

# First Grade Language Arts Standards and Benchmarks

## Standard #1: Reading and Listening for Comprehension

Definition: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

<b>Benchmark #1-A:</b>  Listen to, read, react to, and retell information.	Performance Objective 1	<input type="checkbox"/> Listen to and retell short stories.
	Performance Objective 2	<input type="checkbox"/> Recognize repetition and predict repeated phrases.
	Performance Objective 3	<input type="checkbox"/> Respond and elaborate in answering Who, What, When, Where, and How questions.
	Performance Objective 4	<input type="checkbox"/> Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts.
	Performance Objective 5	<input type="checkbox"/> Self-monitor comprehension by using questions, retelling, and summarizing
	Performance Objective 6	<input type="checkbox"/> Follow simple written and oral instructions.
	Performance Objective 7	<input type="checkbox"/> Increase vocabulary through reading, listening, and interacting.
<b>Benchmark #1-B:</b>  Locate and use a variety of resources to acquire information across the curriculum	Performance Objective 1	<input type="checkbox"/> Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, short plays).
<b>Benchmark #1-C:</b>  Demonstrate critical thinking skills to comprehend written, spoken, and visual information	Performance Objective 1	<input type="checkbox"/> Associate target words with prior knowledge and explore an author's choice of words.
	Performance Objective 2	<input type="checkbox"/> Predict and explain what will happen next in a story.
	Performance Objective 3	<input type="checkbox"/> Demonstrate familiarity with a variety of texts (e.g., storybooks, short chapter books, poems, newspapers, telephone books, everyday print, skits and short plays).
	Performance Objective 4	<input type="checkbox"/> Describe differences and similarities between different stories (i.e., characters, plot, and setting).
<b>Benchmark #1-D:</b>  Acquire reading strategies	Performance Objective 1	<input type="checkbox"/> Develop phonemic awareness and knowledge of alphabetic principles by : <input type="checkbox"/> Blending the phonemes of one-syllables words <input type="checkbox"/> Segmenting the phonemes of one-syllable words <input type="checkbox"/> Changing the beginning, middle, and ending sounds to produce new words
	Performance Objective 2	<input type="checkbox"/> Demonstrate decoding and word recognition strategies and skills by: <input type="checkbox"/> Using phonics knowledge and sound-letter relationships to decode regular one-syllable words <input type="checkbox"/> Recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two where, said, have)
	Performance Objective 3	<input type="checkbox"/> Read aloud with fluency and comprehension grade-level text.
	Performance Objective 4	<input type="checkbox"/> Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.
	Performance Objective 5	<input type="checkbox"/> Increase vocabulary through reading, listening, and interacting.

**Standard #2: Writing and Speaking for Expression**

Definition: Students will communicate effectively through speaking and writing.

<u>Benchmark #2-A:</u>  Demonstrate competence in speaking to convey information	Performance Objective 1	<input type="checkbox"/> Read aloud with fluency and comprehension grade-level text.
	Performance Objective 2	<input type="checkbox"/> Engage in discussions resulting in written products.
	Performance Objective 3	<input type="checkbox"/> Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas).
<u>Benchmark #2-B:</u>  Apply grammatical and language conventions to communicate	Performance Objective 1	<input type="checkbox"/> Confirm predictions about what will happen next in a text by identifying key words.
	Performance Objective 2	<input type="checkbox"/> Use context to resolve ambiguities about word and sentence meaning.
	Performance Objective 3	<input type="checkbox"/> Relate prior knowledge to textual information.
	Performance Objective 4	<input type="checkbox"/> Use phonetic knowledge and basic patterns to spell correctly three- and four-letter words.
	Performance Objective 5	<input type="checkbox"/> Apply phonics to write independently, using emergent and/or conventional spelling.
	Performance Objective 6	<input type="checkbox"/> Write all upper and lower case letters of the alphabet using correct letter formation.
	Performance Objective 7	<input type="checkbox"/> Use complete sentence to write simple text.
	Performance Objective 8	<input type="checkbox"/> Use basic capitalization and punctuation for : <input type="checkbox"/> First word in sentence <input type="checkbox"/> Proper names <input type="checkbox"/> Period to end declarative sentence <input type="checkbox"/> Question mark to end interrogative sentence
	Performance Objective 9	<input type="checkbox"/> Self-monitor composition by using re-reading and peer conferences.
<u>Benchmark #2-C:</u>  Demonstrate competence in the skills and strategies of the writing process	Performance Objective 1	<input type="checkbox"/> Write by using an author's model of language and extending the model (e.g., writing different endings for the story, composing an innovation of a poem).
	Performance Objective 2	<input type="checkbox"/> Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries).
	Performance Objective 3	<input type="checkbox"/> Write descriptions of familiar persons, places or objects.
	Performance Objective 4	<input type="checkbox"/> Compose fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, re-reading for meaning, and some self-correction).
	Performance Objective 5	<input type="checkbox"/> Begin to utilize conventional spelling.

**Standard #3: Literature and Media**

Definition: Students will use literature and media to develop an understanding of people, societies, and the self.

<u>Benchmark #3-A:</u>  Use language, literature, and media to gain and demonstrate awareness of cultures around the world	Performance Objective 1	<input type="checkbox"/> Increase vocabulary and understand expressions found in appropriate literary works.
	Performance Objective 2	<input type="checkbox"/> Identify the characters and simple story lines from selected myths and stories from around the world.
	Performance Objective 3	<input type="checkbox"/> Describe events related to other nations and/or cultures (e.g., writing, drama, constructions, drawing).
<u>Benchmark #3-B:</u>  Identify the types of literature and the purpose and function of each type	Performance Objective 1	<input type="checkbox"/> Identify elements of plot and setting in a story.
	Performance Objective 2	<input type="checkbox"/> Demonstrate understanding (e.g., act out, draw, write, talk) of sequence and characterization in a story.