

# Language Arts

## Reading

### 1<sup>st</sup> Grade

Benchmark Code – Subject: Language Arts = LA

Strand 1= Literature

Strand 2= Informational Text

Strand 3= Foundational Skills

Strand 4= Writing

Strand 5= Communication

Strand 6 = Language

Strand 7= Media Literacy

Code: Subject.Grade.Strand#.Standard#.Benchmark#.

Example: LA1.1.4.3 – Language Arts, First Grade, Strand 1, Standard 4, Benchmark 3

#### **Strand 1: Literature**

**Standard 1: The student reads closely to identify key ideas and details in literature.**

Benchmark Code	Benchmark
LA.1.1.1.1	The student will ask and answer questions about key details in a text.
LA.1.1.1.2	The student will retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.1.1.1.3	The student will describe characters, settings, and major events in a story, using key details.

**Standard 2: The student identifies the craft and structure of a story or selection.**

Benchmark Code	Benchmark
LA.1.1.2.1	The student will identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
LA.1.1.2.2	The student will explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
LA.1.1.2.3	The student will identify who is telling the story at various points in a text.

**Standard 3: The student integrates knowledge and ideas in literature.**

Benchmark Code	Benchmark
LA.1.1.3.1	The student will use illustrations and details in a story to describe its characters, setting, or events.
LA.1.1.3.2	The student will compare and contrast the adventures and experiences of characters in stories.

Standard 4: The student will increase own range of reading and level of text complexity in literature.	
Benchmark Code	Benchmark
LA.1.1.4.1	The student will read prose and poetry of appropriate complexity for grade 1 with prompting and support.
<b>Strand 2: Informational Text</b>	
Standard 1: The student reads closely to identify key ideas and details in informational text.	
Benchmark Code	Benchmark
LA.1.2.1.1	The student will ask and answer questions about key details in a text.
LA.1.2.1.2	The student will identify the main topic and retell key details of a text.
LA.1.2.1.3	The student will describe the connection between two individuals, events, ideas, or pieces of information in a text.
Standard 2: The student identifies the craft and structure of an informational text.	
Benchmark Code	Benchmark
LA.1.2.2.1	The student will ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.1.2.2.2	The student will know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.1.2.2.3	The student will distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Standard 3: The student integrates knowledge and ideas in informational text.	
Benchmark Code	Benchmark
LA.1.2.3.1	The student will use the illustrations and details in a text to describe its key ideas.
LA.1.2.3.2	The student will identify the reasons an author gives to support points in a text.
LA.1.2.3.3	The student will identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Standard 4: The student increases own range of reading and level of text complexity in informational text.	
Benchmark Code	Benchmark
LA.1.2.4.1	The student will read informational texts appropriately complex for grade 1 with prompting and support.

### **Strand 3: Foundational Skills**

Standard 1: The student demonstrates the understanding of the organization and basic features of print.

Benchmark Code	Benchmark
LA.1.3.1.1	The student will recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Standard 2: The student demonstrates understanding of spoken words, syllables, and sounds.

Benchmark Code	Benchmark
LA.1.3.2.1	The student will distinguish long from short vowel sounds in spoken single-syllable words.
LA.1.3.2.2	The student will orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.1.3.2.3	The student will isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
LA.1.3.2.4	The student will segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Standard 3: Phonics and Word Recognition. The student knows and applies grade-level phonics and word analysis skills in decoding words.

Benchmark Code	Benchmark
LA.1.3.3.1	The student will know the spelling-sound correspondences for common consonant digraphs.
LA.1.3.3.2	The student will decode regularly spelled one-syllable words.
LA.1.3.3.3	The student will know final-e and common vowel team conventions for representing long vowel sounds.
LA.1.3.3.4	The student will use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
LA.1.3.3.5	The student will decode two-syllable words following basic patterns by breaking the words into syllables.
LA.1.3.3.6	The student will read words with inflectional endings.
LA.1.3.3.7	The student will recognize and read grade-appropriate irregularly spelled words.
LA.1.3.3.8	The student will use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
LA.1.3.3.9	The student will spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Standard 4: The student reads with sufficient accuracy and fluency to support comprehension.	
Benchmark Code	Benchmark
LA.1.3.4.1	The student read on-level text with purpose and understanding.
LA.1.3.4.2	The student will read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
LA.1.3.4.3	The student will use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Strand 4: Writing</b>	
Standard 1: Text Types and Purposes	
Benchmark Code	Benchmark
LA.1.4.1.1	The student will 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.
LA.1.4.1.2	The student will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.1.4.1.3	The student will 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.
Standard 2: Production and Distribution of Writing	
Benchmark Code	Benchmark
LA.1.4.2.1	The student will focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as need, with guidance and support from adults.
Standard 3: Research to Build and Present Knowledge	
Benchmark Code	Benchmark
LA.1.4.3.1	The student will 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).
LA.1.4.3.2	The student will recall information and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.1.4.3.3	The student will identify authors and illustrators with their works.

