

**Main Criteria:** Classroom Supplement Units Grade 1

**Secondary Criteria:** Minnesota Academic Standards

**Subject:** Language Arts

**Grade:** 1

## Classroom Supplement Units Grade 1

Pre-writing

### Minnesota Academic Standards

#### Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.1.1.1.</b>	<b>Ask and answer questions about key details in a text.</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.1.2.2.</b>	<b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.1.3.3.</b>	<b>Describe characters, settings, and major events in a story, using key details.</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.1.4.4.</b>	<b>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.1.5.5.</b>	<b>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.1.7.7.</b>	<b>Use illustrations and details in a story to describe its characters, setting, or events.</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.1.10.10</b>	<b>With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
INDICATORS OF PROGRESS	1.3.0.3.b.	Decode regularly spelled one-syllable words.
INDICATORS OF PROGRESS	1.3.0.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATORS OF PROGRESS	1.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	1.6.3.3.	Write narratives and other creative texts 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.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	1.6.7.7.	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).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.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).
INDICATORS OF PROGRESS	1.8.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.3.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.6.6.	Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
INDICATORS OF PROGRESS	1.10.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATORS OF PROGRESS	1.10.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD /	MN.1.10.	Language Benchmarks K-5

<b>DOMAIN</b>		
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.2.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATORS OF PROGRESS</b>	1.10.2.2. b.	<b>Use end punctuation for sentences.</b>
<b>INDICATORS OF PROGRESS</b>	1.10.2.2. c.	<b>Use commas in dates and to separate single words in a series.</b>
<b>INDICATORS OF PROGRESS</b>	1.10.2.2. d.	<b>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b>
<b>INDICATORS OF PROGRESS</b>	1.10.2.2. e.	<b>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</b>
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.10.	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.4.4.	<b>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.</b>
<b>INDICATORS OF PROGRESS</b>	1.10.4.4. a.	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>INDICATORS OF PROGRESS</b>	1.10.4.4. c.	<b>Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</b>
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.10.	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.6.6.	<b>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).</b>

Unit 1

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	MN.1.1.	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.1.1.1.	<b>Ask and answer questions about key details in a text.</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.1.2.2.	<b>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.1.3.3.	<b>Describe characters, settings, and major events in a story, using key details.</b>
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.1.	<b>Reading Benchmarks: Literature K-5</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
INDICATORS OF PROGRESS / STRAND	1.1.5.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
INDICATORS OF PROGRESS	1.3.0.3.b.	Decode regularly spelled one-syllable words.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATORS OF PROGRESS	1.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATORS OF PROGRESS	1.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	1.6.3.3.	Write narratives and other creative texts 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.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	1.6.7.7.	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).
INDICATORS OF PROGRESS / STRAND	1.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.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).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS /	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).

<b>STRAND</b>		
<b>INDICATORS OF PROGRESS / STRAND</b>	1.8.3.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Presentation of Knowledge and Ideas
<b>INDICATORS OF PROGRESS / STRAND</b>	1.8.6.6.	Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.)
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.10.	Language Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Conventions of Standard English
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>INDICATORS OF PROGRESS</b>	1.10.1.1.b.	Use common, proper, and possessive nouns.
<b>INDICATORS OF PROGRESS</b>	1.10.1.1.f.	Use frequently occurring adjectives.
<b>INDICATORS OF PROGRESS</b>	1.10.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
<b>INDICATORS OF PROGRESS</b>	1.10.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.10.	Language Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Conventions of Standard English
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATORS OF PROGRESS</b>	1.10.2.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>INDICATORS OF PROGRESS</b>	1.10.2.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.10.	Language Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.4.4.	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.
<b>INDICATORS OF PROGRESS</b>	1.10.4.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.10.	Language Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to

STRAND		signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
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Unit 2

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.1.1.	Ask and answer questions about key details in a text.
INDICATORS OF PROGRESS / STRAND	1.1.2.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
INDICATORS OF PROGRESS / STRAND	1.1.5.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.2.1.1.	Ask and answer questions about key details in a text.



INDICATORS OF PROGRESS / STRAND	1.2.2.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.2.4.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
INDICATORS OF PROGRESS / STRAND	1.2.6.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.2.7.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATORS OF PROGRESS / STRAND	1.2.8.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.2.10.10	With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
INDICATORS OF PROGRESS	1.3.0.3.b.	Decode regularly spelled one-syllable words.

