

**Poudre School District**  
**LANGUAGE ARTS**  
**ESSENTIAL STANDARDS for FIRST GRADE**

**If no specific skills are listed under a benchmark, then skills are taught to mastery at another level.**

**STANDARD 1: READING**

**Students read and understand a variety of materials**

**1.1 BENCHMARK: COMPREHENSION SKILLS**

**Students will use a variety of comprehension skills in reading (e.g., preview, predict, compare and contrast, self-monitor, summarize)**

- Use pictures to check meaning
- Retell in a logical, sequential order including some detail and inference
- Make logical predictions based on content
- Monitor reading to make sure the message makes sense

**1.2 BENCHMARK: PRIOR KNOWLEDGE**

**Make connections between texts and prior knowledge and identify knowledge needed before reading about topic**

- Use prior knowledge to comprehend text

**1.3 BENCHMARK: READING PURPOSE**

**Adjust reading strategies for different purposes**

**1.4 BENCHMARK: WORD RECOGNITION STRATEGIES**

**Use a variety of word recognition skills and resources**

- Use letter-sound relationships to read, including **CONSONANCE**, short vowel sounds and some long vowel patterns (graphophonics)
- Use **sentence** structure and word order to decode unknown words (**syntax**)
- Use prior knowledge and context to decode unknown words (semantics)

**1.5 BENCHMARK: VOCABULARY**

**Use information from reading to increase vocabulary and enhance language usage**

- Use background knowledge to determine word meaning

**STANDARD 2: WRITING AND SPEAKING**

**Students write and speak for a variety of purposes and audiences**

**2.1 BENCHMARK: GENRE**

**Write and speak in a variety of genres**

- Write and speak to tell a story, share personal experiences or relate information

**2.2 BENCHMARK: AUDIENCE AND PURPOSE**

**Write and speak for a variety of audiences and purposes**

- Give a written response appropriate to the topic

**2.3 BENCHMARK: WRITING PROCESS**

**Use the steps of the writing process (e.g., plan, draft, revise, edit, share)**

- Generate topics through prewriting activities (e.g., brainstorming, webbing, story mapping, drawing, group discussions)
- Generate a final copy to be shared

**\*Skills listed on this document should be mastered at the grade level where they appear.**

- 2.4 BENCHMARK: DEVICES AND WORD CHOICE**  
Use a variety of devices (e.g., figure of speech, symbolism, dialect, vocabulary) to convey meaning
- 2.5 BENCHMARK: ORGANIZATION**  
Use a variety of strategies to organize written and oral presentations (e.g., lists, outlining, cause/effect, comparison/contrast)
- 2.6 BENCHMARK: PRODUCT PRESENTATION**  
Use appropriate strategies to publish writing
- Writes with appropriate spacing between words
  - Prints legibly

### **STANDARD 3: LANGUAGE STRUCTURE**

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling

- 3.1 BENCHMARK: GRAMMAR AND USAGE**  
Use conventions of grammar and usage in writing and speaking
- 3.2 BENCHMARK: SENTENCE STRUCTURE**  
Use correct sentence structure in writing
- Identify complete sentences
- 3.3 BENCHMARK: PUNCTUATION**  
Use conventions of punctuation in writing
- Use periods to end sentences
- 3.4 BENCHMARK: CAPITALIZATION**  
Use conventions of capitalization in writing
- Capitalize sentence beginnings and the pronoun “I”
- 3.5 BENCHMARK: SPELLING**  
Use conventions of spelling in writing
- Spell grade-level appropriate words correctly

### **STANDARD 4: THINKING AND VIEWING**

Students apply thinking skills to their reading, writing, speaking, listening and viewing

- 4.1 BENCHMARK: THINKING AND ANALYTICAL SKILLS**  
Use thinking and analytical skills in writing, reading, speaking, listening and viewing
- Differentiate between non-fiction and fiction
- 4.2 BENCHMARK: PROBLEM SOLVING**  
Use reading, writing, speaking, listening and viewing to define and solve problems
- Make predictions based on details in text
  - Recognize conflict
- 4.3 BENCHMARK: OPINIONS**  
Recognize, express and support opinions orally and in writing
- Express opinions

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- 4.4 BENCHMARK: AUTHOR'S POINT OF VIEW**  
Know the purpose, perspective and historical and cultural influences of a speaker, author or director
- 4.5 BENCHMARK: EVALUATION**  
Use a variety of criteria to evaluate information (e.g., reliability, accuracy, relevancy)

#### **STANDARD 5: RESEARCH**

Students read to locate, select and make use of relevant information from a variety of media, reference and technological sources

- 5.1 BENCHMARK: RESOURCES**  
Understand the structure, organization and use of resources to gather information for research
- Gather and organize information from a variety of experiences (e.g., personal observations, science experiments, field trips, and classroom visitors)
  - Alphabetize to the first letter
- 5.2 BENCHMARK: ORGANIZATION OF INFORMATION**  
Use a variety of strategies to organize information
- Use lists and logs to record observations and report events sequentially
- 5.3 BENCHMARK: DOCUMENTATION**  
Document information sources
- 5.4 BENCHMARK: RESEARCH PRODUCTS**  
Communicate the results of research
- Write a concluding statement in **expository texts** (Birds have wings.)

#### **STANDARD 6: LITERATURE AND CULTURE**

Students read and recognize literature as a record of human experience

- 6.1 BENCHMARK: LITERARY TERMINOLOGY**  
Recognize and use literary terminology
- Determine regular beats (rhythms) and similarities of sound in poetry (rhyme)
- 6.2 BENCHMARK: READING GENRES**  
Read a variety of literary and informational texts
- Respond to a variety of grade-level appropriate traditional literature
- 6.3 BENCHMARK: CULTURE**  
Read to learn about culture
- 6.4 BENCHMARK: LITERARY ANALYSIS**  
Use a variety of strategies to understand and analyze texts

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