## **Strand 5: Communication**

### **Standard 1: Penmanship**

The student engages in the writing process and writes to communicate ideas and experiences.

Benchmark Code	Benchmark
LA.1.5.1.1	The student will write numbers and uppercase and lowercase letters using left to right sequencing and correct position of pencil.
LA.1.5.1.2	The student will use appropriate spacing between letters, words, and sentences.

**Standard 2: Listening and Speaking.** The student participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Benchmark Code	Benchmark
LA.1.5.2.1	The student will 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.)
LA.1.5.2.2	The student will build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.1.5.2.3	The student will ask questions about key details in a text read aloud or information presented orally or through other media.
LA.1.5.2.4	The student will ask and answer questions about key details in a text aloud or information presented orally or through other media.
LA.1.5.2.5	The student will ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.1.5.2.6	The student will describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.1.5.2.7	The student will add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.1.5.2.8	The student will produce complete sentences when appropriate to task and situation.

## **Strand 6: Language**

**Standard 1: Language Conventions.** The student demonstrates command of the conventions of standard English and usage when writing or speaking.

Benchmark Code	Benchmark
LA.1.6.1.1	The student will begin to write a range of complete sentences (declarative, interrogative, and exclamatory) with corresponding ending marks.

LA.1.6.1.2	The student will experiment with singular and plural nouns (including irregular nouns) and noun/pronoun agreement.
LA.1.6.1.3	The student will use subject and verb agreement for 1 <sup>st</sup> and 2 <sup>nd</sup> person and experiment with 3 <sup>rd</sup> person present in simple sentences.
LA.1.6.1.4	The student will begin to use the past tense for regular verbs and selected irregular verbs from the grade level verb list.
LA.1.6.1.5	The student will use subject pronouns correctly.
LA.1.6.1.6	The student will begin to write in the future tense.
LA.1.6.1.7	The student will begin to use frequently occurring adjectives and experiment with adverbs.
LA.1.6.1.8	The student will begin to use simple prepositional phrases in sentences.
LA.1.6.1.9	The student will begin to use capital letters for the pronoun I, the beginning of a sentence and proper nouns such as the names of people and places, days of the week, months of the year, titles, and others.
LA.1.6.1.10	The student will experiment with the use of commas in dates and items in a series.
LA.1.6.1.11	The student will experiment with new punctuation in writing: quotation marks in dialogue, apostrophes in singular possessives and contractions, and periods in abbreviations.
LA.1.6.1.12	The student will use frequently occurring conjunctions (e.g., and, but, or so, because).
LA.1.6.1.13	The student will use determiners. (e.g., articles, demonstratives)
LA.1.6.1.14	The student will produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
Standard 2: Vocabulary Acquisition and Use. The student determines the meaning of unknown words and phrases, understands word relationships in word meanings, and uses acquired words and phrases.	
<b>Benchmark Code</b>	<b>Benchmark</b>
LA.1.6.2.1	The student will use sentence-level context as a clue to the meaning of a word or phrase.
LA.1.6.2.2	The student will use frequently occurring affixes as a clue to the meaning of a word.
LA.1.6.2.3	The student will identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
LA.1.6.2.4	The student will sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.

LA.1.6.2.5	The student will define words by category and by one or more key attributes (e.g., a duck is a bird that swims, a tiger is a large cat with stripes).
LA.1.6.2.6	The student will identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.1.6.2.7	The student will distinguish shades of meaning among verbs differing in manner (e.g., look, watch, see) and adjectives differing in intensity (e.g., large, gigantic, enormous, huge) by defining choosing them or by acting out the meanings.
LA.1.6.2.8	The student will 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., because)
<b>Strand 7: Media Literacy</b>	
Standard 1: Media Literacy The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
Benchmark Code	Benchmark
LA.1.7.1.1	The student will recognize that non print media affect thoughts and feelings (e.g., graphics, music, digital video).
LA.1.7.1.2	The student will identify types of mass communication (e.g., film, newspapers, radio, digital technology).
Standard 2: Technology The student develops essential technology skills for using and understanding conventional and current tools, materials, and processes.	
Benchmark Code	Benchmark
LA.1.7.2.1	The student will use a variety of digital tools to produce and publish writing, with guidance and support from adults and including collaboration with peers.

