

**Wapsie Valley Community Schools**  
**Standards and Benchmarks**  
**Language Arts**  
**Grade 1**

**Standard 1: The student uses the reading process to comprehend print.**

**Benchmark: The student applies a wide range of research-based strategies to comprehend text**

- Uses prediction, makes inferences, and draws conclusions
- Makes connections to background knowledge, self-questions, self-monitors, and cross-checks to read grade-appropriate texts
- Identifies main idea, cause and effect, sequence, problem/solution, compare/contrast to understand state information
- Comprehends both fiction and nonfiction grade-appropriate texts
- Identifies the most important details presented in pictures and text of grade-appropriate books
- Categorizes and labels key concepts
- Distinguishes between real and imaginary; fact and fiction
- Contributes to group graphic organizers before, during, and after reading

**Benchmark: The student recognizes and understands vocabulary.**

- Recognizes regular and irregular high frequency words
- Understands selection vocabulary
- Uses picture and context clues to understand words, phrases, and word referents
- Engages in meaningful experiences, discussion, and reading in order to acquire vocabulary
- Becomes familiar with vocabulary-building concepts (synonyms, antonyms, homonyms/homophones/homographs, plurals, possessives, compounds, and multiple-meaning words)

**Benchmark: The student uses phonics and structural analysis to decode unknown words.**

- Substitutes phonemes
- Recognizes complex letter/sound correspondences, including short, long, and r-controlled vowels, consonant blends, diphthongs and vowel digraphs, consonant digraphs, word families, and patterns (CVC, CVCe, CVVC)
- Uses a range of decoding strategies for more complex words
- Uses fix-up strategies
- Learns and applies structural cues to decode and recognize words: base words, prefixes and suffixes
- Recognizes possessive nouns, plurals, contractions, compound words, and simple inflectional endings

**Benchmark: The student reads fluently.**

- Reads smoothly at developmental level, with appropriate volume, phrasing, intonation, and pace

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**Standard 2: The student reads for a variety of purposes and across content areas.**

**Benchmark: The student analyzes story elements and literary devices within a variety of genre.**

- Recognizes story elements (characters, setting, goal, problem, solution)
- Identifies with the role of author and illustrator
- Identifies author's purpose (inform, entertain)
- Retells story sequence, events, details and ideas
- Recognizes narration and dialogue
- Compares and contrasts characters, plots, and different cultures in literature
- Synthesizes and extends the literary experience (through drawing, dramatizing, miming, storytelling)
- Recognizes poetry forms: Cinquain and rhyming poetry

**Benchmark: The student applies knowledge of text features and structures to comprehend informational text.**

- Interprets charts, diagrams, bar graphs, lists, and maps
- Recognizes and uses title page, captions, and illustrations
- Asks questions regarding essential elements of informational text (who, what, where, when, why, and how)
- Understands main idea and supporting details, sequence, and cause/effect text structure
- Retells from informational texts

**Benchmark: The student reads independently for a variety of purposes.**

- Sets a purpose and previews text in order to self-select appropriate reading materials
- Reflects on reading and responds in various ways
- Reads classic and contemporary literature: picture books, stories, poetry, expository articles, and fantasy

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**Standard 3: The student uses the writing process to communicate effectively.**

**Benchmark: The student applies a variety of strategies for composing a coherent message.**

- Develops concepts of print (types of sentences, paragraphs)
- Engages in modeled, shared, and interactive writing
- Generates ideas and topics for writing, may use personal experiences as a source of ideas for writing
- Prewrites (draws pictures, lists ideas)
- Organizes ideas (simple graphic organizers, simple outline, etc.)
- Composes a variety of coherent sentences.
- Self-monitors writing to make sense
- Revises, edits, and proofreads as appropriate

**Benchmark: The student demonstrates personal voice, clarity of language, and effective word choice.**

- Produces writing that uses the full range of words in their speaking vocabulary
- Selects a more precise word when prompted
- Varies sentence openers instead of relying on the same sentence stem
- Expresses personal voice in writing

