

# BENCHMARK REPORT

## ENGLISH LANGUAGE ARTS

### GRADE 1



DOMAIN: Reading Standards for Literature			
Code:	Strand: <i>Key Ideas and Details (KID)</i>	Rating	Completed
<b>1RL1</b>	<b>Ask and answer questions about key details in a text.</b>	<b>Priority</b>	
1RL1a	Ask questions about key details in a story or poem		
1RL1b	Respond to questions about key details in a story or poem		
1RL1c	Relate information and events in a reading selection to life experiences and life experiences to the text		
1RL1d	Relate new information to prior knowledge		
<b>1RL2</b>	<b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>	<b>Priority</b>	
1RL2a	Retell a story using key details to demonstrate understanding of a main idea or lesson		
1RL2b	Retell stories/directions in sequence using gestures, words or pictures		
1RL2c	Summarize information found in texts by retelling in your own words		
<b>1RL3</b>	<b>Describe characters, settings, and major events in a story, using key details.</b>	<b>Priority</b>	
1RL3a	Respond to questions about the main characters in a story using key details		
1RL3b	Respond to questions about the setting of a story using key details		
1RL3c	Respond to questions about the major events in a story using key details		
Code:	Strand: <i>Craft and Structure (CAS)</i>	Rating	Completed
<b>1RL4</b>	<b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>	<b>Supporting</b>	
1RL4a	Locate words and phrases in a story or poem that suggest feelings		
1RL4b	Locate words and phrases in a story or poem that appeal to the senses		
<b>1RL5</b>	<b>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b>	<b>Priority</b>	
1RL5a	Identify the characteristics of books that tell stories		
1RL5b	Identify the characteristics of books that provide information		
1RL5c	Distinguish between books that tell stories and books that provide information		
<b>1RL6</b>	<b>Identify who is telling the story at various points in a text.</b>	<b>Supporting</b>	
1RL6a	Identify the individual who is telling a story at any point in a text		
Code:	Strand: <i>Integration of Knowledge and Ideas (IKI)</i>	Rating	Completed
<b>1RL7</b>	<b>Use illustrations and details in a story to describe its characters, setting, or events.</b>	<b>Supporting</b>	
1.RL.7a	Describe characters, setting, or events in a story by using illustrations		
1.RL.7b	Describe characters, setting, or events in a story by using details		
1.RL.7c	Create mental images from pictures and print		
1.RL.7d	Use picture clues and picture captions to aid comprehension and to		

	make predictions		
<b>1RL9</b>	<b>Compare and contrast the adventures and experiences of characters in stories.</b>	<b>Priority</b>	
1RL9a	Compare and contrast the experiences of characters in stories		
<b>1RL10</b>	<b>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</b>		
1RL10a	Begin Silent reading		
1RL10b	Choose to read for pleasure		
1RL10c	Apply reading skills to a variety of literary passages, and texts (fairy tales, folktales, non-fiction, fiction, legends, fables, myths, poetry, picture books, predictable.)		
<b>DOMAIN: Reading Standards for Informational Text</b>			
<b>Code:</b>	<b>Strand: <i>Key Ideas and Details (KID)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1RI1</b>	<b>Ask and answer questions about key details in a text.</b>	<b>Priority</b>	
1RI1a	Ask questions about key details in an informational text		
1RI1b	Respond to questions about key details in an informational text		
1RI1c	Apply reading skills and strategies to a variety of informational books		
<b>1RI2</b>	<b>Identify the main topic and retell key details of a text.</b>	<b>Priority</b>	
1RI2a	Retell key details found in an informational text		
1RI2b	Identify the main topic in an informational text		
<b>1RI3</b>	<b>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</b>	<b>Priority</b>	
1RI3a	Describe the connections between two ideas or pieces of information in an informational text		
1RI3b	Describe the connections between two individuals or events in an informational text		
1RI3c	Apply reading skills and strategies to a variety of informational books.		
1RI3d	Use illustrations, maps, charts, diagrams and graphs to gain information		
<b>Code:</b>	<b>Strand: <i>Craft and Structure (CAS)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1RI4</b>	<b>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b>	<b>Supporting</b>	
1RI4a	Ask questions about the meaning of unfamiliar words and phrases in an informational text		
1RI4b	Respond to questions about the meaning of words and phrases in an informational text		
1RI4c	Apply reading skills and strategies to a variety of informational books		
1RI4d	Use illustrations, maps, charts, diagrams and graphs to gain information		
1RI4e	Classifies/categorizes/summarizes		
1RI4f	Derive meaning from a written selection using reading/decoding strategies		
<b>1RI5</b>	<b>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.</b>	<b>Priority</b>	

