

# Grade 1

<b>LA.</b>	<b>1.</b>	<b>1.</b>	<b>1.</b>	<b>1</b>
<b>Subject</b>	<b>Grade</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

## Grade 1: Reading Process

<b>Concepts of Print</b>		<b>Standard:</b> The student demonstrates knowledge of the concept of print and how it is organized and read.	
	The student will:		
LA.1.1.1.1	- locate the title, table of contents, names of author and illustrator, glossary, and index; and		
LA.1.1.1.2	- distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will:		<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- locate the title, table of contents, names of author and illustrator, glossary, and index;</li> <li>- distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).</li> </ul>		<ul style="list-style-type: none"> <li>- locate the title, table of contents, names of author and illustrator, glossary, and index;</li> <li>- distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).</li> </ul>	<ul style="list-style-type: none"> <li>- locate the title, table of contents, names of author and illustrator, glossary, and index;</li> <li>- distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).</li> </ul>
<b>Phonemic Awareness</b>		<b>Standard:</b> The student demonstrates phonemic awareness.	
	The student will:		
LA.1.1.3.1	- identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);		
LA.1.1.3.2	- blend three to five phonemes to form words;		
LA.1.1.3.3	- segment single syllable words into individual phonemes; and		
LA.1.1.3.4	- manipulate individual phonemes to create new words through addition, deletion, and substitution.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will segment the sounds of the English language orally		<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
		<ul style="list-style-type: none"> <li>- identify individual phonemes (sounds) in words using CVC pattern</li> <li>- segment single syllable words into individual phonemes;</li> </ul>	<ul style="list-style-type: none"> <li>- identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC)</li> <li>- segment single syllable words into individual phonemes;</li> <li>- blend three to five phonemes to form words</li> <li>- differentiate between words with similar phonemes (pin/pen)</li> </ul>
<b>Phonics/Word Analysis</b>		<b>Standard:</b> The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.	
	The student will:		
LA.1.1.4.1	- generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;		
LA.1.1.4.2	- identify the sounds of vowels and consonant digraphs in printed words;		

<b>Phonics/Word Analysis</b>	<b>Standard:</b> The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.
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LA.1.1.4.3	- decode words with r-controlled letter-sound associations;
LA.1.1.4.4	- decode words from common word families;
LA.1.1.4.5	- recognize high frequency words;
LA.1.1.4.6	- identify common, irregular words, compound words, and contractions;
LA.1.1.4.7	- decode base words and inflectional endings; and
LA.1.1.4.8	- use self-correction when subsequent reading indicates an earlier misreading.

**English Language Proficiency Standards**

<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- generate sounds from some letters and spelling patterns and blend those sounds into words</li> <li>- decode words from common word families;</li> <li>- recognize some high frequency words</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- generate sounds from some letters and spelling patterns and blend those sounds into words</li> <li>- identify basic vowel and consonant digraph sounds in printed words</li> <li>- decode words from common word families</li> <li>- recognize some high frequency words</li> <li>- identify basic compound words</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- generate sounds from letters and spelling patterns and blend those sounds into words</li> <li>- identify basic vowel and consonant digraph sounds in printed words</li> <li>- decode words with r-controlled letter-sound associations</li> <li>- decode words from common word families</li> <li>- recognize high frequency words</li> <li>- identify common, irregular words, compound words, and simple contractions;</li> <li>- identify base words and simple inflectional endings</li> <li>- use beginning self-correction techniques when subsequent reading indicates an earlier misreading</li> </ul>
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<b>Fluency</b>	<b>Standard:</b> The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.
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	The student will:
LA.1.1.5.1	- apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;
LA.1.1.5.2	- recognize high frequency and familiar words in isolation and in context; and
LA.1.1.5.3	- adjust reading rate based on purpose, text difficulty, form, and style.

