

**IKM-Manning Curriculum**  
**Language Arts Standards / Benchmarks / Indicators**  
**February 2008**

**Standards:**

Students will demonstrate competence in the strategies and skills of the reading process  
Students will comprehend what they read in a variety of literary and informational texts  
Students will use the general skills and strategies of the writing process  
Students will use stylistic, rhetorical, and mechanical conventions of writing  
Students will gather and use information for research purposes  
Students will demonstrate competence in speaking, listening, and viewing for different purposes

**Course Benchmarks:**

- 1.1.1 Identifies concepts of print/parts of a book (L, C)
- 1.1.2 Reads print using meaning and context clues (H, L, C)
- 1.1.3 Applies phonological principles using letter sounds and relationships to decode words (H, L, C)
- 1.2.1 Reads, comprehends, responds to, and analyzes grade-level appropriate text (H, L, C, G, MCGF)
- 1.3.1 Communicates with legible and complete sentences (L, C, H)
- 1.4.1 Demonstrates writing with skill for a variety of purposes and audiences (H, L, C)
- 1.5.1 Uses a variety of print and non-print resources to locate and gather information (H, L, C, T)
- 1.6.1 Uses speaking and listening skills for a variety of purposes (L, C)

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**1<sup>st</sup> Grade**

**1.1 Strategies and skills of the reading process**

*1.1.1 Identifies concepts of print/parts of a book (L, C)*

- 1.1.1.A Matches oral words to printed words
- 1.1.1.B Read from left to right, top to bottom, front to back

*1.1.2 Reads print using meaning and context clues (H, L, C)*

- 1.1.2.A Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word or the sentence doesn't make sense
- 1.1.2.B Solves unknown words through strategies that include using syntax and word meaning clues, comparing pronounced sound to printed letters, gathering context clues from surrounding sentences or pictures, and deriving new words by analogy to known words and word parts

**1.1.3** *Applies phonological principles using letter sounds and relationships to decode words (H, L, C)*

- 1.1.3.A Blends onsets and rimes to form words (i.e., change “hat” to “cat”)
- 1.1.3.B Blend or segment the phonemes of most one syllable words
- 1.1.3.C Substitutes letters in any position to form a new word (i.e., “fort” to “fork”, “bat” to “but”)
- 1.1.3.D Accurately decodes regular, one-syllable words and nonsense words (i.e., “sit”, “zot”)
- 1.1.3.E Uses letter-sound correspondence knowledge to sound out unknown words when reading text
- 1.1.3.F Recognizes first grade Dolch sight words
- 1.1.3.G Identifies words with opposite meanings, words that rhyme, contractions, and compound words

**1.2 Comprehend what is read in a variety of literary and informational texts**

**1.2.1** *Reads, comprehends, responds to, and analyzes grade-level appropriate text (H, L, C, G, MCGF)*

- 1.2.1.A Understands, interprets, and summarizes what is read
- 1.2.1.B Reads aloud fluently with expression
- 1.2.1.C Distinguishes fiction from nonfiction
- 1.2.1.D Identify story elements (setting, characters, sequence, problem, solution, and main idea)
- 1.2.1.E Use prediction to understand text
- 1.2.1.F Make connections between text/self/world
- 1.2.1.G Reads grade level appropriate material (90% or better accuracy with self-corrects)
- 1.2.1.H Discusses information learned from nonfiction text

**1.3 Students will use the general skills and strategies of the writing process.**

**1.3.1** *Communicates with legible and complete sentences (L, C, H)*

- 1.3.1.A Composes a complete sentence
- 1.3.1.B Prints correctly and neatly so others can read it
- 1.3.1.C Uses the steps of the writing process to complete written work

**1.4 Students will use stylistic, rhetorical, and mechanical conventions of writing.**

**1.4.1** *Demonstrates writing with skill for a variety of purposes and audiences (H, L, C)*

- 1.4.1.A Uses capitalization in the first word of a sentence and proper nouns
- 1.4.1.B Uses end of sentence punctuation correctly
- 1.4.1.C Applies spelling skills in written work
- 1.4.1.D Writes a personal narrative
- 1.4.1.E Writes a nonfiction paragraph
- 1.4.1.F Writes a journal entry
- 1.4.1.G Writes a friendly letter

**1.5 Students will gather and use information for research purposes.**

*1.5.1 Uses a variety of print and non-print resources to locate and gather information (H, L, C, T)*

1.5.1.A Uses classroom resources to support the writing process

1.5.1.B Identifies basic information about a book (author, title, illustrator, and table of contents)

**1.6 Students will demonstrate competence in speaking, listening, and viewing for different purposes.**

*1.6.1 Uses speaking and listening skills for a variety of purposes (L, C)*

1.6.1.A Uses appropriate voice volume when speaking

1.6.1.B Uses an appropriate sequence when retelling a personal experience or story

1.6.1.C Demonstrates understanding of appropriate role in classroom discussions

1.6.1.D Follows directions with one, two, or three steps

1.6.1.E Demonstrates active listening skills

\*Coding for Infusion Topics covered in curriculum:

Higher Order Thinking Skills (H), Vocational/Career Education (V), Global Education (G), Multi-Cultural/Gender Fair (MCGF), Learning Skills (L), Communication Skills (C), Technology (T)