1RI5a	Identify the key features of an informational text used to locate information in the text		
1RI5b	Locate facts or information by using key features of an informational text		
1RI5c	Apply reading skills and strategies to a variety of informational books		
1RI5d	Use illustrations, maps, charts, diagrams and graphs to gain information		
1RI5e	Use table of content		
1RI5f	Begin use of glossary(Do we use this)		
<b>1RI6</b>	<b>Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</b>	<b>Supporting</b>	
1RI6a	Differentiate between the information provided by pictures and that provided by words in an informational text		
1RI6b	Dictate or self select words to caption own illustrations		
1RI6c	Apply reading skills and strategies to a variety of informational books		
1RI6d	Use illustrations, maps, charts, diagrams and graphs to gain information		
<b>Code:</b>	<b>Strand: <i>Integration of Knowledge and Ideas (IKI)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1RI7</b>	<b>Use the illustrations and details in a text to describe its key ideas.</b>	<b>Supporting</b>	
1RI7a	Describe key ideas using illustrations and details words from an informational text		
1RI7b	Apply reading skills and strategies to a variety of informational books		
1RI7c	Use illustrations, maps, charts, diagrams and graphs to gain information		
<b>1RI8</b>	<b>Identify the reasons an author gives to support points in a text.</b>	<b>Supporting</b>	
1RI8a	Analyze how an author uses reasons to support points in an informational text		
1RI8b	Apply reading skills and strategies to a variety of informational books		
1RI8c	Use illustrations, maps, charts, diagrams and graphs to gain information		
<b>1RI9</b>	<b>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</b>	<b>Supporting</b>	
1RI9a	Identify similarities and differences between two informational texts on the same topic		
1RI9b	Apply reading skills and strategies to a variety of informational books		
1RI9c	Use illustrations, maps, charts, diagrams and graphs to gain information		
<b>1RI10</b>	<b>With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1.</b>		
1RI10a	Begin silent reading		
1RI10b	Apply reading skills and strategies to a variety of informational books		
1RI10c	Choose to read for pleasure		
<b>DOMAIN: Reading Standards: Foundational Skills</b>			
<b>Code:</b>	<b>Strand: <i>Print Concepts (PC)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1RF1</b>	<b>Demonstrate understanding of the organization and basic features of print.</b>	<b>Priority</b>	
1RF1a	Recognize the use of capitalization to begin a sentence in a printed text		
1RF1b	Recognize an uppercase letter as the first word in a sentence of a printed		

	text		
1RF1c	Recognize a period or quotation mark as ending punctuation in a sentence of a printed text		
<b>Code:</b>	<b>Strand: <i>Phonological Awareness (PA)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1RF2</b>	<b>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>	<b>Supporting</b>	
1RF2a	Distinguish between long and short vowel sounds in single-syllable spoken words		
1RF2b	Create new one-syllable words by adding or substituting individual sounds in spoken words		
1RF2c	Identify initial, medial vowel, and final sounds in most three-phoneme spoken words		
1RF2d	Pronounce the initial, medial vowel, and final sounds in most three-phoneme spoken words		
1RF2e	Sequence individual sounds into spoken single-syllable words		
<b>Code:</b>	<b>Strand: <i>Phonics and Word Recognition (PWR)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1RF3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>	<b>Priority</b>	
1RF3a	Identify the letter-sound relationships for common consonant digraphs found in a printed text		
1RF3b	Pronounce regularly spelled one-syllable words found in a printed text		
1RF3c	Identify final -e and common vowel team conventions for representing long vowel sounds in a printed text		
1RF3d	Pronounce one- and two syllable words with common vowel team conventions found in a printed text		
1RF3e	Identify the number of syllables in a printed word		
1RF3f	Pronounce regularly spelled one-syllable words found in a printed text		
1RF3g	Identify final -e and common vowel team conventions for representing long vowel sounds in a printed text		
1RF3h	Pronounce one- and two syllable words with common vowel team conventions found in a printed text		
1RF3i	Identify the number of syllables in a printed word		
1RF3j	Recognize the occurrence of a vowel sound in a syllable that is read aloud		
1RF3k	Pronounce simple two-syllable words found in a printed text by separating the words into syllables		
1RF3l	Add a group of letters to the end of a printed base word in order to create different forms of the same word		
1RF3m	Decode letter-sound correspondences for common inflectional endings found in a printed text		
1RF3n	Determine the meaning of a word or phrase by using inflectional endings as a clue		
1RF3o	Recognize grade-level words that are irregularly spelled		
<b>Code:</b>	<b>Strand: <i>Fluency (FLU)</i></b>	<b>Rating</b>	<b>Completed</b>
1RF3p	Decode regularly spelled two syllable words fluently by applying the most common letter sound correspondences, including the sounds		