INDICATORS OF PROGRESS	1.3.0.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATORS OF PROGRESS	1.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	1.6.2.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
INDICATORS OF PROGRESS / STRAND	1.6.3.3.	Write narratives and other creative texts 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.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	1.6.7.7.	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).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.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).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.c.	Ask questions to clear up any confusion about the topics and texts under

PROGRESS		discussion.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.3.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATORS OF PROGRESS / STRAND	1.8.6.6.	Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standards 1and 3 on page 38 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
INDICATORS OF PROGRESS	1.10.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATORS OF PROGRESS	1.10.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
INDICATORS OF PROGRESS	1.10.2.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATORS OF PROGRESS	1.10.2.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

INDICATORS OF PROGRESS / STRAND	1.10.4.4.	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.
INDICATORS OF PROGRESS	1.10.4.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	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 3

**Minnesota Academic Standards**

**Language Arts**

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.1.1.	Ask and answer questions about key details in a text.
INDICATORS OF PROGRESS / STRAND	1.1.2.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
INDICATORS OF PROGRESS / STRAND	1.1.5.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

<b>COMPONENT</b>		
<b>INDICATORS OF PROGRESS / STRAND</b>	1.1.10.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Phonological Awareness
<b>INDICATORS OF PROGRESS / STRAND</b>	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>INDICATORS OF PROGRESS</b>	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
<b>INDICATORS OF PROGRESS</b>	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Phonics and Word Recognition
<b>INDICATORS OF PROGRESS / STRAND</b>	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>INDICATORS OF PROGRESS</b>	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
<b>INDICATORS OF PROGRESS</b>	1.3.0.3.b.	Decode regularly spelled one-syllable words.
<b>INDICATORS OF PROGRESS</b>	1.3.0.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Fluency
<b>INDICATORS OF PROGRESS / STRAND</b>	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATORS OF PROGRESS</b>	1.3.0.4.a.	Read on-level text with purpose and understanding.
<b>INDICATORS OF PROGRESS</b>	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>INDICATORS OF PROGRESS</b>	1.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.6.	Writing Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Text Types and Purposes
<b>INDICATORS OF PROGRESS / STRAND</b>	1.6.3.3.	Write narratives and other creative texts 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.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.6.	Writing Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN</b>		Production and Distribution of Writing

<b>COMPONENT</b>		
<b>INDICATORS OF PROGRESS / STRAND</b>	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.6.	Writing Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Research to Build and Present Knowledge
<b>INDICATORS OF PROGRESS / STRAND</b>	1.6.7.7.	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).
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Comprehension and Collaboration
<b>INDICATORS OF PROGRESS / STRAND</b>	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
<b>INDICATORS OF PROGRESS</b>	1.8.1.1.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).
<b>INDICATORS OF PROGRESS</b>	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>INDICATORS OF PROGRESS</b>	1.8.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
<b>INDICATORS OF PROGRESS</b>	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Comprehension and Collaboration
<b>INDICATORS OF PROGRESS / STRAND</b>	1.8.3.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Presentation of Knowledge and Ideas
<b>INDICATORS OF PROGRESS / STRAND</b>	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>INDICATORS OF PROGRESS / STRAND</b>	1.8.6.6.	Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.)
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.10.	Language Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Conventions of Standard English
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>INDICATORS OF PROGRESS</b>	1.10.1.1. b.	Use common, proper, and possessive nouns.

INDICATORS OF PROGRESS	1.10.1.1.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).
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
INDICATORS OF PROGRESS	1.10.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
INDICATORS OF PROGRESS	1.10.2.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATORS OF PROGRESS	1.10.2.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.4.4.	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.
INDICATORS OF PROGRESS	1.10.4.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	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 4

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.1.1.	Ask and answer questions about key details in a text.
INDICATORS OF PROGRESS / STRAND	1.1.2.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATORS OF PROGRESS /	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.

STRAND		
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
INDICATORS OF PROGRESS / STRAND	1.1.5.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.2.1.1.	Ask and answer questions about key details in a text.
INDICATORS OF PROGRESS / STRAND	1.2.2.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.2.4.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
INDICATORS OF PROGRESS / STRAND	1.2.6.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.2.7.7.	Use the illustrations and details in a text to describe its key ideas.