**English Language Proficiency Standards**

<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- read age appropriate text orally by matching pictures with sound (e.g. onomatopoeia) and reading simple phrases</li> <li>- recognize some high frequency and familiar words in context</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- apply letter-sound knowledge to decode phonetically regular words in isolation and in context</li> <li>- recognize high frequency and familiar words in isolation and in context</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- apply letter-sound knowledge to decode phonetically regular words in isolation and in context</li> <li>- recognize high frequency and familiar words in isolation and in context</li> </ul>
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<b>Vocabulary Development</b>		<b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.
	The student will:	
LA.1.1.6.1	- use new vocabulary that is introduced and taught directly;	
LA.1.1.6.2	- listen to, read, and discuss both familiar and conceptually challenging text;	
LA.1.1.6.3	- use context clues;	
LA.1.1.6.4	- categorize key vocabulary and identify salient features;	
LA.1.1.6.5	- relate new vocabulary to prior knowledge;	
LA.1.1.6.6	- identify and sort common words into conceptual categories;	
LA.1.1.6.7	- identify common antonyms and synonyms;	
LA.1.1.6.8	- use meaning of individual words to predict meaning of unknown compound words;	
LA.1.1.6.9	- determine the correct meaning of words with multiple meanings (e.g., mine) in context; and	
LA.1.1.6.10	- determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.	

#### English Language Proficiency Standards

<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- listen to familiar text, rich in illustrations and identify key elements</li> <li>- categorize basic key vocabulary and identify salient features;</li> <li>- relate new vocabulary to prior knowledge;</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly</li> <li>- listen to, read, and discuss familiar text</li> <li>- use simple context clues</li> <li>- categorize key vocabulary and identify salient features;</li> <li>- relate new vocabulary to prior knowledge</li> <li>- identify common antonyms and synonyms</li> <li>- use meaning of individual words to predict meaning of unknown compound words</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- use new vocabulary that is introduced and taught directly</li> <li>- use simple context clues</li> <li>- categorize key vocabulary and identify salient features;</li> <li>- relate new vocabulary to prior knowledge</li> <li>- identify common antonyms and synonyms</li> <li>- use meaning of individual words to predict meaning of unknown compound words</li> <li>- recognize words having multiple meanings</li> <li>- determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.</li> </ul>
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<b>Reading Comprehension</b>		<b>Standard:</b> The student uses a variety of strategies to comprehend grade level text.
	The student will:	
LA.1.1.7.1	- identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;	
LA.1.1.7.2	- use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;	
LA.1.1.7.3	- retell the main idea or essential message;	

<b>Reading Comprehension</b>		<b>Standard:</b> The student uses a variety of strategies to comprehend grade level text.	
LA.1.1.7.4	- identify supporting details;		
LA.1.1.7.5	- distinguish fact from fiction and cause from effect;		
LA.1.1.7.6	- arrange events in sequence;		
LA.1.1.7.7	- identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);		
LA.1.1.7.8	- identify the author’s purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and		
LA.1.1.7.9	- self monitor comprehension and reread when necessary.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will:		<i>Intermediate:</i> The student will:	
<ul style="list-style-type: none"> <li>- identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading</li> <li>- retell or illustrate the main idea or essential message</li> <li>- identify key supporting details</li> <li>- identify the author’s purpose in text</li> <li>- distinguish fact from fiction</li> </ul>		<ul style="list-style-type: none"> <li>- identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading</li> <li>- use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;</li> <li>- retell or illustrate the main idea or essential message</li> <li>- identify key supporting details</li> <li>- identify the author’s purpose in text</li> <li>- ask clarifying questions (e.g., why, how) if meaning is unclear;</li> <li>- retell or illustrate events in sequence;</li> <li>- distinguish fact from fiction</li> </ul>	
		<i>Advanced:</i> The student will:	
		<ul style="list-style-type: none"> <li>- identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading</li> <li>- use background knowledge and supporting details from text to verify the accuracy of information presented in read selections</li> <li>- retell or illustrate the main idea or essential message</li> <li>- identify key supporting details</li> <li>- distinguish fact from fiction</li> <li>- retell or illustrate events in sequence</li> <li>- identify the author’s purpose in text</li> <li>- ask clarifying questions (e.g., why, how) if meaning is unclear</li> <li>- self monitor comprehension and reread when necessary</li> </ul>	