	represented by: -single letters(consonants and vowels) -consonant blends (e.g. gl, st, tr) -vowel digraphs and diphthongs(e.g. ea, ie, ee)		
<b>1RF4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>	<b>Priority</b>	
1RF4a	Read on-level text fluently with purpose and understanding		
1RF4b	Read aloud grade-level text with increasing rate on successive readings		
1RF4c	Read aloud grade-level text with increasing accuracy on successive readings		
1RF4d	Read aloud grade-level text with increasing expression on successive readings		
1RF4e	Use context to confirm or self-correct word recognition		
1RF4f	Use context to self-correct words that are misread in a text		
1RF4g	Use gestures and/or facial expressions to denote understanding		
1RF4h	Begin Silent reading with attention to rhythm and meter		
1RF4i	Read familiar stories and poems aloud with attention to rhythm and meter		
1RF4j	Begin use of a library.		
<b>DOMAIN: Writing Standards</b>			
<b>Code:</b>	<b>Strand: <i>Text Types and Purposes (TTP)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1W1</b>	<b>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.</b>	<b>Priority</b>	
1W1a	Introduce a topic when writing an opinion piece		
1W1b	State an opinion about a topic when writing an opinion piece		
1W1c	Provide a reason for an opinion when writing an opinion piece		
1W1d	Develop closure about an opinion when writing an opinion piece		
1W1e	Use organizational strategies (K-W-L, graphic organizers) to plan writing.		
1W1f	Use critical thinking skills when writing.		
<b>1W2</b>	<b>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b>	<b>Priority</b>	
1W2a	Introduce a topic when writing an informative/explanatory text		
1W2b	Use facts about a topic when writing an informative/explanatory text		
1W2c	Develop closure about a topic when writing an informative/explanatory text		
1W2d	Use organizational strategies (K-W-L, graphic organizers) to plan writing.		
1W2e	Use critical thinking skills when writing.		
1W2f	Begin to put sentences together in paragraph form.		
1W2g	Begin to move from inventive to conventional spelling.		
1W2h	Use newly acquired vocabulary in writing.		
<b>1W3</b>	<b>Write narratives 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.</b>	<b>Priority</b>	

