

Reading Literature 1

| MINNESOTA STANDARD | DIOCESAN STANDARD | SKILLS TAUGHT | DATES TAUGHT | | | ASSESSMENT |
|--|---|---------------|--------------|--|--|------------|
| Key Ideas and Details | | | | | | |
| 1.1.1.1 Ask and answer questions about key details in a text. | Demonstrate literal comprehension of written sentences. | | | | | |
| 1.1.2.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | | | | | | |
| 1.1.3.3 Describe characters, settings, and major events in a story, using key details. | Identify literary elements (plot, characters, setting, dialogue, problem, solution). | | | | | |
| | Recognize a cause and effect relationship. | | | | | |
| | Analyze information in a reading passage to make predictions or evaluations. | | | | | |
| Craft and Structure | | | | | | |
| 1.1.4.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | Understand the characteristic sounds and rhythms of the English language including letter-sound relationships, rhythm, rhyme, word order, patterns, and alliteration. | | | | | |
| 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. | Differentiate between reality and fantasy in literature. | | | | | |
| 1.1.6.6 Identify who is telling the story at various points in a text. | | | | | | |

Integration of Knowledge and Ideas

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| 1.1.7.7 Use illustrations and details in a story to describe its characters, setting, or events. | Analyze information to determine traits or feelings of characters in a reading passage. | | | | | |
| 1.1.8.8 (Not applicable to literature) | | | | | | |
| 1.1.9.9 Compare and contrast the adventures and experiences of characters in stories. | Use comprehension skills such as previewing, predicting, inferring, comparing and contrasting. | | | | | |

Range of Reading and Level of Text Complexity

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| 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. | Read poetry at appropriate grade level. | | | | | |
| | Apply strategies to comprehend a variety of age-appropriate reading material (fiction, poems, and rhymes). | | | | | |

Reading Informational Text 1

Key Ideas and Details

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| 1.2.1.1 Ask and answer questions about key details in a text. | Demonstrate literal comprehension of written sentences. | | | | | |
| 1.2.2.2 Identify the main topic and retell key details of a text. | | | | | | |
| 1.2.3.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | | | | |

Craft and Structure

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| 1.2.4.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | | | | | | |
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| 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. | | Recognize the correct alphabetical order of words to the first letter. | | | | |
| | | Recognize the correct alphabetical order of words to more than the first letter. | | | | |
| | | Recognize and use a table of contents. | | | | |
| | | Recognize a title page. | | | | |
| | | Understand the alphabetical organization of a dictionary. | | | | |
| 1.2.6.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | | | | | | |

Integration of Knowledge and Ideas

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| 1.2.7.7 Use the illustrations and details in a text to describe its key ideas. | | | | | | |
| 1.2.8.8 Identify the reasons an author gives to support points in a text. | | | | | | |
| 1.2.9.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | | | | |

Range of Reading and Level of Text Complexity

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| 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. | Apply strategies to comprehend a variety of age-appropriate reading material (non-fiction directions) | | | | | |
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Reading Foundational Skills 1

Print Concepts

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| 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). | | | | | | |

Phonological Awareness

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| 1.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | Identify the number of syllables in a word. | | | | |
| | | Identify the consonant sounds. | | | | |
| a. Distinguish long from short vowel sounds in spoken single-syllable words. | | Identify the five vowels (a, e, i, o, u) and understand their importance in word structure. | | | | |
| b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | | | | | | |
| c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | | Identify the new word formed by changing the initial sound. | | | | |
| | | Distinguish between beginning and ending sounds; identify these sounds in words. | | | | |
| d. Segment spoken single-syllable words into their complete sequence of | | | | | | |

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| individual sounds (phonemes). | | | | | | |
| Phonics and Word Recognition | | | | | | |
| 1.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words. | | Recognize when “y” is used as a vowel – apply to reading and writing strategies. | | | | |
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| a. Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends. | Identify consonant blends or digraphs and use to decode and spell words. | | | | | |
| b. Decode regularly spelled one-syllable words. | | | | | | |
| c. Know final -e and common vowel team conventions for representing long vowel sounds. | | Use correct spelling for regular plurals. | | | | |
| | | Spell words containing long vowel sounds (c-v-c-e and c-v-v-c). | | | | |
| | | Spell words containing short vowel sounds (c-v-c). | | | | |
| d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | | | | | | |
| e. Decode two-syllable words following basic patterns by breaking the words into syllables. | | | | | | |
| f. Read words with inflectional endings. | | | | | | |
| g. Recognize and read grade-appropriate irregularly spelled words, including high-frequency words. | | Read basic sight words identified in Dolch / Fry’s List of Instant Words (the first 100). | | | | |
| | | Match a printed word with the word presented orally. | | | | |

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| Fluency | | | | | | |
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| 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. | | | | | | |

