

# First Grade Correlation Benchmarks and Indicators

## English/Language Arts

### Phonemic Awareness, Word Recognition and Fluency Standard

#### A. Use letter-sound correspondence knowledge and structural analysis to decode words.

- \_\_\_\_\_ 1. Identify and distinguish between letters, words and sentences.
- \_\_\_\_\_ 2. Identify and say the beginning and ending sounds in words.
- \_\_\_\_\_ 3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.
- \_\_\_\_\_ 4. Decode by using letter-sound matches.
- \_\_\_\_\_ 5. Use knowledge of common word families (e.g., -ite or -ate) to sound out familiar words.
- \_\_\_\_\_ 6. Blend two to four phonemes (sounds) into words.
- \_\_\_\_\_ 7. Add, delete or change sounds in a given word to create new or rhyming words.

#### Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.

- \_\_\_\_\_ 8. Demonstrate a growing stock of sight words.
- \_\_\_\_\_ 9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.
- \_\_\_\_\_ 10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.

### Acquisition of Vocabulary Standard

#### A. Use context clues to determine the meaning of new vocabulary.

- \_\_\_\_\_ 1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.

#### B. Read accurately high-frequency sight words.

- \_\_\_\_\_ 4. Recognize common sight words.

#### C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.

- \_\_\_\_\_ 6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).
- \_\_\_\_\_ 7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).
- \_\_\_\_\_ 8. Read root words and their inflectional endings (e.g., walk, walked, walking).

#### D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.

- \_\_\_\_\_ 2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).
- \_\_\_\_\_ 3. Classify words into categories (e.g., colors, fruits, vegetables).
- \_\_\_\_\_ 5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).

#### E. Use resources to determine the meanings and pronunciation of unknown words.

- \_\_\_\_\_ 9. Determine the meaning of unknown words using a beginner's dictionary.

## **Reading Process: Concepts of Print, Comprehension Strategies And Self Monitoring Strategies Standard**

### **A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.**

- \_\_\_\_\_ 1. Describe rule of authors and illustrators.
- \_\_\_\_\_ 2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
- \_\_\_\_\_ 3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.

### **B. Make predictions from text clues and cite specific examples to support predictions.**

- \_\_\_\_\_ 4. Make predictions while reading and support predictions with information from the text or prior experience.

### **C. Draw conclusions from information in the text.**

- \_\_\_\_\_ 6. Recall the important ideas in fictional and non-fictional texts.

### **D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.**

- \_\_\_\_\_ 5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.
- \_\_\_\_\_ 7. Create and use graphic organizers, such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.

### **E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).**

- \_\_\_\_\_ 8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

### **F. Apply and adjust self monitoring strategies to assess understanding of text.**

- \_\_\_\_\_ 9. Monitor comprehension of independently- or group-read texts by asking and answering questions.

## **Reading Applications: Informational, Technical and Persuasive Text Standard**

### **A. Use text features and structures to organize content, draw conclusions and build text knowledge.**

- \_\_\_\_\_ 1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.

### **B. Ask clarifying questions concerning essential elements of informational text.**

- \_\_\_\_\_ 3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).

### **C. Identify the central ideas and supporting details of informational text.**

- \_\_\_\_\_ 2. Identify the sequence of events in informational text.
- \_\_\_\_\_ 4. Identify central ideas and supporting details of informational text with teacher assistance.

### **D. Use visual aids as sources to gain additional information from text.**

- \_\_\_\_\_ 5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.

### **E. Evaluate two- and three-step directions for proper sequencing and completeness.**

- \_\_\_\_\_ 6. Follow multi-step directions.

## Literary Text Standard

### A. Compare and contrast plot across literary works.

- \_\_\_\_\_ 1. Provide own interpretation of story, using information from the text.
- \_\_\_\_\_ 3. Retell the beginning, middle and ending of a story, including its important events.

### B. Use supporting details to identify and describe main ideas, characters and setting.

- \_\_\_\_\_ 2. Identify characters, setting and events in a story.

### C. Recognize the defining characteristics and features of different types of literary forms and genres.

- \_\_\_\_\_ 4. Identify differences between stories, poems and plays.
- \_\_\_\_\_ 5. Recognize predictable patterns in stories and poems.

