

RRRPS District Standards: LANGUAGE ARTS

Grade 1

STRAND I: READING AND LISTENING FOR COMPREHENSION

NM State Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

NM Grade 1 Performance Standards

NM State Benchmarks Grades K-4

NM State Benchmark I-A: Grades K-4

Listen to, read, react to, and retell information

NM Grade 1 Performance Standards

1. Listen to and retell short stories.
2. Recognize repetition and predict repeated phrases.
3. Respond and elaborate in answering Who, What, When, Where, and How questions.
4. Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts.
5. Self-monitor comprehension by using questions, retelling, and summarizing.
6. Follow simple written and oral instructions.
7. Increase vocabulary through reading, listening, and interacting.

NM State Benchmark I-B: Grades K-4

Locate and use a variety of resources to acquire information across the curriculum

NM Grade 1 Performance Standards

1. Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, short plays).

RRPS Grade 1 Power Standards

While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.

Power Standard 1

(Benchmark I-A)

Read grade level texts with comprehension.

Power Standard 2

(Benchmark I-C)

Use critical thinking skills and prior knowledge to predict and explain grade level texts.

Power Standard 3

(Benchmark III-B)

Identify plot, setting, and characters using details and stating events in sequence on grade level texts.

Performance Indicators (For Power Standards 1-3)

1. reads narrative and grade level texts independently and orally
2. gathers pertinent information and makes appropriate predictions
3. answers who, what, when, where, how questions
4. retells stories in sequence and with many important details
5. identifies plot and setting in stories
6. describe differences and similarities in stories

<p><u>NM State Benchmark I-C: Grades K-4</u> Demonstrate critical thinking skills to comprehend written, spoken, and visual information</p>	<p><u>Power Standard 4 (Benchmark I-D)</u> Apply phonemic awareness, word recognition strategies, self-monitoring, and fluency to comprehend grade level text.</p>
<p><u>NM Grade 1 Performance Standards</u></p> <ol style="list-style-type: none"> 1. Associate target words with prior knowledge and explore an author’s choice of words. 2. Predict and explain what will happen next in a story. 3. Demonstrate familiarity with a variety of texts (e.g., storybooks, short chapter books, poems, newspapers, telephone books, everyday print, skits and short plays). 4. Describe differences and similarities between different stories (i.e., characters, plot, setting). 	<p>Performance Indicators</p> <ol style="list-style-type: none"> 1. uses visual information to decode words (phonics) with minimal attempts 2. uses picture clues 3. uses context clues for meaning 4. self-corrects miscues 5. reads high frequency words quickly 6. attends to punctuation 7. reads in longer phrases at an adequate rate 8. adjusts intonation to convey meaning
<p><u>NM State Benchmark I-D: Grades K-4</u> Acquire reading strategies</p>	
<p><u>NM Grade 1 Performance Standards</u></p> <ol style="list-style-type: none"> 1. Develop phonemic awareness and knowledge of alphabetic principles by: <ul style="list-style-type: none"> • Blending the phonemes of one-syllables words • Segmenting the phonemes of one-syllable words • Changing the beginning, middle, and ending sounds to produce new words 2. Demonstrate decoding and word recognition strategies and skills by: <ul style="list-style-type: none"> • Using phonics knowledge and sound-letter relationships to decode regular one-syllable words • Recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have) 3. Read aloud with fluency and comprehension grade-level text. 4. Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors. 5. Increase vocabulary through reading, listening, and interacting. 	

STRAND II: WRITING AND SPEAKING FOR EXPRESSION

NM State Content Standard II: Students will communicate effectively through speaking and writing.

NM State Benchmarks Grades K-4

RRPS Grade 1 Power Standards

While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark II-A: Grades K

Demonstrate competence in speaking to convey information

NM Grade 1 Performance Standards

1. Read aloud with fluency and comprehension grade-level text.
2. Engage in discussions resulting in written products.
3. Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas).

NM State Benchmark II-B: Grades K-4

Apply grammatical and language conventions to communicate

NM Grade 1 Performance Standards

1. Confirm predictions about what will happen next in a text by identifying key words.
2. Use context to resolve ambiguities about word and sentence meaning.
3. Relate prior knowledge to textual information.
4. Use phonetic knowledge and basic patterns to spell correctly three- and four-letter words.
5. Apply phonics to write independently, using emergent and/or conventional spelling.
6. Write all upper and lower case letters of the alphabet using correct letter formation.
7. Use complete sentences to write simple text.
9. Use basic capitalization and punctuation for:
 - first word in a sentence
 - proper names
 - period to end declarative sentence
 - question mark to end interrogative sentence
10. Self-monitor composition by using re-reading and peer conferences.

Power Standard 5

(Benchmark II-C)

Compose a narrative in first draft form.

Performance Indicators

1. writes a narrative with 3 complete thoughts on one topic.
2. uses phonetic knowledge and basic patterns to spell 3 and 4 letter words correctly
3. uses emergent and conventional spelling
4. capitalizes names and first word of sentences
5. uses periods and question marks
6. writes upper and lower case letters neatly and legibly
forms upper and lower case letter correctly

NM State Benchmark II-C: Grades K-4

Demonstrate competence in the skills and strategies of the writing process

NM Grade 1 Performance Standards

1. Write by using an author's model of language and extending the model (e.g., writing different endings for the story, composing an innovation of a poem).
2. Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries).
3. Write descriptions of familiar persons, places, or objects.
4. Compose fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, re-reading for meaning, and some self-correction).
5. Begin to utilize conventional spelling.

Power standard 6 (Benchmark II-C)

Compose a variety of products in first draft form with some self-correction.

STRAND III: LITERATURE AND MEDIA

NM State Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.

NM State Benchmarks Grades K-4

RRPS Grade 1 Power Standards

While all benchmarks are taught, Power Standards are consistently emphasized and regularly assessed.

NM State Benchmark III-A: Grades K-4

Use language, literature, and media to gain and demonstrate awareness of cultures around the world

NM Grade 1 Performance Standards

1. Increase vocabulary and understand expressions found in appropriate literary works.
2. Identify the characters and simple story lines from selected myths and stories from around the world.
3. Describe events related to other nations and/or cultures (e.g., writing, drama, constructions, drawing).

NM State Benchmark III-B: Grade K-4

Identify and use the types of literature according to their purpose and function

NM Grade 1 Performance Standards

1. Identify elements of plot and setting in a story.
2. Demonstrate understanding (e.g., act out, draw, write, talk) of sequence and characterization in a story.