Writing Benchmarks 1

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| Text Types and Purposes | | | | | | |
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| 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. | | | | | | |
| 1.6.2.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | Given an object or picture, write 3-4 sentences to describe it (expository). | | | | |
| 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. | | Write poetry at appropriate grade level. | | | | |
| | | Write brief narratives (stories) describing an experience. | | | | |

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| | Discuss ideas to include in a story. | Write a simple story that tells characters, setting, problem and solution. | | | | | |
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Writing Process: Production and Distribution of Writing

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| 1.6.4.4 (Begins in grade 3) | | | | | | | |
| 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. | | | | | | | |
| 1.6.6.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | | | | | |

Research to Build and Present Knowledge

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| 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). | | | | | | | |
| 1.6.8.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | | | | | |
| 1.6.9.9 (Begins in grade 4) | | | | | | | |

Range of Writing

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| 1.6.10.10 (Begins in grade 3) | | | | | | | |
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Speaking, Viewing, Listening and Media Literacy Benchmarks 1

Comprehension and Collaboration

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| 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. | Use non-verbal cues, including body language, tone, volume, gestures, and eye contact, to emphasize meaning. | | | | | |
| | Recognize and interpret non-verbal cues. | | | | | |
| 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. | Listen and respond thoughtfully and respectfully to others. | | | | | |
| e. Follow two-step oral directions. | | | | | | |
| 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). | | Recognize rhyming words. | | | | |
| | | Produce a rhyming word for a word presented orally. | | | | |
| | | Listen effectively to spoken and audio-visual messages including stories, factual presentations, and directions. | | | | |
| 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. | | | | | | |

Presentation of Knowledge and Ideas

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| 1.8.4.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | Speak clearly and expressively, using appropriate articulation, pronunciation, volume, rate, and intonation. | | | | | |
| 1.8.5.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | | | | | | |
| 1.8.6.6 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 on page 38 for specific expectations.) | | Listen to and recite poetry. | | | | |

Media Literacy

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| 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. | | | | | | |
| 1.8.8.8 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.) | | | | | | |

Language Benchmarks 1

Conventions of Standard English

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| 1.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | Recognize an action verb and use correctly in written and spoken communication. | | | | |
| | | Recognize a concrete noun and use correctly in written and spoken communication. | | | | |
| a. Print all upper- and lowercase letters. | | Develop manuscript penmanship skills: Use proper letter formation of upper and lower case letters; use proper spacing between words. | | | | |
| 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). | | Capitalize the pronoun "I". | | | | |
| 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, | Write and speak using complete sentences. | | | | | |

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| interrogative, imperative, and exclamatory sentences in response to prompts. | Identify and use different kinds of sentences (statement, question, exclamation). | | | | | |
| 1.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Write clear and complete sentences, using appropriate mechanics (capitals, punctuation, and structure). | Recognize the formation/ translation of contractions. | | | | |
| | | Use the apostrophe correctly in contractions. | | | | |
| | | Capitalize names of planets, continents, countries, bodies of water. | | | | |
| | | Capitalize the first word in a sentence. | | | | |
| | | Capitalize the deity, Bible, and books from the Bible. | | | | |
| a. Capitalize dates and names of people. | | Capitalize titles (preceding names – e.g., Mrs.) | | | | |
| | | Capitalize days of the weeks and months of the year. | | | | |
| | | Capitalize proper names of people including initials. | | | | |
| b. Use end punctuation for sentences. | | Use a period as end punctuation. | | | | |
| | | Use a question mark as end punctuation. | | | | |
| | | Use an exclamation point as end punctuation. | | | | |
| c. Use commas in dates and to separate single words in a | | | | | | |

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| series. | | | | | | |
| d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | | Spell words containing variant consonants, digraphs, blends. | | | | |
| | | Spell words containing silent consonants. | | | | |
| | | Correctly spell high-frequency sight words from Dolch / Fry's List of Instant Words (the first 100). | | | | |
| e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | | | | | | |

Knowledge of Language

1.10.3.3 (Begins in grade 2)

Vocabulary Acquisition and Use

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| 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. | Recognize simple compound words. | | | | | |
| | Match a word with its definition (using age-appropriate vocabulary). | | | | | |
| a. Use sentence-level context as a clue to the meaning of a word or phrase. | Recognize the meaning of unfamiliar words and phrases used in context. | | | | | |
| | Recognize appropriate cloze procedure using context and/or picture clues. | | | | | |
| b. Use frequently occurring affixes as a clue to the meaning of a word. | | | | | | |

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| c. Identify frequently occurring base words and root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). | | | | | | |
| 1.10.5.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness. | | Recognize the synonym/ definition of a word from age-appropriate vocabulary. | | | | |
| | | Recognize the antonym of a word from age-appropriate vocabulary. | | | | |
| 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. | | | | | | |
| 1.10.6.6 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). | | | | | | |

Note: Manuscript penmanship skills are covered in kindergarten and first grade. They will be reviewed in second grade.