Minnesota English Language Arts

Grade 1

Adopted 2020

Grade 1

Reading

1. Demonstrate knowledge of oral language, phonological and phonemic awareness, phonics and morphology to read accurately and fluently. R1.1.1
    0. Recognize the distinguishing features of a sentence in print (e.g., first word, capitalization, ending punctuation). R1.1.1.1.0
    1. Demonstrate understanding of spoken words, syllables and sounds (phonemes): Identify, orally produce, blend, segment and manipulate syllables in multi-syllabic words and sounds in three to four phoneme words. R1.1.1.1.1
    2. Know and apply grade-level phonics and word analysis skills in decoding words: R1.1.1.1.2
        a. Know the spelling-sound correspondences for the common consonant digraphs and blends. R1.1.1.1.2.A
        b. Decode regularly spelled one-syllable words including final e and vowel teams, consonant digraphs and diphthongs, and inflectional suffixes and two-syllable words that follow six-syllable types, demonstrating both accuracy and automaticity. R1.1.1.1.2.B
        c. Read high-frequency words, in and out of context, demonstrating both accuracy and automaticity. R1.1.1.1.2.C
    3. Read decodable texts accurately and with automaticity. R1.1.1.1.3
1. Read and comprehend independently A) both self- selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives and identities like and unlike their own from dominant, non-dominant and marginalized social groups. R2.1.1
    1. Read independently and monitor understanding of grade-level text; self-correct as needed using strategies including, but not limited to, decoding, looking at context and making connections. R2.1.1.2.1
    2. At grade 1 text complexity, select and proficiently read and comprehend texts that address academic tasks. R2.1.1.2.2
    3. Express curiosity about a topic and choose and read texts for personal interest and enjoyment. R2.1.1.2.3

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1. Read and comprehend independently both self-selected and teacher-directed complex literary and informational texts representing perspectives of historical and contemporary Dakota and Anishinaabe people. R3.1.1

    1. Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people. R3.1.1.3.1

1. Read critically to comprehend, interpret and analyze themes and central ideas in complex literary and informational texts. R4.1.1

    1. Ask and answer questions including who, what and where to demonstrate understanding of key details in a text; retell key details. R4.1.1.4.1
    2. Identify the central idea, message or moral of a text, with prompting as needed. R4.1.1.4.2
    3. Identify characters and setting, in a literary text, with prompting as needed. R4.1.1.4.3
    4. Describe the connection between two pieces of information, individuals, events or ideas in an informational text. R4.1.1.4.4

1. Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts. R5.1.1

    1. Identify the beginning, middle and end of a text. R5.1.1.5.1
    2. Identify informational text features (e.g., headings, table of contents, glossaries, digital menus, icons). R5.1.1.5.2
    3. Identify the impact that illustrations have on content, meaning and style of a text. R5.1.1.5.3

1. Analyze influences on content, meaning and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts. R6.1.1

    1. Identify the author of a text, and illustrator and/or source, where applicable (e.g., specific newspaper, magazine or digital platform). R6.1.1.6.1
    2. Identify the time period and setting of the text. R6.1.1.6.2
    3. Identify if the text is literary or informational. R6.1.1.6.3

1. Evaluate arguments and specific claims from complex informational texts. R7.1.1

    1. Benchmarks begin in grade 3. R7.1.1.7.1

1. Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts. R8.1.1

    1. Recognize how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song. R8.1.1.8.1
    2. Ask and answer questions to help determine or clarify the meaning of unfamiliar vocabulary and phrases in informational text. R8.1.1.8.2

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1. Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information. R9.1.1
    1. Identify two different sources of information on a topic of personal interest or academic focus (e.g., a picture book and a website or an encyclopedia and a video). R9.1.1.9.1
    2. Examine concept of relevance of sources to task and topic, with prompting as needed. R9.1.1.9.2

Writing

2. Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing. W1.1.2
    0. Print all uppercase and lowercase letters. W1.1.2.1.0
    1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). W1.1.2.1.1
    2. Accurately spell words in common word families and high-frequency words; use phonetic spelling for other words. W1.1.2.1.2
    3. Use frequently-occurring nouns, verbs and prepositions in simple sentences authentically in writing. W1.1.2.1.3
2. Write routinely for various purposes and disciplines, representing one's own personal perspective, identity and voice. W2.1.2
    1. Write routinely, through a combination of writing, drawing and speaking. W2.1.2.2.1
    2. Share personal perspective, identity, and voice, verbally, visually or in writing. W2.1.2.2.2
2. Develop and strengthen writing by using a writing process including planning, drafting, revising, editing and publishing. W3.1.2
    1. Plan, draft and revise to strengthen writing in a shared setting. W3.1.2.3.1
2. Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience. W4.1.2
    1. Write to state a personal opinion, and provide one or two reasons for the opinion. W4.1.2.4.1
2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience. W5.1.2
    1. Write to inform or explain, identifying a topic and stating facts about the topic. W5.1.2.5.1
    2. Write to respond to a story. W5.1.2.5.2
2. Write narratives, poetry and other creative texts with details and effective technique to express ideas. W6.1.2
    1. Write to tell a story, creating details about a character and setting. W6.1.2.6.1
    2. Include details in a written story in an order that makes sense. W6.1.2.6.2

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2. Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences. W7.1.2
    1. Ask and answer questions to participate in shared research and writing projects. W7.1.2.7.1
    2. Plan and conduct research from teacher- recommended sources and share findings in writing, with support and guidance (e.g., encyclopedias, informational texts). W7.1.2.7.2
2. Support writing with evidence from sources, correctly citing those sources, and demonstrating an understanding of the rights and obligations of using intellectual property. W8.1.2
    1. Identify which words belong to an author and which words are student's own. W8.1.2.8.1

Listening, Speaking, Viewing and Exchanging Ideas

13. Exchange ideas in discussion and collaboration, as listener, speaker and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities and cultures like and unlike their own, and B) expressing one's own ideas, stories and experiences. LSVEI1.13
    1. Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. LSVEI1.1.3.1.1
        a. Help create and follow agreed-upon norms for a discussion (e.g., speaker, listener, participation, questioning) respectful of culture. LSVEI1.1.3.1.1.A
        b. Participate as speaker and listener, responding to and building on the comments and ideas of others. LSVEI1.1.3.1.1.B
        c. Express one's own ideas, stories and experiences. LSVEI1.1.3.1.1.C
        d. Make a contribution toward a shared goal in collaboration with others. LSVEI1.1.3.1.1.D
        e. Follow sequence of a story or discussion or steps in a process. LSVEI1.1.3.1.1.E
    2. Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood. LSVEI1.1.3.1.2
13. Communicate with others, applying knowledge of vocabulary, language, structure and features of spoken language, considering audience and context. LSVEI2.13
    1. Demonstrate understanding of intonation and phrasing in spoken language. LSVEI2.1.3.2.1

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13. Thoughtfully and safely access, analyze, and create written, oral and digital content applicable to task, purpose, audience and discipline. LSVEI3.13

    1. Create written, oral and digital content that communicates knowledge and ideas in a variety of presentation styles. LSVEI3.1.3.3.1

    2. Create and share work using a teacher-selected digital tool, articulating the advantages and limitations of the tool, related to task, purpose and audience, considering digital footprint. LSVEI3.1.3.3.2