## Grade 1: Literary Analysis

<b>Fiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.	
	The student will:		
LA.1.2.1.1	- identify various literary forms (e.g., stories, poems, fables, legends, picture books);		
LA.1.2.1.2	- retell the main events (e.g., beginning, middle, end) in a story;		
LA.1.2.1.3	- identify the characters and settings in a story;		
LA.1.2.1.4	- identify rhyme, rhythm, alliteration, and patterned structures in poems for children;		
LA.1.2.1.5	- respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and		
LA.1.2.1.6	- select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will:		<i>Intermediate:</i> The student will:	
<ul style="list-style-type: none"> <li>- recognize a variety of familiar literary forms</li> <li>- retell or illustrate the main events (e.g., beginning, middle, end) in a story;</li> <li>- identify or illustrate the characters and settings in a story;</li> <li>- identify rhyme, rhythm, alliteration, and patterned structures in poems for children</li> <li>- select reading materials for enrichment and pleasure</li> </ul>		<ul style="list-style-type: none"> <li>- recognize a variety of familiar literary forms</li> <li>- retell or illustrate the main events (e.g., beginning, middle, end) in a story</li> <li>- identify or illustrate the characters and settings in a story</li> <li>- identify rhyme, rhythm, alliteration, and patterned structures in poems for children;</li> <li>- respond to various literary selections, identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</li> <li>- select reading materials for enrichment and pleasure</li> </ul>	
		<i>Advanced:</i> The student will:	
		<ul style="list-style-type: none"> <li>- recognize a variety of familiar literary forms</li> <li>- retell or illustrate the main events (e.g., beginning, middle, end) in a story</li> <li>- identify or illustrate the characters and settings in a story</li> <li>- identify rhyme, rhythm, alliteration, and patterned structures in poems for children;</li> <li>- respond to various literary selections, identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</li> <li>- select age and ability appropriate fiction materials to read</li> </ul>	
<b>Nonfiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
	The student will:		
LA.1.2.2.1	- locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;		
LA.1.2.2.2	- select age and ability appropriate nonfiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; and		

<b>Nonfiction</b>		<b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	
LA.1.2.2.3	- organize information found in nonfiction text through charting, listing, mapping, or summarizing.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will demonstrate understanding that specific information can be obtained by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;		<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;</li> <li>- select reading materials for enrichment and informational purposes</li> <li>- graphically organize information found in non-fiction text through charting, listing, mapping,</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;</li> <li>- select age appropriate reading materials for enrichment and informational purposes</li> <li>- graphically organize information found in non-fiction text through charting, listing, mapping, and summarizing</li> </ul>

## Grade 1: Writing Process

<b>Prewriting</b>		<b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan.	
	The student will prewrite by:		
LA.1.3.1.1	- generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities);		
LA.1.3.1.2	- discussing the purpose for a writing piece; and		
LA.1.3.1.3	- organizing ideas using simple webs, maps, or lists.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will: <ul style="list-style-type: none"> <li>- generating ideas from simple brainstorming activities</li> <li>- organizing ideas using simple graphic organizers</li> </ul>		<i>Intermediate:</i> The student will prewrite by: <ul style="list-style-type: none"> <li>- generating ideas from several brainstorming activities</li> <li>- describing reasons for a writing piece</li> <li>- organizing ideas using graphic organizers</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- generating ideas from several brainstorming activities</li> <li>- describing reasons for a writing piece</li> <li>- organizing ideas using graphic organizers</li> </ul>

<b>Drafting</b>		<b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose.	
	The student will draft writing by:		
LA.1.3.2.1	- maintaining focus on a single idea using supporting details; and		
LA.1.3.2.2	- organizing details into a logical sequence that has a beginning, middle, and end.		
<b>English Language Proficiency Standards</b>			
Beginning: The student will draft writing by drawing a series of pictures labeled with simple words or phrases that describe a familiar experience or a single idea	Intermediate: The student will draft writing by:	Advanced: The student will draft writing by:	
	- focusing on a single idea using supporting details through illustration or print - grouping ideas according to time sequence	- maintaining focus on a single idea using supporting details - organizing ideas into a logical sequence that has a beginning, middle, and end	