**Benchmark: The student produces legible writing that is grammatically and mechanically correct.**

- Prints legibly and forms letters according to adopted curriculum
- Applies directionality in writing; top/bottom, left/right
- Uses appropriate spacing between words and sentences
- Identifies and uses correct verbs, verb tenses, nouns, pronouns and adjectives
- Spells CVC and CVCe words and grade-level appropriate sight words correctly
- Uses a picture dictionary for spelling
- Uses a wide range of syntactic patterns typical of spoken language
- Uses capital letters at the beginning of a sentence, pronoun I, names, days and months
- Uses ending punctuation (period, question mark, exclamation mark) appropriately
- Uses commas in a series
- Self-monitors writing so others can read it

**Benchmark: The student writes fluently when prompted.**

- Gains increasing control of manuscript (holding pencil, paper position, stroke, posture)
- Writes without resistance when given the time, place, and materials
- Writes daily

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**Standard 4: The student writes for a variety of purposes and across content areas.**

**Benchmark: The student uses knowledge of purpose, audience, text structure, and format in developing various forms of narrative, poetic, and expository text.**

- Writes about experiences, stories, people, objects, or events
- Applies sequence and cause/effect in expository writing
- Composes a friendly letter and brief narratives describing an experience
- Writes as a response to literature – connects text to self
- Produces narratives with a beginning, middle, and end that contains character(s) problem, and solution
- Writes a one-step direction
- Writes simple sentences to inform others
- Composes acrostic poetry

**Benchmark: The student uses writing as a tool for learning.**

- Records learning or ideas by writing sentences in a literature log or journal
- Writes labels, notes, and captions
- Makes charts
- Writes to reflect on/record the use of learning strategies

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**Standard 5: The student interacts effectively as a speaker.**

**Benchmark: The student demonstrates control of delivery skills.**

- Maintains eye contact
- Takes turns when speaking
- Maintains a topic when speaking
- Speaks confidently in an audible voice in a variety of situations: to an individual/group
- Gains increasing control of conventional grammar and usage when speaking
- Asks questions for clarification and understanding
- Responds appropriately to questions, directions, and spoken messages

**Benchmark: The student uses oral language to communicate ideas appropriate to the time, place, occasion, purpose, and audience.**

- Shares information and ideas
- Offers personal opinions
- Describes common objects and events in both general and specific language
- Relates an experience or creative story in a logical sequence
- Describes people, places, things, locations and actions
- Discusses basic plot, characters, and setting of simple stories and responds by oral retelling
- Tells about the roles of author and illustrator
- Speaks for various purposes
- Role-plays and uses creative movement to express ideas
- Expresses feelings and opinions about stories read aloud
- Uses language to monitor own actions and to get along with others

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**Standard 6: The student interacts effectively as a listener.**

**Benchmark: The student demonstrates the behaviors of active listening**

- Maintains eye contact with the speaker
- Demonstrates attentive body language
- Listens attentively and responsively
- Self-monitors understanding of a spoken message and seeks clarification as necessary
- Listens to establish, maintain, and enhance relationships

**Benchmark: The student uses listening skills to process information.**

- Develops vocabulary through listening
- Predicts and comprehends story elements when a story is read to them
- Compares and contrasts ideas related to one issue when presented orally from several texts and from teacher-led discussions
- Actively listens to and responds to both classic and contemporary literature
- Monitors comprehension while listening to oral text and messages
- Follows two- and three-step directions
- Understands sequence, description, and cause/effect text structure
- Understands and retells text and messages heard
- Visualizes a story being read
- Understands how author's voice evokes different responses and feelings when listening to oral text

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**Standard 7: The student creates, interprets and evaluates a variety of media.**

**Benchmark: The student uses knowledge of purpose, audience, and structure of various media to enhance learning.**

- Discusses a variety of illustrations and illustrators, and their choices of techniques and media
- Describes/discusses information gathered from illustrations, visuals, and media
- Produces art work to reflect understanding of text
- Draws visual images based on text content
- Creates technological images and text (i.e. KidPix, Kidspriation)

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**Standard 8: The student investigates issues and ideas using a variety of sources.**

**Benchmark: The student accesses data from oral, print, and electronic media.**

- Alphabetizes by first letter
- Knows and uses various parts of a book
- Recognizes that there are many references (print, media, human) for locating information and can locate many of these references with assistance
- Asks questions about a topic
- Selects point in a book to access information by using the table of contents and chapter titles
- Makes lists, charts, and graphs, diagrams

**Benchmark: The student interprets, evaluates, and synthesizes information to enhance learning.**

- Contributes to group and individual graphic organizers and story maps
- Categorizes fiction and nonfiction