



## 1<sup>st</sup> grade Language Arts Standards and Benchmarks

Strand	Standard	No.	Benchmark	Qtr.	Unit and lessons
Reading	Foundations of Reading: Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and	1.1.1.1	Recognize the distinguishing features of a sentence in print. (e.g., first word, capitalization, ending punctuation)	1 2	GB+ Hexagram
		1.1.1.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, orally produce, blend, segment and manipulate syllables in multi-syllabic words and sounds in 3-4 phoneme words.	1 2	La planete des alphas Syllabazoo  Phonologie Lalilo
		1.1.1.3	Know and apply grade-level phonics and word analysis skills in decoding words: -Know the spelling-sound correspondences for the common consonant digraphs and blends. -Decode regularly spelled one-syllable words including final e and vowel teams, consonant digraphs and diphthongs, and inflectional suffixes and two-syllable words that follow six- syllable types, demonstrating both accuracy and automaticity. -Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.	1/2/3/4	GB+ La planete des alphas Lalilo
		1.1.1.4	Read decodable texts accurately and with automaticity.	1/2/3/4	GB+

fluently.				
Read and comprehend independently, A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	1.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, looking at context, and making connections.	1/2/3/4	GB+ Hexagram
	1.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 1 text complexity.	1/2/3/4	GB+ Hexagram
	1.1.2.3	Express curiosity about a topic and choose and read texts for personal interest and enjoyment.	1/2/3/4	GB+ Hexagram Litterature de jeunesse
Read independently, both self-selected and teacher- directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	1.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	3 4	GB+ Hexagram Litterature de jeunesse

Reading	Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	1.1.4.1	Ask and answer questions including who, what, and where to demonstrate understanding of key details in a text; retell key details.	1/2	Oralbum GB+ Litterature de jeunesse
		1.1.4.2	Identify the central idea, message, or moral of a text, with prompting as needed.	2/3	Oralbum GB+ Litterature de jeunesse
		1.1.4.3	Identify characters and setting, in a literary text, with prompting as needed.	3/4	Oralbum GB+ Litterature de jeunesse
		1.1.4.4	Describe the connection between two pieces of information, individuals, events, or ideas, in an informational text.	1/2	Oralbum GB+ Lalilo
Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	1.1.5.1	Identify the beginning, middle and end of a text.	3/4	Oralbum GB+ Litterature de jeunesse	
	1.1.5.2	Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons).	2/3	Oralbum GB+ Litterature de jeunesse	
	1.1.5.3	Identify the impact that illustrations have on content, meaning, and style of a text.	2/3	Oralbum GB+ Litterature de jeunesse	
Analyze influences on content, meaning, and	1.1.6.1	Identify the author of a text, and illustrator and/or source, where applicable (e.g., specific newspaper, magazine, or digital platform).	3/4	Oralbum GB+ Litterature de	

style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.				jeunesse
	1.1.6.2	Identify the time period and setting of the text.	3/4	Oralbum GB+ Litterature de jeunesse
	1.1.6.3	Identify if the text is literary or informational.	2/3/4	Oralbum GB+ Litterature de jeunesse
Evaluate arguments and specific claims from complex informational texts.	1.1.7.1	Benchmarks begin in grade 3.		
Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	1.1.8.1	Recognize how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	1/2/3	Lalilo Oralbum Phonologie
	1.1.8.2	Ask and answer questions to help determine or clarify the meaning of unfamiliar vocabulary and phrases in informational text.	2/3/4	GB+
Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives,	1.1.9.1	Identify two different sources of information on a topic of personal interest or academic focus. (e.g., a picture book and a website or an encyclopedia and a video)	2/3/4	GB+ Litterature de jeunesse Lalilo
	1.1.9.2	Examine concept of relevance of sources to task and topic, with	4/5	GB+

	and assessing validity and credibility of information.		prompting as needed.		
Writing	Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	1.2.1.1	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	2/3	GB+
		1.2.1.2	Print all upper and lower case letters.	1/2	Ecriture
		1.2.1.3	Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words.	2/3/4	Encodage Dictee de nots
		1.2.1.4	Use frequently occurring nouns, verbs, and prepositions in simple sentences, authentically in writing.	2/3/4	Encodage Dictee de nots
	Write routinely for various purposes and disciplines, representing one's own personal perspective, identity, and voice.	1.2.2.1	Write routinely, through a combination of writing, drawing, and speaking.	2/3/4	GB+ Litterature de jeunesse Encodage
		1.2.2.2	Share personal perspective, identity, and voice, verbally, visually, or in writing.	2/3/4	GB+ Litterature de jeunesse
	Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	1.2.3.1	Plan, draft, and revise to strengthen writing in a shared setting.	3/4	GB+ Litterature de jeunesse
	Write arguments to	1.2.4.1	Write to state a personal opinion, and provide one or two reasons for	3/4	GB+

Writing	support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.		the opinion.		Litterature de jeunesse
	Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	1.2.5.1	Write to inform or explain, identifying a topic and stating facts about the topic.	3/4	GB+ Litterature de jeunesse
		1.2.5.2	Write to respond to a story.	3/4	GB+ Litterature de jeunesse
	Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	1.2.6.1	Write to tell a story, creating details about a character and setting.	3/4	GB+ Litterature de jeunesse
		1.2.6.2	Include details in a written story in an order that makes sense.	3/4	GB+ Litterature de jeunesse
	Engage in inquiry-based learning and	1.2.7.1	Ask and answer questions to participate in shared research and writing projects.	1/2/3	GB+ Litterature de

Writing	research processes to create texts and presentations for a variety of purposes and audiences.				jeunesse
		1.2.7.2	Plan and conduct research from teacher- recommended sources and share findings in writing, with support and guidance. (e.g., encyclopedias, informational texts)	3/4	GB+ Litterature de jeunesse
	Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property.	1.2.8.1	Identify which words belong to an author and which words are student's own.	4	GB+ Litterature de jeunesse Lalilo
Listening, Speaking, Viewing, and Exchanging Ideas	Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as	1.3.1.1	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. -Participate as speaker and listener, responding to and building on the comments and ideas of others. -Express one's own ideas, stories and experiences. -Make a contribution toward a shared goal, in collaboration with others -Follow sequence of a story or discussion, or steps in a process.	3/4	Oralbum GB+ Litterature de jeunesse
		1.3.1.2	Help create and follow agreed-upon norms for a discussion, (e.g., speaker, listener, participation, questioning), respectful of culture.	4	Oralbum GB+ Litterature de jeunesse
		1.3.1.3	Ask questions about what a speaker says in order to gather additional	4	Oralbum

	well other perspectives, identities, and cultures like and unlike their own, and B)expressing one's own ideas, stories, and experiences.		information or clarify something that is not understood.		GB+ Litterature de jeunesse
Listening, Speaking, Viewing, and Exchanging Ideas	Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	1.3.2.1	Demonstrate understanding of intonation and phrasing in spoken language.	3/4	Oralbum GB+ Litterature de jeunesse
	Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	1.3.3.1	Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles.	3/4	Oralbum GB+ Litterature de jeunesse
		1.3.3.2	Create and share work using a teacher- selected digital tool, articulating the advantages and limitations of the tool, related to task, purpose, and audience, considering digital footprint.*	4	Oralbum GB+ Litterature de jeunesse