<b>Revising</b>		<b>Standard:</b> The student will revise and refine the draft for clarity and effectiveness.	
	The student will revise by:		
LA.1.3.3.1	- evaluating the draft for logical thinking and marking out repetitive text; and		
LA.1.3.3.2	- creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will revise the draft by adding details and/or labels to pictures and sketches.	<i>Intermediate:</i> The student will revise the draft by writing additional, common words or simple sentences that are age appropriate, and that are used to describe an illustration or story	<i>Advanced:</i> The student will revise the draft by:	
		- checking logical thinking and adding additional text to support the written piece. - marking out repetitive text - using a caret when adding details - replacing general words with more specific words	

<b>Editing for Language Conventions</b>		<b>Standard:</b> The student will edit and correct the draft for standard language conventions.	
	The student will edit for correct use of:		
LA.1.3.4.1	- common spelling patterns (e.g., onset and rimes, words families, and simple CVC words) and conventional spelling of high frequency words;		
LA.1.3.4.2	- capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year;		
LA.1.3.4.3	- commas in dates, items in a series;		

<b>Editing for Language Conventions</b>		<b>Standard:</b> The student will edit and correct the draft for standard language conventions.	
LA.1.3.4.4	- singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns (e.g., my/minoes, his/her, hers);		
LA.1.3.4.5	- subject and verb agreement in simple sentences; and		
LA.1.3.4.6	- end punctuation for sentences, including periods, question marks, and exclamation points.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will:		<i>Intermediate:</i> The student will:	
<ul style="list-style-type: none"> <li>- orally identify end punctuation and recognize its impact on meaning.</li> <li>- use spelling strategies</li> <li>- use capital letters in most proper nouns and pronoun</li> </ul>		<ul style="list-style-type: none"> <li>- revise an age appropriate written piece using some conventions of standard written English, including end punctuation.</li> <li>- use spelling strategies</li> <li>- use capital letters in proper nouns and pronoun I</li> <li>- use inventive spelling that closely approximates actual word</li> <li>- subject and verb agreement in simple sentences</li> <li>- use simple plural and possessive forms (-s, 's)</li> <li>- use end punctuation (period and question mark)</li> </ul>	
		<i>Advanced:</i> The student will:	
		<ul style="list-style-type: none"> <li>- revise an age appropriate written piece using some conventions of standard written English including end punctuation.</li> <li>- use spelling strategies</li> <li>- use capital letters where appropriate</li> <li>- subject and verb agreement in simple sentences</li> <li>- have correct singular and plural forms and possessives for grade level vocabulary</li> <li>- use end punctuation</li> </ul>	

<b>Publishing</b>		<b>Standard:</b> The student will write a final product for the intended audience.	
LA.1.3.5.1	The student will produce, illustrate, and share a variety of compositions.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will produce, illustrate, and share a variety of compositions.		<i>Intermediate:</i> The student will produce, illustrate, and share a variety of compositions.	
		<i>Advanced:</i> The student will produce, illustrate, and share a variety of compositions.	