PROGRESS / STRAND		
INDICATORS OF PROGRESS / STRAND	1.2.8.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.2.10.10	With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
INDICATORS OF PROGRESS	1.3.0.3.b.	Decode regularly spelled one-syllable words.
INDICATORS OF PROGRESS	1.3.0.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	1.6.2.2.	Write informative/explanatory texts in which they name a topic, supply some facts

<b>PROGRESS / STRAND</b>		about the topic, and provide some sense of closure.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.6.5.5.</b>	<b>With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.6.7.7.</b>	<b>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).</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.6.8.8.</b>	<b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.8.1.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</b>
<b>INDICATORS OF PROGRESS</b>	<b>1.8.1.1.a.</b>	<b>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).</b>
<b>INDICATORS OF PROGRESS</b>	<b>1.8.1.1.c.</b>	<b>Ask questions to clear up any confusion about the topics and texts under discussion.</b>
<b>INDICATORS OF PROGRESS</b>	<b>1.8.1.1.d.</b>	<b>Listen to others' ideas and identify others' points of view.</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.8.3.3.</b>	<b>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.8.5.5.</b>	<b>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>1.8.6.6.</b>	<b>Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.)</b>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.1.10.</b>	<b>Language Benchmarks K-5</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.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).
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
INDICATORS OF PROGRESS	1.10.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
INDICATORS OF PROGRESS	1.10.2.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATORS OF PROGRESS	1.10.2.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.4.4.	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.
INDICATORS OF PROGRESS	1.10.4.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	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 5

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS	1.1.1.1.	Ask and answer questions about key details in a text.

PROGRESS / STRAND		
INDICATORS OF PROGRESS / STRAND	1.1.2.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
INDICATORS OF PROGRESS / STRAND	1.1.5.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATORS OF PROGRESS	0.3.0.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
INDICATORS OF PROGRESS	1.3.0.3.b.	Decode regularly spelled one-syllable words.
INDICATORS OF PROGRESS	1.3.0.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATORS OF PROGRESS	1.3.0.4.c.	Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	1.6.3.3.	Write narratives and other creative texts 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.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	1.6.7.7.	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).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.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).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

INDICATORS OF PROGRESS	1.8.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.3.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.6.6.	Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1. b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1. 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).
INDICATORS OF PROGRESS	1.10.1.1.f .	Use frequently occurring adjectives.
INDICATORS OF PROGRESS	1.10.1.1.j .	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2. b.	Use end punctuation for sentences.
INDICATORS OF PROGRESS	1.10.2.2. d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATORS OF PROGRESS	1.10.2.2. e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS /	1.10.4.4.	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

<b>STRAND</b>		strategies.
<b>INDICATORS OF PROGRESS</b>	1.10.4.4. a.	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.10.	Language Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	1.10.6.6.	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

**Minnesota Academic Standards  
Language Arts  
Grade 1 - Adopted: 2010**

<b>CONTENT STANDARD / DOMAIN</b>	MN.1.1.	Reading Benchmarks: Literature K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Key Ideas and Details
<b>INDICATORS OF PROGRESS / STRAND</b>	1.1.1.1.	Ask and answer questions about key details in a text.
<b>INDICATORS OF PROGRESS / STRAND</b>	1.1.2.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>INDICATORS OF PROGRESS / STRAND</b>	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.1.	Reading Benchmarks: Literature K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Craft and Structure
<b>INDICATORS OF PROGRESS / STRAND</b>	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
<b>INDICATORS OF PROGRESS / STRAND</b>	1.1.5.5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.1.	Reading Benchmarks: Literature K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Integration of Knowledge and Ideas
<b>INDICATORS OF PROGRESS / STRAND</b>	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
<b>CONTENT STANDARD / DOMAIN</b>	MN.1.1.	Reading Benchmarks: Literature K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND	1.1.10.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATORS OF PROGRESS	0.3.0.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
INDICATORS OF PROGRESS	1.3.0.3.b.	Decode regularly spelled one-syllable words.
INDICATORS OF PROGRESS	1.3.0.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	1.6.3.3.	Write narratives and other creative texts 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.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and



PROGRESS / STRAND		suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	1.6.7.7.	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).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.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).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.3.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
INDICATORS OF PROGRESS / STRAND	1.8.6.6.	Produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression. (See grade 1 Language standards 1 and 3 on page 38 for specific expectations.)
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.

INDICATORS OF PROGRESS	1.10.1.1.j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2. b.	Use end punctuation for sentences.
INDICATORS OF PROGRESS	1.10.2.2. d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATORS OF PROGRESS	1.10.2.2. e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.