

1st Grade		
Strand	Code	Benchmark
Reading	1.1.1.1	Recognize the distinguishing features of a sentence in print. (e.g., first word, capitalization, ending punctuation)
Reading	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.
Reading	1.1.1.3	Know and apply grade-level phonics and word analysis skills in decoding words: a. Know the spelling-sound correspondences for the common consonant digraphs and blends. b. 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. c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity.
Reading	1.1.1.4	Read decodable texts accurately and with automaticity.
Reading	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.
Reading	1.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 1 text complexity.
Reading	1.1.2.3	Express curiosity about a topic and choose and read texts for personal interest and enjoyment.
Reading	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.
Reading	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.

Reading	1.1.4.2	Identify the central idea, message, or moral of a text, with prompting as needed.
Reading	1.1.4.3	Identify characters and setting, in a literary text, with prompting as needed.
Reading	1.1.4.4	Describe the connection between two pieces of information, individuals, events, or ideas, in an informational text.
Reading	1.1.5.1	Identify the beginning, middle and end of a text.
Reading	1.1.5.2	Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons).
Reading	1.1.5.3	Identify the impact that illustrations have on content, meaning, and style of a text.
Reading	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).
Reading	1.1.6.2	Identify the time period and setting of the text.
Reading	1.1.6.3	Identify if the text is literary or informational.
Reading	1.1.7.1	Benchmarks begin in grade 3.
Reading	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.
Reading	1.1.8.2	Ask and answer questions to help determine or clarify the meaning of unfamiliar vocabulary and phrases in informational text.
Reading	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)
Reading	1.1.9.2	Examine concept of relevance of sources to task and topic, with prompting as needed.

Writing	1.2.1.1	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Writing	1.2.1.2	Print all upper and lower case letters.
Writing	1.2.1.3	Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words.
Writing	1.2.1.4	Use frequently occurring nouns, verbs, and prepositions in simple sentences, authentically in writing.
Writing	1.2.2.1	Write routinely, through a combination of writing, drawing, and speaking.
Writing	1.2.2.2	Share personal perspective, identity, and voice, verbally, visually, or in writing.
Writing	1.2.3.1	Plan, draft, and revise to strengthen writing in a shared setting.
Writing	1.2.4.1	Write to state a personal opinion, and provide one or two reasons for the opinion.
Writing	1.2.5.1	Write to inform or explain, identifying a topic and stating facts about the topic.
Writing	1.2.5.2	Write to respond to a story.
Writing	1.2.6.1	Write to tell a story, creating details about a character and setting.
Writing	1.2.6.2	Include details in a written story in an order that makes sense.
Writing	1.2.7.1	Ask and answer questions to participate in shared research and writing projects.
Writing	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)
Writing	1.2.8.1	Identify which words belong to an author and which words are the student's own.

Listening, Speaking, Viewing, and Exchanging Ideas (LSVEI)	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. a. Participate as speaker and listener, responding to and building on the comments and ideas of others. b. Express one's own ideas, stories and experiences. c. Make a contribution toward a shared goal, in collaboration with others d. Follow the sequence of a story or discussion, or steps in a process.
LSVEI	1.3.1.2	Help create and follow agreed-upon norms for a discussion, (e.g., speaker, listener, participation, questioning), respectful of culture.
LSVEI	1.3.1.3	Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LSVEI	1.3.2.1	Demonstrate understanding of intonation and phrasing in spoken language.
LSVEI	1.3.3.1	Create written, oral, and digital content that communicates knowledge and ideas in a variety of presentation styles.
LSVEI	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.*