### D. Explain how an author's word choice and use of methods influence the reader.

### E. Identify the theme of a literary text.

## Writing Process Standard

### A. Generate ideas for written compositions.

- \_\_\_\_\_ 1. Generate writing ideas through discussions with others.
- \_\_\_\_\_ 2. Develop a main idea for writing.

### B. Develop audience and purpose for self-selected and assigned writing tasks.

- \_\_\_\_\_ 3. Determine purpose and audience.

### C. Use organizers to clarify ideas for writing assignments.

- \_\_\_\_\_ 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

### D. Use revision strategies and resources to improve ideas and content, organization, word choice and detail.

- \_\_\_\_\_ 5. Organize writing to include a beginning, middle and end.
- \_\_\_\_\_ 7. Mimic language from literature when appropriate.
- \_\_\_\_\_ 9. Reread own writing for clarity.
- \_\_\_\_\_ 10. Add descriptive words and details.
- \_\_\_\_\_ 11. Use resources (e.g., word wall, beginner's dictionary and word bank) to select effective vocabulary.

### E. Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.

- \_\_\_\_\_ 6. Construct complete sentences with subjects and verbs.
- \_\_\_\_\_ 12. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).

### F. Apply tools to judge the quality of writing.

- \_\_\_\_\_ 13. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

### G. Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics.

- \_\_\_\_\_ 8. Use available technology to compose text.
- \_\_\_\_\_ 14. Rewrite and illustrate writing samples for display and for sharing with others.

### **Writing Applications Standard**

**A. Compose writings that convey a deal message and include well-chosen details.**

\_\_\_\_\_ 1. Write simple stories with a beginning, middle and end that include descriptive words and details.

**B. Write responses to literature that demonstrate an understanding of the literary work.**

\_\_\_\_\_ 2. Write responses to stories that include simple judgments about the text.

**C. Write friendly letters and invitations complete with date, salutation, body, closing and signature.**

\_\_\_\_\_ 3. Write letters or invitations that include follows simple letter format.

### **Writing Conventions Standard**

**A. Print legibly using appropriate spacing.**

\_\_\_\_\_ 1. Print legibly, and space letters, words and sentences appropriately.

**B. Spell grade-appropriate words correctly.**

\_\_\_\_\_ 2. Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).

\_\_\_\_\_ 3. Spell high frequency words correctly.

\_\_\_\_\_ 4. Create phoneticall6-spelled written work that can usually be read by the write and others.

\_\_\_\_\_ 5. Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts.

**C. Use conventions of punctuation and capitalization in written work.**

\_\_\_\_\_ 6. Use end punctuation correctly, including question marks, exclamation points and periods.

\_\_\_\_\_ 7. Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I).

**D. Use grammatical structures to effectively communicate ideas in writing.**

\_\_\_\_\_ 8. Use nouns, verbs and adjectives (descriptive words).

### **Research Standard**

**A. Generate questions for investigation and gather information from a variety of sources.**

\_\_\_\_\_ 1. Discuss ideas for investigation about a topic or area of personal interest.

\_\_\_\_\_ 2. Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources).

\_\_\_\_\_ 3. Use books or observations to gather information to explain a topic or unit of study with teacher assistance.

**B. Retell important details and findings.**

\_\_\_\_\_ 4. Recall information about a topic with teacher assistance.

\_\_\_\_\_ 5. Report important findings to others.

## **Communication: Oral and Visual Standard**

### **A. Use active listening strategies to identify the main idea and gain information from oral presentation.**

\_\_\_\_\_ 1. use active listening skills, such as making eye contact and asking questions.

### **B. Connect prior experiences, insights and ideas to those of a speaker.**

\_\_\_\_\_ 2. Compare what is heard with prior knowledge and experience.

### **C. Follow multi-step directions.**

\_\_\_\_\_ 3. Follow two- and three-step oral directions.

### **D. Speak clearly and at an appropriate pace and volume.**

\_\_\_\_\_ 4. Speak clearly and understandably.

### **E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.**

\_\_\_\_\_ 5. Deliver brief informational presentations that:

- a) demonstrate an understanding of the topic;
- b) include and sort relevant information and details to develop topic;
- c) organize information with a clear beginning and ending; and
- d) express opinions.

\_\_\_\_\_ 6. Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.

\_\_\_\_\_ 7. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).