## Grade 1: Writing Applications

<b>Creative</b>		<b>Standard:</b> The student develops and demonstrates creative writing.	
	The student will:		
LA.1.4.1.1	- write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; and		
LA.1.4.1.2	- participate in writing simple stories, poems, rhymes, or song lyrics.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will:		<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- create a story by drawing characters and events with accompanying text, if possible</li> <li>- illustrate a story, song or poem</li> </ul>		<ul style="list-style-type: none"> <li>- create a story by drawing characters and events with accompanying text</li> <li>- illustrate a story, song, or poem</li> </ul>	<ul style="list-style-type: none"> <li>- create a story by drawing characters and events with accompanying text and labeling</li> <li>- illustrate a story, song, or poem</li> </ul>
<b>Informative</b>		<b>Standard:</b> The student develops and demonstrates technical writing that provides information related to real-world tasks.	
	The student will:		
LA.1.4.2.1	- write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables);		
LA.1.4.2.2	- participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps);		
LA.1.4.2.3	- write an informational/expository paragraph that contains a topic sentence and at least three details;		
LA.1.4.2.4	- write basic communications, including friendly letters and thank-you notes; and		
LA.1.4.2.5	- write simple directions to familiar locations using “left and right,” and create a map that matches the directions.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will:		<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- copy / write a short letter to someone (parents, friend) with teacher as scribe</li> <li>- follow simple, one-step directions on a basic map</li> </ul>		<ul style="list-style-type: none"> <li>- write a simple letter to someone on a topic provided by the teacher</li> <li>- find places on a map based on given directions</li> <li>- participate in creating a variety of informational / expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing and simple vocabulary</li> <li>- participate in a group setting to identify the topic as expressed in informational / expository text</li> <li>- draw and label a simple map of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- write a detailed letter or other correspondence to someone</li> <li>- create a map that matches given directions</li> <li>- participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing and simple vocabulary</li> <li>- participate in a group setting to identify the topic as expressed in informational / expository text</li> <li>- draw and label a simple map of the classroom</li> <li>- write an informational/expository paragraph that contains a topic sentence and at least three details</li> </ul>

<b>Persuasive</b>		<b>Standard:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.	
LA.1.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will draw and label a favorite pet, food, or person		<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- draw and label a favorite pet, food, or person</li> <li>- include some identifying text that explains why it is the favorite</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- draw and label a favorite pet, food, or person</li> <li>- include descriptive text that identifies the favorite object and why it is the favorite</li> </ul>

## Grade 1: Communication

<b>Penmanship</b>		<b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.	
	The student will:		
LA.1.5.1.1	- write numbers and uppercase and lowercase letters using left to right sequencing; and		
LA.1.5.1.2	- use appropriate spacing between letters, words, and sentences.		
<b>English Language Proficiency Standards</b>			
<i>Beginning:</i> The student will copy letters of the alphabet and symbols of the with assistance through practice.		<i>Intermediate:</i> The student will: <ul style="list-style-type: none"> <li>- print uppercase and lowercase letters of the alphabet and discuss the differences between the two;</li> <li>- write from left to right and top to bottom of page;</li> <li>- recognize spacing between letters and words</li> </ul>	<i>Advanced:</i> The student will: <ul style="list-style-type: none"> <li>- print numerous uppercase and lowercase letters of the alphabet and discuss the differences between the two;</li> <li>- write from left to right and top to bottom of page;</li> <li>- recognize spacing between letters, words and sentences.</li> </ul>

<b>Listening and Speaking</b>		<b>Standard:</b> The student effectively applies listening and speaking strategies.	
	The student will:		
LA.1.5.2.1	- listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules;		
LA.1.5.2.2	- retell specific details of information heard;		
LA.1.5.2.3	- listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;		
LA.1.5.2.4	- use formal and informal language appropriately;		

<b>Listening and Speaking</b>		<b>Standard:</b> The student effectively applies listening and speaking strategies.			
LA.1.5.2.5	- communicate effectively when relating experiences and retelling stories read and heard; and				
LA.1.5.2.6	- participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker.				
<b>English Language Proficiency Standards</b>					
<table border="1"> <tr> <td> <p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- listen attentively and understand directions for performing one step directions</li> <li>- retell details of information and stories heard through illustration and simple vocabulary</li> <li>- participate courteously in conversation, making eye contact, and facing the speaker.</li> </ul> </td> <td> <p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- listen attentively and understand directions for performing tasks two-step oral directions, solving problems, and following rules</li> <li>- retell details of information and stories heard through illustration and simple vocabulary</li> <li>- recognize appropriate use of formal and informal language</li> <li>- participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker</li> </ul> </td> <td> <p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- listen attentively and understand directions for performing tasks multi-step oral directions, solving problems, and following rules</li> <li>- retell details of information and stories heard through illustration and grade level vocabulary</li> <li>- recognize and use formal and informal language appropriately</li> <li>- participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker</li> </ul> </td> </tr> </table>			<p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- listen attentively and understand directions for performing one step directions</li> <li>- retell details of information and stories heard through illustration and simple vocabulary</li> <li>- participate courteously in conversation, making eye contact, and facing the speaker.</li> </ul>	<p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- listen attentively and understand directions for performing tasks two-step oral directions, solving problems, and following rules</li> <li>- retell details of information and stories heard through illustration and simple vocabulary</li> <li>- recognize appropriate use of formal and informal language</li> <li>- participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker</li> </ul>	<p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- listen attentively and understand directions for performing tasks multi-step oral directions, solving problems, and following rules</li> <li>- retell details of information and stories heard through illustration and grade level vocabulary</li> <li>- recognize and use formal and informal language appropriately</li> <li>- participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker</li> </ul>
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## Grade 1: Information and Media Literacy

