

Reading Benchmarks: Literature (L) and Informational Text (I)

Key Ideas and Details						
<p><b>1.1.1.1: L-</b> Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>• Student answers question(s) accurately before and after reading. (<i>See responses to standards 2 and 3</i>).</li> <li>• Student asks question(s) about the text. Ask me a question about the story.</li> <li>• Ask me (or a partner) about key details in the story.</li> </ul>	Date				
		Instruction	NF	IF ML		
<p><b>1.1.2.2: L-</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<ul style="list-style-type: none"> <li>• What important things happened in the story?</li> <li>• What was the story about (central message or lesson)?</li> </ul>	Date				
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<p><b>1.1.3.3: L-</b> Describe characters, settings, and major events in a story, using key details.</p>	<ul style="list-style-type: none"> <li>• Who were the characters in the story? How would you describe them?</li> <li>• Where did the story take place? How was/were the setting(s) described?</li> <li>• What happened in the story at the beginning? What happened in the middle? What happened at the end of the story? (key details)</li> </ul>	Date				
		Instruction	NF	IF ML		
<p><b>1.2.1.1: I-</b> Ask and answer questions about key details in a text.</p>	<ul style="list-style-type: none"> <li>• Student answers question(s) accurately before and after reading. (<i>See responses to standards 2 and 3</i>).</li> <li>• Student asks question(s) about the text. Ask me a question about the text.</li> <li>• Ask me (or a partner) about key details in the text.</li> </ul>	Date				
		Instruction	NF	IF ML		
<p><b>1.2.2.2: I-</b> Identify the main topic and retell key details of a text.</p>	<ul style="list-style-type: none"> <li>• What is the main topic of the text?</li> <li>• What are key details in the text?</li> </ul>	Date				
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<p><b>1.2.3.3: I-</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>How are these two events connected? (Ex. cause/effect, time order)</p> <ul style="list-style-type: none"> <li>-Individuals    -Events</li> <li>-Ideas            -Pieces of information</li> </ul>	Date				
		Instruction	NF	IF ML		
Craft and Structure						
<p><b>1.1.4.4: L-</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<ul style="list-style-type: none"> <li>• What are the ‘feeling’ words in this poem/story?</li> <li>• What part of the story describes what you...<i>see, hear, taste, feel, smell?</i></li> </ul>	Date				
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<p><b>1.1.5.5: L-</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.</p>	<ul style="list-style-type: none"> <li>• What type of book is this?</li> <li>• What are the differences between informational and story books?</li> </ul> <p><i>Range of Text (cross out)</i></p> <table border="1" data-bbox="548 1183 1407 1218"> <tr> <td>Stories</td> <td>Dramas</td> <td>Poems</td> </tr> </table>	Stories	Dramas	Poems	Date	
Stories	Dramas	Poems				
		Instruction	NF	IF ML		
<p><b>1.1.6.6: L-</b> Identify who is telling the story at various points in a text.</p>	<p>Who is telling the story? (ask at different parts of the story)</p>	Date				
		Instruction	NF	IF ML		
<p><b>1.2.4.4: I-</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<ul style="list-style-type: none"> <li>• Ask me (or a partner) to clarify what a word (or phrase) means?</li> <li>• Ask me (or a partner) for help determining the meaning of a word or phrase?</li> <li>• What does this word mean?</li> <li>• What does this phrase mean?</li> </ul>	Date				
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<p><b>1.2.5.5: I-</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.</p>	<ul style="list-style-type: none"> <li>• What text features help you find information?</li> <li>• How do the text features help you understand the text?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>1.2.6.6: I-</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<ul style="list-style-type: none"> <li>• What information do the pictures or illustrations provide?</li> <li>• What information do the words provide?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>Integration of Knowledge and Ideas</b></p>										
<p><b>1.1.7.7: L-</b> Use illustrations and details in a story to describe its characters, setting, or events.</p>	<ul style="list-style-type: none"> <li>• What illustrations or details describe characters?</li> <li>• What illustration or details describe the setting?</li> <li>• What illustration or details describe events?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>1.1.8.8: L-</b> Not Applicable</p>										
<p><b>1.1.9.9: L-</b> Compare and contrast the adventures and experiences of characters in stories.</p>	<ul style="list-style-type: none"> <li>• What are similarities and differences of these characters?</li> <li>• Did the characters have similar adventures? What did they do different?</li> <li>• Did the characters have similar experiences? How did they resolve problems?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>1.2.7.7: I-</b> Use illustrations and details in a text to describe its key ideas.</p>	<ul style="list-style-type: none"> <li>• How does the author use this illustration or details to help you understand?</li> <li>• What does this illustration add to your thinking about the text?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>1.2.8.8: I-</b> Identify the reason an author gives to support points in a text.</p>	<ul style="list-style-type: none"> <li>• What are important points in the text?</li> <li>• Does the author use reasons to support points in the text?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>1.2.9.9: I-</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none"> <li>• What are the similarities between these two texts on the same topic?</li> <li>• What are the differences?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p><b>Range of Reading and Level of Text Complexity</b></p>										
<p><b>1.1.10.10: L-</b> <u>With prompting and support</u>, read prose and poetry of appropriate complexity for grade 1 <b>as well as select texts for personal enjoyment, interest, and academic tasks.</b></p>	<ul style="list-style-type: none"> <li>• Is the student meeting grade-level reading fluency expectations?</li> <li>• Is the student meeting grade-level comprehension expectations?</li> <li>• Does the student engage in independent reading activities?</li> <li>• Does the student select appropriate text for independent reading?</li> <li>• Does the student read at home every night?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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Instruction	NF	IF	ML							
<p><b>1.2.10.10: I-</b> <u>With prompting and support</u>, read informational texts appropriately complex for grade 1, <b>as well as select texts for personal enjoyment, interest, and academic tasks.</b></p>	<ul style="list-style-type: none"> <li>• Is the student meeting grade-level reading fluency expectations?</li> <li>• Is the student meeting grade-level comprehension expectations?</li> <li>• Does the student engage in independent reading activities?</li> <li>• Does the student select appropriate text for independent reading?</li> <li>• Does the student read at home every night?</li> </ul>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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Foundational Skills	Date Met
<b>Print Concepts</b>	
1.3.0.1- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
<b>Phonological Awareness</b>	
1.3.0.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
a. Distinguish long from short vowel sounds in spoken single-syllable words.	
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.	
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
<b>Phonics and Word Recognition</b>	
1.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Know the spelling-sound correspondences for common consonant digraphs, <b>and initial and final consonant blends.</b>	
b. Decode regularly spelled one-syllable words.	
c. Know final –e and common vowel team conventions for representing long vowel sounds.	
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, <b>including high frequency words.</b>	
<b>Fluency</b>	
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 <b>and other cues (e.g., phonics, word recognition skills, prior knowledge)</b> to confirm or self-correct word recognition and understanding, rereading as necessary.	
<b>Language Benchmarks (brief list)</b>	
<b>Conventions of Standard English</b>	
1.10.2.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>(only d and e)</b>	
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.	
<b>Vocabulary Acquisition and Use</b>	
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).	
1.10.6.6- 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).	



