2010 ENGLISH LANGUAGE ARTS STANDARDS & BENCHMARKS:
GRADE 1

READING: LITERATURE

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	1. READING: **Literature**	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	• Ask questions about key details. (1.1.1.1) • Answer questions about key details. (1.1.1.1)	
1	1. READING: **Literature**	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	• Retell stories, including key details. (1.1.2.2) • Demonstrate understanding of their central message or lesson. (1.1.2.2)	
1	1. READING: **Literature**	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Describe characters, settings, and major events in a story, using key details. (1.1.3.3)	
1	1. READING: **Literature**	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1.1.4.4)	
1	1. READING: **Literature**	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Explain major differences between books that tell stories (fiction) and books that give information (non-fiction), drawing on a wide reading of a range of text types. (1.1.5.5)	

READING: LITERATURE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	1. READING: **Literature**	6. Assess how point of view or purpose shapes the content and style of a text.	Identify who is telling the story at various points in a text. (1.1.6.6)	
1	1. READING: **Literature**	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Use illustrations and details in a story to describe its characters, setting, or events. (1.1.7.7)	
1	1. READING: **Literature**	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(Not applicable to literature)	
1	1. READING: **Literature**	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Compare and contrast the adventures and experiences of characters in stories. (1.1.9.9)	
1	1. READING: **Literature**	10. Read and comprehend complex literary and information texts independently and proficiently.	• With prompting and support, read prose and poetry of appropriate complexity for grade 1. (1.1.10.10) • Select texts for personal enjoyment, interest, and academic tasks. (1.1.10.10)	

READING: INFORMATIONAL TEXT

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	2. READING: **Informational Text**	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	• Ask questions about key details. (1.2.1.1) • Answer questions about key details. (1.2.1.1)	
1	2. READING: **Informational Text**	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	• Indentify the main idea of a text. (1.2.2.2) • Retell the key details of a text (1.2.2.2)	
1	2. READING: **Informational Text**	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Within a given text, describe the connection between: (1.2.3.3) • Two individuals • Events • Ideas • Pieces of information	
1	2. READING: **Informational Text**	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (1.2.4.4)	
1	2. READING: **Informational Text**	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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. (1.2.5.5)	

READING: INFORMATIONAL TEXT (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	2. READING: **Informational Text**	6. Assess how point of view or purpose shapes the content and style of a text.	Distinguish between information provided by pictures or illustrations and information provided by the words in a text. (1.2.6.6)	
1	2. READING: **Informational Text**	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Use illustrations and details in a text to describe its key ideas. (1.2.7.7)	
1	2. READING: **Informational Text**	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Identify the reasons an author gives to support points in a text. (1.2.8.8)	
1	2. READING: **Informational Text**	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Identify the basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1.2.9.9)	
1	2. READING: **Informational Text**	10. Read and comprehend complex literary and information texts independently and proficiently.	• With prompting and support, read informational texts appropriately complex for grade 1. (1.2.10.10) • Select texts for personal enjoyment, interest, and academic tasks. (1.2.10.10)	

READING: FOUNDATIONAL SKILLS

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	3. READING: **Foundational Skills**	0. No related anchor standard	Demonstrate understanding of the organization and basic features of print: (1.3.0.1) • Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
1	3. READING: **Foundational Skills**	0. No related anchor standard	Demonstrate understanding of spoken words, syllables, and sounds (phonemes): (1.3.0.2) • Distinguish long from short vowel sounds in spoken single-syllable words. • Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. • Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. • Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	

READING: FOUNDATIONAL SKILLS (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	3. READING: **Foundational Skills**	0. No related anchor standard	Know and apply grade-level phonics and word analysis skills in decoding words. (1.3.0.3) • Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends. • Decode regularly spelled one-syllable words. • Know final –*e* and common vowel team conventions for representing long vowel sounds. • Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. • Decode two-syllable words following basic patterns by breaking the words into syllables. • Read words with inflectional endings. • Recognize and read grade-appropriate irregularly spelled words, including high-frequency words.	
1	3. READING: **Foundational Skills**	0. No related anchor standard	Read with sufficient accuracy and fluency to support comprehension. (1.3.0.4) • Read grade-level text with purpose and understanding to promote oral and silent reading fluency. • Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.	

WRITING

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	6. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write opinion pieces that include: (1.6.1.1) • Introduce the topic or book they are writing about • State an opinion • Supply a reason for the opinion • Provide a sense of closure	
1	6. WRITING	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts *(e.g. non-fiction research, how to, biography, and lists)* which include: (1.6.2.2) • Name a topic • Use some facts about the topic • Use transition words to connect ideas *(e.g. first, next, then, finally)* • Provide a sense of closure	
1	6. WRITING	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives and other creative texts *(e.g. descriptive stories, response to literature, friendly letter, and poetry)* to include: (1.6.3.3) • Two or more sequenced events including some details • Use transitional words to signal event order • Provide some sense of closure	
1	6. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	(Begins in grade 3)	

WRITING (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	6. WRITING	5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.	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: (1.6.5.5) • Introduce and practice through shared writing, the guidelines of the Six Traits of Writing Model as appropriate: - Ideas - Organization - Word Choice - Fluency - Voice - Conventions	
1	6. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (1.6.6.6)	
1	6. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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). *Benchmark 7 can be embedded into Benchmark 2.* (1.6.7.7)	
1	6. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1.6.8.8)	

WRITING (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	6. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	(Begins in grade 4)	
1	6. WRITING	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely and independently select writing topics and formats for personal enjoyment, and interest. (local benchmark)	

SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and large groups. (1.8.1.1) • Follow agreed-upon rules for discussions: - Listen to others with care. - Speak one at a time about the topics and texts under discussion. - Use voice level appropriate for language situation. - Establish eye contact. - Respond to audience respectfully. - Stay on topic. • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion. • Listen to others' ideas and identify others' points of view. • Follow two-step oral directions.	
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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). (1.8.2.2)	
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1.8.3.3)	

GRADE 1

SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Describe people, places, things, and events: (1.8.4.4) • Use relevant details. • Express ideas and feelings clearly.	
1	8. SPEAKNG, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (1.8.5.5)	
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standards 1 and 3 for specific expectations.) (1.8.6.6)	
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	Distinguish among and understand purposes of different types of print, digital, and multimodal media. (1.8.7.7) • Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard or viewed. • Summarize ideas from media in own words.	
1	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	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.) (1.8.8.8)	

LANGUAGE

	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	10. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1.10.1.1) • Print all upper- and lower-case letters. • Use common, proper, and possessive nouns. • Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). • Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). • Use verbs to convey a sense of past, present, and future (e.g., *yesterday I walked home; Today I walk home; Tomorrow I will walk home*). • Use frequently occurring adjectives. • Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). • Use determiners (e.g., articles, demonstratives). • Use frequently occurring prepositions (e.g., *during, beyond, toward*). • Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
1	10. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1.10.2.2) • Capitalize dates and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	

LANGUAGE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes
1	10. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	(Begins in grade 2)	
1	10. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize reference materials, as appropriate.	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. (1.10.4.4) • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring base words and root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	

LANGUAGE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 1 Benchmark	Notes

1	10. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness. (1.10.5.5)
			• Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
			   – Color names.
			   – Number words.
			   – Days of the week.
			   – Months of the year.
			   – Size and shape words.
			   – Direction and location words.
			   – People and place words.
			• Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims, a *tiger* is a large cat with stripes).
			• Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
			• Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	

1	10. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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*). (1.10.6.6)	