<b>Informational Text</b>		<b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.			
LA.1.6.1.1	The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.				
<b>English Language Proficiency Standards</b>					
<table border="1"> <tr> <td> <p><i>Beginning:</i> The student will recognize that specific information may be obtained by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.</p> </td> <td> <p><i>Intermediate:</i> The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.</p> </td> <td> <p><i>Advanced:</i> The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.</p> </td> </tr> </table>			<p><i>Beginning:</i> The student will recognize that specific information may be obtained by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.</p>	<p><i>Intermediate:</i> The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.</p>	<p><i>Advanced:</i> The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.</p>
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<b>Research Process</b>		<b>Standard:</b> The student uses a systematic process for the collection, processing, and presentation of information.
	The student will:	
LA.1.6.2.1	- formulate questions and gather information using simple reference materials (e.g., nonfiction books, picture dictionaries, software);	

<b>Research Process</b>		<b>Standard:</b> The student uses a systematic process for the collection, processing, and presentation of information.
LA.1.6.2.2	- use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions;	
LA.1.6.2.3	- write a simple report with a title and three facts, using informational sources; and	
LA.1.6.2.4	- identify authors, illustrators, or composers with their works.	

**English Language Proficiency Standards**

<i>Beginning:</i> The student will:	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- look in simple reference materials for basic information provided by the teacher</li> <li>- list or illustrate three facts about a topic</li> <li>- identify authors, illustrators, or composers with their works</li> </ul>	<ul style="list-style-type: none"> <li>- generate simple questions and gather information using age-appropriate reference materials (e.g., non-fiction books, picture dictionaries, software)</li> <li>- write a paragraph, including a title, listing or illustrating three facts using informational sources</li> <li>- identify authors, illustrators, or composers with their works</li> </ul>	<ul style="list-style-type: none"> <li>- generate questions and gather information using age-appropriate reference materials (e.g., non-fiction books, picture dictionaries, software)</li> <li>- use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions</li> <li>- write a simple report or paragraph, including a title and three facts, using informational sources</li> <li>- identify authors, illustrators, or composers with their works</li> </ul>

<b>Media Literacy</b>	<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
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	The student will:
LA.1.6.3.1	- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and
LA.1.6.3.2	- identify types of mass communication (e.g., film, newspapers, radio, digital technology).

**English Language Proficiency Standards**

<i>Beginning:</i> The student will:	<i>Intermediate:</i> The student will:	<i>Advanced:</i> The student will:
<ul style="list-style-type: none"> <li>- recognize that non-print media affects thoughts and feelings</li> <li>- identify types of mass communication</li> </ul>	<ul style="list-style-type: none"> <li>- recognize that non-print media affects thoughts and feelings</li> <li>- identify types of mass communication</li> </ul>	<ul style="list-style-type: none"> <li>- recognize that non-print media affects thoughts and feelings</li> <li>- identify types of mass communication</li> </ul>

<b>Technology</b>	<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
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LA.1.6.4.1	The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.
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**English Language Proficiency Standards**

<i>Beginning:</i> The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.	<i>Intermediate:</i> The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.	<i>Advanced:</i> The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.
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