complete sentences and respond to stories, poems, rhymes and songs with expression.
- 1.8.7.7 Distinguish among and understand purposes of different types of print, digital, and multimodal media.
- I can tell what the different types of print and digital media are & understand their purpose.
 - Types of print include magazine, newspaper, text book etc.
 - I can ask and answer questions about what is read, heard or viewed.
 - I can summarize ideas from media in own words.
- 1.8.8.8 With prompting and support, create and share an individual or shared multimedia work for a specific purpose (e.g., to share lived or imagined experiences, to present information, to entertain, or as artistic expression.)
- I can create and share a multimedia work for a specific purpose
 - share something that happened, to inform my classmates or, to entertain

Language Benchmarks

- 1.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- I can use common, proper, and possessive nouns.
 - Common: house
 - Proper: Maple Lake
 - Possessive: Teacher's
 - I can use singular and plural nouns with matching verbs in basic sentences
 - He hops; We hop

- I can use personal, possessive, and indefinite pronouns
 - I, me, my
 - they, them, their
 - anyone, everything
- I can use verbs to show a sense of past, present, and future
 - Yesterday I walked home.
 - Today I walk home.
 - Tomorrow I will walk home.
- I can use frequently occurring adjectives.
 - *Pretty* hair, *little* cat
- I can use frequently occurring conjunctions
 - and, but, or, so, because
- I can use determiners
 - articles: a, an, the
 - demonstratives: each, every, either, neither, some, any, no, much, many, more, most, little, less, least few, fewer, fewest, what, whatever, which, whichever, both, half, all, several, and enough
- I can use frequently occurring prepositions
 - during, beyond, toward
- I can produce & expand simple, compound, declarative (ends in .), interrogative (ends in ?), imperative (command) & exclamatory sentences(end in !).
- I can print all upper- and lowercase letters.

1.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- I can use capitalization, punctuation, and spelling when writing.
- I can capitalize dates and names of people.
- I can use end punctuation for sentences.
- I can use commas in dates and to separate single words in a series.
- I can spell high frequency words and use “chunks” (_ake, _ick) to spell words correctly.
- I can decode words using phonics.

1.10.3.3 (Begins in grade 2)

1.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- I can use context clues and strategies to figure out unknown words, including words that have more than one meaning (saw, bank, etc.).
- I can use context clues to figure out a word in a sentence.
- I can use affixes as a clue to the meaning of a word.
 - like -ness and pre-
- I can read base words/root words & their endings (_ing, _s, _ed).
 - Base words: the word “direct” in directions

- Root words: the word “clear” in unclear

1.10.5.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.

- I can develop word consciousness by learning about new words.
 - Expand vocabulary; Tune into interesting words
- I can define words by category and by one or more key attributes
 - a duck is a bird that swims
 - a tiger is a large cat with stripes
- I can identify real-life connections between words and their use
 - note places at home that are cozy
- I can understand the difference between words that mean almost the same thing by defining or choosing them or by acting out the meanings.
 - look, peek, glance
 - stare, glare, scowl
 - large, gigantic

1.10.6.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).