# Key Ideas and Details: Literature

Grade 1

-	Grade K	Grade 1
<b>Benchmark 1</b>		
<b>Ask and Answer Questions</b>		
-	With prompting and support, ask and answer questions about key details	Ask and answer questions that focus on key details
<b>Benchmark 2</b>		
<b>Retell Stories and Determine Theme</b>		
-	With prompting and support, retell familiar stories	Retell stories with key details  Demonstrate understanding -Central message -Lesson
<b>Benchmark 3</b>		
<b>Describe Characters, Settings, and Events</b>		
-	With prompting and support, identify characters, settings, and major events	Describe -Characters -Settings -Major events Support with key details
<b>Text Complexity</b>		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Actively engage in group reading activities and read material at grade 1 complexity		
<b>Skills</b>		
Ask Questions Answer Questions Retell Stories Identify Key Details	Describe Characters Describe Settings Describe Events	
<b>Instructional Goals</b>		
Ask and answer questions about key details in a text Retell key details from a text Describe characters, settings, and events		

# Craft and Structure: Literature

Grade 1

-	Grade K	Grade 1
<b>Benchmark 4</b>		
<b>Determine Meaning of Words and Phrases</b>		
-	Ask and answer questions about unknown words	Identify words and phrases that suggest feelings or appeal to the senses
<b>Benchmark 5</b>		
<b>Reference Text Structure</b>		
-	Recognize common types of texts -Storybooks -Poems	Explain major differences between stories and informational text  *Across a variety of text types
<b>Benchmark 6</b>		
<b>Identify Who Tells the Story</b>		
-	With prompting and support, name and define the role of the author and illustrator	Identify who is telling the story
<b>Text Complexity</b>		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Actively engage in group reading activities and read material at grade 1 complexity		
<b>Skills</b>		
Understand Word Meaning Understand Phrase Meaning Recall Words for Feelings or Senses	Understand Different Text Types Identify Who Tells the Story	
<b>Instructional Goals</b>		
Identify words that suggest feelings or appeal to the senses Explain the differences between stories and informational text Identify who is telling the story		