# Math

## 1<sup>st</sup> Grade

Benchmark Code –Subject: Math = M

Strand 1 = Numbers

Strand 2 = Measurement

Strand 3 = Probability and Statistics

Strand 4 = Geometry

Strand 5 = Algebra

Subject (M, S, SS, LA).Grade#.Strand#.Standard#. Benchmark#

Example: M.1.1.4.3 – Math, Grade1, Strand 1, Standard 4, Benchmark 3

### Strand 1: Number

Standard 1: The student understands and uses number notation and place value up to 100.

Benchmark Code	Benchmark
M.1.1.1.1	The student will count to 100 by ones, tens, and fives forward and backwards from a given number.
M.1.1.1.2	The student will know basic addition and subtraction facts.
M.1.1.1.3	The student will read and write numbers up to 99 in numerals.
M.1.1.1.4	The student will identify equivalent names for numbers.
M.1.1.1.5	The student will recognize the place value of numbers (hundreds, tens, ones) with or without manipulatives.
M.1.1.1.6	The student will add and subtract using a number grid.
M.1.1.1.7	The student will use symbols +, -, and = to solve addition and subtraction number sentences.
M.1.1.2.8	The student will estimate sums.
M.1.1.2.9	The student will use greater than and less than symbols.
M.1.1.2.10	The student will identify and use odd and even numbers.
M.1.1.2.11	The student will solve simple word problems with addition and subtraction.
M.1.1.2.12	The student will use numbers and the plus, minus, and equal symbols to count forward and backwards on a calculator.

Standard 2: The student compares numbers up to 100 and arranges them in numerical order.

Benchmark Code	Benchmark
M.1.1.2.1	The student will arrange numbers in increasing and decreasing order from 1-99.

Revised October 2016



M.1.1.2.2	The student will locate numbers up to 100 on the number line.
M.1.1.2.3	The student will compare two or more sets of objects in terms of differences in the number of elements.
Standard 3: The student adds, subtracts, composes, and decomposes, numbers up to 100.	
Benchmark Code	Benchmark
M.1.1.3.1	The student will solve problems that require addition and subtraction of two digit numbers in a variety of ways without carrying.
M.1.1.3.2	The student will compose and decompose one digit numbers.
M.1.1.3.3	The student will use groups of tens and ones to add numbers greater than ten.
M.1.1.3.4	The student will create and solve addition and subtraction problems with numbers up to ten using visual aids such as number models.
Standard 5: The student understands simple fractions.	
Benchmark Code	Benchmark
M.1.1.5.1	The student will identify quantities that show one-half, one-third, and one-fourth.
<b>Strand 2: Measurement</b>	
Standard 1: The student measures length, weight, capacity (volume) of objects.	
Benchmark Code	Benchmark
M.1.2.1.1	The student will use rulers, scales, and containers to measure and compare the dimension, weight, and capacity (volume) of classroom objects in the metric system.
Standard 2: The student recognizes and uses words that represent time, temperature, and money.	
Benchmark Code	Benchmark
M.1.2.2.1	The student will tell and record time from analog (round) clocks in hour and half-hour intervals, compare hour and minute hands, be introduced to the quarter hour, and use language of approximation to describe times.
M.1.2.2.2	The student will measure to the exact centimeter using rulers and tape measures.
M.1.2.2.3	The student will count equivalent amounts of money and make change with the fewest amount of coins,
M.1.2.2.4	The student will recognize quarters and dollars.
M.1.2.2.5	The student will use basic functions of the calendar (day, week, month, and year).
M.1.2.2.6	The student will be introduced to the Celsius thermometer.

**Strand 3: Probability and Statistics**

Standard 3: The student begins to use picture graphs to pose and solve problems.

Benchmark Code	Benchmark
M.1.3.3.1.	The student will interpret picture graphs (e.g. - bar graphs, tally charts, tables etc.) with numbers.
M.1.3.3.2	The student will create picture graphs of counts and measurements from collected or provided data.
M.1.3.3.3	The student will determine the likelihood of spinning a certain number.
M.1.3.3.4	The student will find the minimum and maximum of a data set.

