

Main Criteria: Classroom Supplement Units Grade 1
Secondary Criteria: Arkansas Curriculum Frameworks
Subject: Language Arts
Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

Arkansas Curriculum Frameworks
Language Arts
Grade 1 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND/CONTENT	AR.CC.R	Reading Standards: Foundational Skills

NT STANDARD	F.1.	
STANDARD/STUDENT LEARNING EXPECTATION		Phonological Awareness
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK/PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
BENCHMARK/PROFICIENCY	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
BENCHMARK/PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.
BENCHMARK/PROFICIENCY	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
BENCHMARK/PROFICIENCY	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT		Production and Distribution of Writing

LEARNING EXPECTATION		
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
BENCHMARK/PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
BENCHMARK/PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.1.1(a)	Print all upper- and lowercase letters.
BENCHMARK/PROFICIENCY	L.1.1(b)	Use common, proper, and possessive nouns.
BENCHMARK/PROFICIENCY	L.1.1(d)	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
BENCHMARK/PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.

OFICIENCY		
BENCHMARK/PROFICIENCY	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
BENCHMARK/PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.1.2(b)	Use end punctuation for sentences.
BENCHMARK/PROFICIENCY	L.1.2(c)	Use commas in dates and to separate single words in a series.
BENCHMARK/PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
BENCHMARK/PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
BENCHMARK/PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
BENCHMARK/PROFICIENCY	L.1.4(c)	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 1

Arkansas Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R.L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ENCHMARK		
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/B ENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND/CONTENT STANDARD	AR.CC.R F.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonological Awareness
STUDENT LEARNING EXPECTATION/B ENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK/PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
BENCHMARK/PROFICIENCY	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND/CONTENT STANDARD	AR.CC.R F.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/B ENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
BENCHMARK/PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.

STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
BENCHMARK/PROFICIENCY	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND/CONTENT STANDARD	AR.CC.SL.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

BENCHMARK/PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
BENCHMARK/PROFICIENCY	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
BENCHMARK/PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.1.1(b)	Use common, proper, and possessive nouns.
BENCHMARK/PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
BENCHMARK/PROFICIENCY	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
BENCHMARK/PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
BENCHMARK/PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING		Vocabulary Acquisition and Use

EXPECTATION		
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
BENCHMARK/PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK/PROFICIENCY	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 2

Arkansas Curriculum Frameworks
Language Arts
Grade 1 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

STRAND/CONTENT STANDARD	AR.CC.RL.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND/CONTENT STANDARD	AR.CC.RL.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND/CONTENT STANDARD	AR.CC.RI.1.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.1.	Ask and answer questions about key details in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND/CONTENT STANDARD	AR.CC.RI.1.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND/CONTENT STANDARD	AR.CC.RI.1.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND/CONTENT STANDARD	AR.CC.RI.1.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity

STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonological Awareness
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK/PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
BENCHMARK/PROFICIENCY	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
BENCHMARK/PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.
BENCHMARK/PROFICIENCY	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
BENCHMARK/PROFICIENCY	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND/CONTENT STANDARD	AR.CC.SL.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
BENCHMARK/PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
BENCHMARK/PROFICIENCY	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
BENCHMARK/PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.SL.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND/CONTENT STANDARD	AR.CC.SL.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage

LEARNING EXPECTATION/BENCHMARK		when writing or speaking.
BENCHMARK/PROFICIENCY	L.1.1(b)	Use common, proper, and possessive nouns.
BENCHMARK/PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
BENCHMARK/PROFICIENCY	L.1.1(i)	Use frequently occurring prepositions (e.g., during, beyond, toward).
BENCHMARK/PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.1.2(b)	Use end punctuation for sentences.
BENCHMARK/PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
BENCHMARK/PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
BENCHMARK/PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK/PROFICIENCY	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 3

Grade 1 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND/CONTENT STANDARD	AR.CC.R F.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonological Awareness
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK/PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
BENCHMARK/PROFICIENCY	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND/CONTENT STANDARD	AR.CC.R	Reading Standards: Foundational Skills

NT STANDARD	F.1.	
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
BENCHMARK/PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.
BENCHMARK/PROFICIENCY	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
BENCHMARK/PROFICIENCY	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

ENCHMARK		
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
BENCHMARK/PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
BENCHMARK/PROFICIENCY	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
BENCHMARK/PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.1.1(b)	Use common, proper, and possessive nouns.
BENCHMARK/PROFICIENCY	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
BENCHMARK/PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
BENCHMARK/PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION/BENCHMARK		
BENCHMARK/PROFICIENCY	L.1.2(b)	Use end punctuation for sentences.
BENCHMARK/PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
BENCHMARK/PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
BENCHMARK/PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK/PROFICIENCY	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Unit 4

