

1	Reading	1. 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.	1.1.1.1	Ask and answer questions about key details in a text.
1	Reading	1. Literature	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	1.1.2.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
1	Reading	1. Literature	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	1.1.3.3	Describe characters, settings, and major events in a story, using key details.
1	Reading	1. 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.	1.1.4.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
1	Reading	1. 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.	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.
1	Reading	1. Literature	6. Assess how point of view or purpose shapes the content and style of a text.	1.1.6.6	Identify who is telling the story at various points in a text.
1	Reading	1. Literature	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	1.1.7.7	Use illustrations and details in a story to describe its characters, setting, or events.
1	Reading	1. 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.	1.1.9.9	Compare and contrast the adventures and experiences of characters in stories.

1	Reading	1. Literature	10. Read and comprehend complex literary and informational texts independently and proficiently.	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.
1	Reading	2. 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.	1.2.1.1	Ask and answer questions about key details in a text.
1	Reading	2. Informational Text	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	1.2.2.2	Identify the main topic and retell key details of a text.
1	Reading	2. Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	1.2.3.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
1	Reading	2. 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.	1.2.4.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
1	Reading	2. 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.	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.
1	Reading	2. Informational Text	6. Assess how point of view or purpose shapes the content and style of a text.	1.2.6.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
1	Reading	2. Informational Text	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	1.2.7.7	Use the illustrations and details in a text to describe its key ideas.
1	Reading	2. 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.	1.2.8.8	Identify the reasons an author gives to support points in a text.

1	Reading	2. 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.	1.2.9.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
1	Reading	2. Informational Text	10. Read and comprehend complex literary and informational texts independently and proficiently.	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.
1	Reading	3. Foundational Skills	0. Foundational Skills Benchmarks - The Foundational Skills Benchmarks are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to fluently read and comprehend texts across a range of types and disciplines.	1.3.0.1	Demonstrate understanding of the organization and basic features of print: (a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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1	Reading	3. Foundational Skills	0. Foundational Skills Benchmarks - The Foundational Skills Benchmarks are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to fluently read and comprehend texts across a range of types and disciplines.	1.3.0.4	Read with sufficient accuracy and fluency to support comprehension: (a) Read grade-level text with purpose and understanding to promote oral and silent reading fluency. (b) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (c) 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.
1	Writing	6. Writing	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.

1	Writing	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.	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.
1	Writing	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.	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.
1	Writing	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.	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.
1	Writing	6. Writing	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.
1	Writing	6. Writing	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	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).
1	Writing	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.	1.6.8.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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: (a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (c) Ask questions to clear up any confusion about the topics and texts under discussion. (d) Listen to others' ideas and identify others' points of view. (e) Follow two-step oral directions.
1	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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).
1	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	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.
1	Speaking, Viewing, Listening and Media Literacy	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.	1.8.4.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
1	Speaking, Viewing, Listening and Media Literacy	8. Speaking, 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.	1.8.5.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

1	Speaking, Viewing, Listening and Media Literacy	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.	1.8.6.6	Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (Refer to grade 1 Language standards 1 and 3 for specific expectations.)
1	Speaking, Viewing, Listening and Media Literacy	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.	1.8.7.7	Distinguish among and understand purposes of different types of print, digital, and multimodal media: (a) Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard or viewed. (b) Summarize ideas from media in own words.
1	Speaking, Viewing, Listening and Media Literacy	8. Speaking, Viewing, Listening and Media Literacy	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	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.)

1	Language Benchmarks	10. Language Benchmarks	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1.10.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: (a) Print all upper- and lowercase letters. (b) Use common, proper, and possessive nouns. (c) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (d) Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). (e) 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). (f) Use frequently occurring adjectives. (g) Use frequently occurring conjunctions (e.g., and, but, or, so, because). (h) Use determiners (e.g., articles, demonstratives). (i) Use frequently occurring prepositions (e.g., during, beyond, toward). (j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
1	Language Benchmarks	10. Language Benchmarks	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1.10.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: (a) Capitalize dates and names of people. (b) Use end punctuation for sentences. (c) Use commas in dates and to separate single words in a series. (d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.



1	Language Benchmarks	10. Language Benchmarks	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 specialized reference materials, as appropriate.	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: (a) Use sentence-level context as a clue to the meaning of a word or phrase. (b) Use frequently occurring affixes as a clue to the meaning of a word. (c) Identify frequently occurring base words and root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
1	Language Benchmarks	10. Language Benchmarks	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	1.10.5.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness: (a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (b) 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). (c) Identify real-life connections between words and their use (e.g., note places at home that are cozy). (d) 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	Language Benchmarks	10. Language Benchmarks	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	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).
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