**Strand 4: Geometry**

Standard 1: The student recognizes, describes, and draws geometric figures.

Benchmark Code	Benchmark
M.1.4.1.1	The student will identify, describe, and draw a plane and two-dimensional figures.
M.1.4.1.2	The student will identify, describe, and name three-dimensional figures.
M.1.4.1.3	The student will sort geometric objects by shape and size.

Standard 2: The student rotates, inverts, and combines geometric tiles and solids.

Benchmark Code	Benchmark
M.1.4.2.1	The student will describe and draw shapes resulting from rotation and flips of simple two-dimensional figures-E-.
M.1.4.2.2	The student will identify symmetrical shapes created by rotation and reflection –E.
M.1.4.2.3	The student will recognize geometrical tiles and cubes to assemble and disassemble compound figures-E.

**Strand 5: Algebra**

Standard 1: The student recognizes and extends simple patterns.

Benchmark Code	Benchmark
M.1.5.1.1	The student will skip count by fives and tens to 100 and count backwards from 10. Skip count by twos to twenty.
M.1.5.1.2	The student will identify and explain simple repeating patterns with shapes, pictures, or numbers.

M.1.5.1.3	The student will determine a plausible next term in a given sequence and a given reason.
M.1.5.1.4	The student will find patterns in addition and subtraction facts.
Standard 2: The student finds unknowns in problems involving additions and subtraction.	
Benchmark Code	Benchmark
M.1.5.2.1	The student will demonstrate that addition can be done in any order but that subtraction cannot.
M.1.5.2.2	The student will find the missing numbers or rules or create own problems in frames and arrows problems.
Standard 3: The student understands how adding and subtracting are inverse operations.	
Benchmark Code	Benchmark
M.1.5.3.1	The student will demonstrate the relationship between addition and subtraction using manipulatives (e.g. $2 + 1 = 3$ , $3 - 1 = 2$ ).

# Social Studies

## 1<sup>st</sup> Grade

Benchmark Code – Subject: Social Studies = SS

Strand 1 = Historical Understandings

Strand 2 = Geography Understandings

Strand 3 = Government/Civic Understandings

Strand 4 = Economic Understandings

Code: Subject. Grade.Strand#.Standard#. Benchmark#

Example: M.1.1.4.3 –Social Studies, First Grade, Strand 1, Standard 4, Benchmark 3

### Strand 1: Historical Understandings

Standard 1: The student reads about and describes the life of historical figures.

Benchmark Code	Benchmark
SS.1.1.1.1	The student will describe how everyday life in the past is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, reaction).

Standard 2: The student develops an appreciation of the study of history, and to see history as a reference point for the future.

Benchmark Code	Benchmark
SS.1.1.2.1	The student will recognize that people, events, and places change over time.
SS.1.1.2.2	The student will organize their daily experiences and life experiences in time order.

Standard 3: The student appreciates contributions as a leader of Mexican culture and understands its history and its place in the modern world.

Benchmark Code	Benchmark
SS.1.1.3.1	The student will explain diverse community, family, and official celebrations and customs such as Columbus Day, Mexican Flag Day, Mother's Day, etc.

### Strand 2: Geographic Understandings

Standard 1: The student identifies and locates his/her country, city, state, nation, and continent on a simple map or globe.

Benchmark Code	Benchmark
SS.1.2.1.1	The student will identify and use pictorial and symbols.
SS.1.2.1.2	The student will apply and use a map key to interpret symbols.
SS.1.2.1.3	The student will use simple location terms.