Arkansas Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

STRAND/CONTENT STANDARD	AR.CC.RL.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND/CONTENT STANDARD	AR.CC.RL.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND/CONTENT STANDARD	AR.CC.RL.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND/CONTENT STANDARD	AR.CC.RI.1.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.1.	Ask and answer questions about key details in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.2.	Identify the main topic and retell key details of a text.
STRAND/CONTENT STANDARD	AR.CC.RI.1.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND/CONTENT STANDARD	AR.CC.RI.1.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas

STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.8.	Identify the reasons an author gives to support points in a text.
STRAND/CONTENT STANDARD	AR.CC.RI.1.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade
STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonological Awareness
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK/PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
BENCHMARK/PROFICIENCY	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
BENCHMARK/PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.
BENCHMARK/PROFICIENCY	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING		Text Types and Purposes

EXPECTATION		
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
STRAND/CONTENT STANDARD	AR.CC.SL.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
BENCHMARK/PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
BENCHMARK/PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.SL.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND/CONTENT STANDARD	AR.CC.SL.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND/CONTENT STANDARD	AR.CC.L.	Language Standards

NT STANDARD	1.	
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
BENCHMARK/PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
BENCHMARK/PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.1.2(b)	Use end punctuation for sentences.
BENCHMARK/PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
BENCHMARK/PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
BENCHMARK/PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK/PROFICIENCY	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

Arkansas Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND/CONTENT STANDARD	AR.CC.R F.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonological Awareness
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK/PR	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.

OFICIENCY		
BENCHMARK/PROFICIENCY	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
BENCHMARK/PROFICIENCY	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
BENCHMARK/PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.
BENCHMARK/PROFICIENCY	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
BENCHMARK/PROFICIENCY	RF.1.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards

STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
BENCHMARK/PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
BENCHMARK/PROFICIENCY	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
BENCHMARK/PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.1.1(b)	Use common, proper, and possessive nouns.
BENCHMARK/PROFICIENCY	L.1.1(e)	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
BENCHMARK/PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
BENCHMARK/PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING		Conventions of Standard English

EXPECTATION		
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.1.2(b)	Use end punctuation for sentences.
BENCHMARK/PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
BENCHMARK/PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
BENCHMARK/PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK/PROFICIENCY	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
STRAND/CONTENT STANDARD	AR.CC.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Unit 7

Arkansas Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2010

STRAND/CONTENT STANDARD	AR.CC.R.L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.1.	Ask and answer questions about key details in a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STUDENT	RL.1.3.	Describe characters, settings, and major events in a story, using key details.

LEARNING EXPECTATION/BENCHMARK		
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND/CONTENT STANDARD	AR.CC.R L.1.	Reading Standards for Literature
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade
STRAND/CONTENT STANDARD	AR.CC.R F.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonological Awareness
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
BENCHMARK/PROFICIENCY	RF.1.2(a)	Distinguish long from short vowel sounds in spoken single-syllable words.
BENCHMARK/PROFICIENCY	RF.1.2(b)	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
BENCHMARK/PROFICIENCY	RF.1.2(c)	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND/CONTENT STANDARD	AR.CC.R F.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Phonics and Word Recognition
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
BENCHMARK/PROFICIENCY	RF.1.3(a)	Know the spelling-sound correspondences for common consonant digraphs.
BENCHMARK/PROFICIENCY	RF.1.3(b)	Decode regularly spelled one-syllable words.

BENCHMARK/PROFICIENCY	RF.1.3(c)	Know final -e and common vowel team conventions for representing long vowel sounds.
STRAND/CONTENT STANDARD	AR.CC.RF.1.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.1.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.1.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Text Types and Purposes
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.1.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Production and Distribution of Writing
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
STRAND/CONTENT STANDARD	AR.CC.W.1.	Writing Standards
STANDARD/STUDENT LEARNING EXPECTATION		Research to Build and Present Knowledge
STUDENT LEARNING EXPECTATION/BENCHMARK	W.1.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
STRAND/CONTENT STANDARD	AR.CC.SL.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
BENCHMARK/PROFICIENCY	SL.1.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
BENCHMARK/PROFICIENCY	SL.1.1(b)	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

BENCHMARK/PROFICIENCY	SL.1.1(c)	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND/CONTENT STANDARD	AR.CC.S L.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.6.	Produce complete sentences when appropriate to task and situation.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK/PROFICIENCY	L.1.1(b)	Use common, proper, and possessive nouns.
BENCHMARK/PROFICIENCY	L.1.1(f)	Use frequently occurring adjectives.
BENCHMARK/PROFICIENCY	L.1.1(j)	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Conventions of Standard English
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK/PROFICIENCY	L.1.2(b)	Use end punctuation for sentences.
BENCHMARK/PROFICIENCY	L.1.2(d)	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
BENCHMARK/PROFICIENCY	L.1.2(e)	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
STRAND/CONTENT STANDARD	AR.CC.L. 1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

ENCHMARK		
BENCHMARK/PROFICIENCY	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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