1W3a	Introduce two or more sequenced events when writing a narrative		
1W3b	Include details about what happened when writing a narrative		
1W3c	Use temporal words to signal event order when writing a narrative		
1W3d	Develop closure about an event(s) when writing a narrative		
1W3e	Use organizational strategies (K-W-L, graphic organizers) to plan writing.		
<b>Code:</b>	<b>Strand: <i>Production and Distribution of Writing (PDW)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1W4</b>	<b>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</b>	<b>Priority</b>	
1W4a	Use critical thinking skills when writing.		
<b>1W5</b>	<b>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</b>	<b>Priority</b>	
1W5a	Focus on a topic when producing and distributing writing		
1W5b	Strengthen writing based on comments and suggestions from adults and peers		
1W5c	Edit writing to include sufficient details before it is produced and distributed		
<b>1W6</b>	<b>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</b>	<b>Supporting</b>	
1W6a	Use a variety of digital tools to produce and publish writing		
<b>Code:</b>	<b>Strand: <i>Research to Build and Present Knowledge (RBK)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1W7</b>	<b>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).</b>	<b>Supporting</b>	
1W7a	Participate in shared research projects		
1W7b	Participate in shared writing projects		
	a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.		
<b>1W8</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>	<b>Supporting</b>	
1W8a	Recall information from experiences to include in a shared research project		
1W8b	Gather information from provided sources to answer a question asked in a shared research project		
1W8c	Use organizational strategies (K-W-L, graphic organizers) to plan writing.		
1W8d	Begin to put sentences together in paragraph form.		
1W8e	Continue the use of critical thinking skills when writing.		
<b>DOMAIN: Speaking and Listening Standards</b>			
<b>Code:</b>	<b>Strand: <i>Comprehension and Collaboration (CAC)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1SL1</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>	<b>Supporting</b>	

1W8a	Follow agreed-upon rules in a group discussion about grade 1 topics and texts		
1W8b	Engage in a conversation by demonstrating multiple exchanges during a group discussion		
1W8c	Clear away distractions and begin to use focused listening.		
1W8d	Listen when teachers or peers read or speak.		
1W8e	Listen for a variety of purposes (information, entertainment, problem solving).		
1W8f	Listen to familiar stories, poems, and rhythmic patterns.		
<b>1SL2</b>	<b>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b>	<b>Supporting</b>	
1SL2a	Ask questions about key details to confirm understanding of information presented orally		
1SL2b	Answer questions about key details to confirm understanding of information presented orally		
1SL2c	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
1SL2d	Ask questions about the meaning of information presented orally		
1SL2e	Answer questions about information presented orally in order to clarify understanding		
1SL2f	DPO 2. Listen and respond to oral directions (G1:LS:S1:C1)		
1SL2g	DPO 3. Listen and respond to another person in conversation (G1:LS:S1:C1)		
1SL2h	DPO 4. Listen and respond to a variety of media. (G1:LS:S1:C1)		
1SL2i	DPO 9. Recognize the characteristic sounds and rhythms of language. (G1:LS:S1:C1)		
<b>Code:</b>	<b>Strand: <i>Presentation of Knowledge and Ideas (PKI)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1SL3</b>	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
1SL3a	Can filter unimportant information from important information. (G1:LS:S1:C1)		
1SL3b	Ask questions for clarification and understanding (G1:LS:S2:C2)		
1SL3c	Ask and respond to questions. (G1:LS:S2:C2)		
<b>1SL4</b>	<b>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</b>	<b>Supporting</b>	
1SL4a	Describe people, places, things, and events using relevant details in an oral presentation		
1SL4b	Convey ideas and feelings clearly when making an oral presentation		
1SL4c	Use descriptive words. (G1:LS:S2:C2)		
1SL4d	Recognize and respond to different types of visual media. (G1:VP:S1:C1)		
1SL4e	Access, view and respond to visual forms. (G1:VP:S1:C1)		
1SL4f	Interpret visual clues that enhance the comprehension of text. (G1:VP:S1:C)		
1SL4g	Plan and present a report, using visual-media.( G1:VP:S1:C2)		