# Craft and Structure: Informational

Grade 1

-	Grade K	Grade 1
<b>Benchmark 4</b>		
<b>Determine Meaning of Words and Phrases</b>		
-	With prompting and support, ask and answer questions about unknown words	Ask and answer questions to determine or clarify meaning of words and phrases in a text
<b>Benchmark 5</b>		
<b>Use Text Features</b>		
-	<b>Identify text features</b> -Front cover -Back cover -Title page	<b>Know and use various text features</b> -Headings -Glossaries -Icons -Electronic menus -Tables of contents
<b>Benchmark 6</b>		
<b>Identify Main Purpose</b>		
-	With prompting and support, name and define the role of the author and illustrator	Distinguish between information provided by illustrations and words
<b>Text Complexity</b>		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Actively engage in group reading activities and read material at grade 1 complexity		
<b>Skills</b>		
Understand Word Meaning Understand Phrase Meaning Ask Questions about Words	Know Text Features Understand Meaning from Illustrations	
<b>Instructional Goals</b>		
Define content area vocabulary Use various text features Distinguish information from illustration and words		

# Key Ideas and Details: Informational

Grade 1

-	Grade K	Grade 1
<b>Benchmark 1</b>		
<b>Ask and Answer Questions</b>		
-	With prompting and support, ask and answer questions about key details	Ask and answer questions that focus on key details
<b>Benchmark 2</b>		
<b>Identify Main Topic</b>		
-	With prompting and support, identify the main topic  Retell key details	Identify main topic  Retell key details
<b>Benchmark 3</b>		
<b>Describe Connections</b>		
-	With prompting and support, describe connections -Individuals -Events -Ideas -Pieces of information	Describe connections -Individuals -Events -Ideas -Pieces of information
<b>Text Complexity</b>		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Actively engage in group reading activities and read material at grade 1 complexity		
<b>Skills</b>		
Ask Questions Answer Questions Identify Key Details	Identify Main Topic Describe Connections	
<b>Instructional Goals</b>		
Ask and Answer questions about key details in a text Identify the main topic of a text Describe connections within a text		

# Integration of Knowledge and Ideas: Literature

## Grade 1

-	Grade K	Grade 1
<b>Benchmark 7</b>		
<b>Describe Illustration and Text Relationship</b>		
-	With prompting and support, describe relationships between illustrations and the story	Use illustrations and details in a story to describe -Characters -Setting -Plot
<b>Benchmark 8</b>		
<i>(Not Applicable to Literature)</i>		
-	-	-
<b>Benchmark 9</b>		
<b>Compare and Contrast Stories</b>		
-	With prompting and support, compare and contrast familiar stories -Adventures of characters -Experiences of characters	Compare and contrast adventures and experiences of characters in stories
<b>Text Complexity</b>		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Actively engage in group reading activities and read material at grade 1 complexity		
<b>Skills</b>		
Understand Meaning from Illustrations Identify Characters Identify Settings	Identify Plot Compare and Contrast	
<b>Instructional Goals</b>		
Describe a story using both pictures and words Compare and contrast adventures and experiences of characters		

<b>Integration of Knowledge and Ideas: Informational</b>		
<b>Grade 1</b>		
-	<b>Grade K</b>	<b>Grade 1</b>
<b>Benchmark 7</b>		
<b>Describe Illustration and Text Relationship</b>		
-	With prompting and support, describe relationships between illustrations and the text	Use illustrations and words to understand key details
<b>Benchmark 8</b>		
<b>Identify Reasons in Text</b>		
-	With prompting and support, identify the reasons an author gives to support points in a text	Identify the reasons an author gives to support points in a text
<b>Benchmark 9</b>		
<b>Compare and Contrast Texts</b>		
-	With prompting and support, identify basic similarities and differences between two texts on the same topic	Identify similarities and differences between two texts on the same topic -Illustrations -Descriptions -Procedures
<b>Text Complexity</b>		
<b>Select, Read, Comprehend, and Enjoy Complex Text at Grade Level</b>		
Actively engage in group reading activities and read material at grade 1 complexity		
<b>Skills</b>		
Understand Meaning from Illustrations Identify Key Details Identify Reasons		Identify Similarities Identify Differences
<b>Instructional Goals</b>		
Describe key details using both illustrations and words Identify facts that support a text Compare and contrast two texts on the same topic		