SS.1.2.1.4	The student will locate Mexico and the U.S. on a map or globe.
SS.1.2.1.5	The student will identify the North/South poles on a globe or map.
SS.1.2.1.6	The student will identify and use cardinal directions on a map or globe.
SS.1.2.1.7	The student will recognize that climate varies from place to place.
SS.1.2.1.8	The student will identify the main habitats with corresponding climate and life forms.
SS.1.2.1.9	The student will recognize how location affects the type of characteristics the area has.
<b>Standard 2: The student locates major topographical features of Earth's surface.</b>	
<b>Benchmark Code</b>	<b>Benchmark</b>
SS.1.2.2.1	The student will locate all continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia on a globe or map.
SS.1.2.2.2	The student will locate major oceans: Arctic, Atlantic, Pacific, and Indian.
SS.1.2.2.3	The student will identify and describe landforms (mountains, deserts, valleys, and coasts).
SS.1.2.2.4	The student will recognize that Earth is made up of many land and water areas.
<b>Strand 3: Government/Civic Understandings</b>	
<b>Standard 1: The student understands the need, structure, and meaning of communities and societies.</b>	
<b>Benchmark Code</b>	<b>Benchmark</b>
SS.1.3.1.1	The student will identify helpers and their roles within the community.
SS.1.3.1.2	The student will recognize official holidays (Mexican/American) on a calendar.
SS.1.3.1.3	The student will describe various roles and responsibilities within the family.
<b>Standard 2: The student identifies and exhibits the skills of a good citizen based on understanding of justice and demographic principles..</b>	
<b>Benchmark Code</b>	<b>Benchmark</b>
SS.1.3.2.1	The student will recognize the rights/values of others.
<b>Strand 4: Economic Understandings</b>	
<b>Standard 1: The student identifies goods that people make and services that people provide for each other.</b>	
<b>Benchmark Code</b>	<b>Benchmark</b>
SS.1.4.1.1	The student will distinguish between needs and wants.
SS.1.4.1.2	The student will distinguish between goods and services.

# Science

## 1<sup>st</sup> Grade

Benchmark Code—Subject: Science= S

Strand 1 = Life Science

Strand 2 = Chemistry

Strand 3 = Earth Science

Strand 4 = Physics

Strand 5 = Scientific Inquiry

Code: Subject.Grade.Strand#.Standard#.Benchmark#

Example: S.1.1.1.1 –Science, First Grade, Strand 1, Standard 1, Benchmark 1

### Strand 1: Life Science

Standard 1: The student asks questions about a variety of living things and everyday events that can be answered through observations. The student begins to understand plant and animal interaction. The student considers things and processes that plants and animals need to stay alive.

Benchmark Code	Benchmark
S.1.1.1.1	The student will observe and describe that there can be differences among the individuals within one kind of plant or animal group such as size or markings.
S.1.1.1.2	The student will observe and explain that animals eat plants or other animals for food.
S.1.1.1.3	The student will identify animal life cycles.
S.1.1.1.4	The student will explain that people need water, food, air, shelter, and rest.
S.1.1.1.5	The student will identify the differences and the similarities between plants and animals in the child's environment.
S.1.1.1.6	The child will observe the germination and the growth of plants.
S.1.1.1.7	The student will talk about the conservation and the contamination of water.
S.1.1.1.8	The student will identify the foods and the products that people use to satisfy their needs (includes the food pyramid).
S.1.1.1.9	The student will distinguish between living things and nonliving things through observation using the five senses.

### Strand 3: Earth Science

Standard 1: The student investigates, describes, and discusses his/her natural surroundings. The student questions why things move and change.

Benchmark Code	Benchmark
S.1.3.1.1	The student will demonstrate an awareness of the planets and stars.(Space Week)
S.1.3.1.2	The student will investigate by observing and also measuring that the sun warms the land, air, and water, and provides light.
Standard 2: The student learns to respect and to care for the environment.	
Benchmark Code	Benchmark
S.1.3.2.1.	The student will identify and practice recycling methods.
<b>Strand 5: Scientific Inquiry</b>	
Standard 1: The student actively explores how the world works by following the steps of the scientific method.	
Benchmark Code	Benchmark
S.1.5.1.1	The student will seek answers to their questions about the world by making observations and predictions.
S.1.5.1.2	The student will follow simple steps of an experiment.
S.1.5.1.3	The student will investigate objects through their senses by observing, describing, drawing, and sorting objects carefully to learn about them in terms of number, shape, texture, size, weight, color, and motion.
S.1.5.1.4	The student will observe and describe similar patterns, such as shapes, designs, and events that may show up in nature (e.g., honeycombs, sunflowers, or shells).
S.1.5.1.5	The student will write and discuss brief informational descriptions of a real object, person, place, or event using information from observations.
S.1.5.1.6	The student will use appropriate safety procedures when conducting investigations.
Standard 2: The student begins to find answers to his/her questions about the world by using measurements, estimations, and observation as well as working with materials.	
Benchmark Code	Benchmark
S.1.5.2.1	The student will use tools, such as rulers, thermometers, balances, watches, and magnifiers, to investigate the world and make observations.
S.1.5.2.2	The student will collect and record data in tables, charts, and bar graphs.
S.1.5.2.3	The student will compare data with others to examine and question results.