<b>1SL6</b>	<b>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)</b>	<b>Supporting</b>	
1SL6a	DPO 8. Begins to use language subtlety (ex: impatient and eager). (G1:LS:S1:C1)		
1SL6b	DPO 1. Use effective vocabulary and logical organization to relate or summarize ideas, events, and other information. (G1:LS:S2:C2)		
1SL6c	DPO 2. Use complete sentences when appropriate.(G1:LS:S2:C2)		
1SL6d	DPO 3. Use “I” messages to resolve conflicts. (G1:LS:S2:C2)		
1SL6e	DPO 6. Use verbal courtesies with little prompting. (G1:LS:S2:C2)(e.g. please, thank you, Mrs., Mr.)		
1SL6f	DPO 7. Follow rules of conversation (take turns, raise hand to speak, stay on topic, focus attention on speaker) (G1:LS:S2:C2)		
1SL6g	DPO 8. Express personal and emotional needs. (G1:LS:S2:C2)		
1SL6h	DPO 9. Begin to recite prayers, scriptural passages and literary works from memory. (G1:LS:S2:C2)		
1SL6i	DPO 12. Give multiple step directions. (G1:LS:S2:C2)		
1SL6j	DPO 14. Maintain subject line in conversation. (G1:LS:S2:C2)		
1SL6k	DPO 15. Participate appropriately during cooperative learning activities. (G1:LS:S2:C2)		
1SL6l	DPO 16. Paraphrase information shared orally by others. (G1:LS:S2:C2)		
1SL6m	DPO 17. Use appropriate voice level, phrasing, and intonation for given situations. (G1:LS:S2:C2)		
1SL6n	DPO 18. Contribute to class and group discussions. (G1:LS:S2:C2)		
<b>DOMAIN: Language Standards</b>			
<b>Code:</b>	<b>Strand: <i>Conventions of Standard English (CSE)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1L1</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	<b>Supporting</b>	
1L1a	Print upper- and lowercase letters when writing		
1L1b	Use common, proper, and possessive nouns when speaking or writing		
1L1c	Use singular and plural nouns with matching verbs in basic sentences when speaking or writing		
1L1d	Use personal, possessive, and indefinite pronouns when speaking or writing		
1L1e	Use verbs to convey a sense of past, present, and future when speaking or writing		
1L1f	Use frequently occurring adjectives when speaking or writing		
1L1g	Use frequently occurring conjunctions when speaking or writing		
1L1h	Use determiners when speaking or writing		
1L1i	Construct simple, compound, and complex sentences		
1L1j	Expand on complete declarative, interrogative, imperative, and exclamatory sentences in response to prompts when speaking or writing.		
1L1k	Produce complete declarative, interrogative, imperative, and exclamatory sentences in response to prompts when speaking or writing		



1L1l	Recognize and use singular and plural nouns. (G1:S2:C6)		
1L1m	Use verbs and correct verb tenses. (G1:S2:C6)		
1L1n	Recognize and use adjectives and pronouns. (G1:S2:C6)		
1L1o	Use the apostrophe in contractions and noun possessives. (G1:S2:C6)		
1L1p	Spell high frequency words correctly. (G1:S2:C6)		
1L1q	Use simple editing marks. (GK:S1:C4)		
1L1r	Use correct capitalization and punctuation (GK:S1:C4)		
1L1s	Use simple resources (e.g. word walls, word lists) to correct conventions. (GK:S1:C4)		
<b>1L2</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	<b>Supporting</b>	
1L2a	Capitalize dates and names of people when writing		
1L1b	Use end punctuation when writing sentences		
1L1c	Use commas in dates when writing sentences		
1L1d	Use commas to separate single words in a series when writing sentences		
1L1e	Use conventional spelling for words with common spelling patterns when writing		
1L1f	Use conventional spelling for frequently occurring irregular words when writing		
1L1g	Spell unfamiliar words phonetically when writing		
<b>Code:</b>	<b>Strand: <i>Vocabulary Acquisition and Use (VAU)</i></b>	<b>Rating</b>	<b>Completed</b>
<b>1L4</b>	<b>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.</b>	<b>Supporting</b>	
1L4a	Determine the meaning of a word or phrase by using sentence-level context as a clue		
1L4b	Determine the meaning of a word by using frequently occurring affixes as a clue		
1L4c	Identify frequently occurring root words		
1L4d	Identify the inflectional forms of frequently occurring root words		
<b>1L5</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances (similarities) in word meanings.</b>	<b>Supporting</b>	
1L5a	Categorize words		
1L5b	Define categorized words by one or more key attributes		
1L5c	Identify real-life connections between words and their uses		
1L5d	Distinguish between the meaning of verbs differing in manner		
1L5e	Distinguish between the meaning of adjectives differing in intensity		
<b>1L6</b>	<b>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).</b>	<b>Supporting</b>	
1L6a	Use words and phrases acquired through conversation		
1L6b	Use words and phrases acquired through reading and being read to		
1L6c	Use words and phrases acquired through responding to texts		