



## English Language Arts (B.E.S.T.) Standards

GRADES: K, 1, 2

### Strand: EXPECTATIONS

Expectation 1: Cite evidence to explain and justify reasoning.

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p> <p><i>Clarifications:</i></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>

Expectation 2: Read and comprehend grade-level complex texts proficiently.

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><i>Clarifications:</i></p> <p>See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>

Expectation 3: Make inferences to support comprehension.

BENCHMARK CODE	BENCHMARK
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ELA.K12.EE.3.1	<p>Make inferences to support comprehension.</p> <p><u>Clarifications:</u>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
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**Expectation 4: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.**

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.4.1	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><u>Clarifications:</u>  In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>

**Expectation 5: Use the accepted rules governing a specific format to create quality work.**

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.5.1	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><u>Clarifications:</u>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>

**Expectation 6: Use appropriate voice and tone when speaking or writing.**

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.6.1	<p>Use appropriate voice and tone when speaking or writing.</p> <p><u>Clarifications:</u>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

## English Language Arts (B.E.S.T.) Standards

GRADE: 1

**Strand: FOUNDATIONAL SKILLS**

**Standard 1: Learning and Applying Foundational Reading Skills**

BENCHMARK CODE	BENCHMARK
ELA.1.F.1.1	<p>Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.1.F.1.AP.1 Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books with a model. <i>Date Adopted or Revised: 03/22</i></p>
ELA.1.F.1.2	<p>Demonstrate phonological awareness.</p> <ul style="list-style-type: none"> <li>a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.</li> <li>b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</li> <li>c. Blend single-syllable spoken words with at least five phonemes.</li> <li>d. Segment single-syllable spoken words with at least five phonemes.</li> <li>e. Segment and blend phonemes in multi-syllable spoken words.</li> </ul> <p><i>Clarifications:</i> <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.1.F.1.AP.2a Segment spoken words into initial, medial and final phonemes, including words with digraphs, blends and trigraphs. <i>Date Adopted or Revised: 03/22</i></p> <p>ELA.1.F.1.AP.2b Blend initial, medial and final phonemes together to identify or produce a single-syllable word that includes digraphs, blends or trigraphs. <i>Date Adopted or Revised: 03/22</i></p> <p>ELA.1.F.1.AP.2c Blend single-syllable spoken words with at least four phonemes. <i>Date Adopted or Revised: 03/22</i></p> <p>ELA.1.F.1.AP.2d Segment single-syllable spoken words with at least four phonemes. <i>Date Adopted or Revised: 03/22</i></p> <p>ELA.1.F.1.AP.2e Segment and blend phonemes in familiar multi-syllable spoken words. <i>Date Adopted or Revised: 03/22</i></p>
ELA.1.F.1.3	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ul style="list-style-type: none"> <li>a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.</li> <li>b. Decode simple words with r-controlled vowels.</li> <li>c. Decode and encode regularly spelled one-syllable words.</li> <li>d. Decode words with inflectional endings.</li> <li>e. Decode two-syllable words with regular patterns by breaking the words into syllables.</li> </ul>

	<p>f. Decode words that use final –e and vowel teams to make long-vowel sound.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p><i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See <a href="#">1.F.1.4</a> and <a href="#">Dolch and Fry</a> word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.1.F.1.AP.3a Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs and blends. <u>Date Adopted or Revised:</u> 03/22</p> <p>ELA.1.F.1.AP.3b Decode simple words with r-controlled vowels. <u>Date Adopted or Revised:</u> 03/22</p> <p>ELA.1.F.1.AP.3c Decode and encode regularly spelled one-syllable words. <u>Date Adopted or Revised:</u> 03/22</p> <p>ELA.1.F.1.AP.3d Decode words with inflectional endings. <u>Date Adopted or Revised:</u> 03/22</p> <p>ELA.1.F.1.AP.3e Decode two-syllable words with regular patterns by breaking the words into syllables. <u>Date Adopted or Revised:</u> 03/22</p> <p>ELA.1.F.1.AP.3f Decode words that use final –e and vowel teams to make long-vowel sound. <u>Date Adopted or Revised:</u> 03/22</p>
<p>ELA.1.F.1.4</p>	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>a. Recognize and read with automaticity the grade-level sight words.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> See <a href="#">Dolch and Fry</a> word lists.</p> <p><i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See <a href="#">1.F.1.3</a>. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p> <p><i>Clarification 3:</i> See <a href="#">Fluency Norms</a> for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.</p> <p><i>Clarification 4:</i> “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See <a href="#">Sample Oral Reading Fluency Rubrics</a> for prosody.</p> <p><i>Clarification 5:</i> Grade-level texts, for the purposes of fluency, are those <a href="#">within the grade band on quantitative text complexity measures</a> and appropriate in content and qualitative measures.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p>

ELA.1.F.1.AP.4a Recognize and read sight words. <i>Date Adopted or Revised: 03/22</i>
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**Strand: READING**

**Standard 1: Reading Prose and Poetry**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.1.R.1.1	<p>Identify and describe the main story elements in a story.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.</p> <p><i>Clarification 2:</i> In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.</p> <p><i>Clarification 3:</i> For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.1.R.1.AP.1  Identify the main story elements in a story.  <i>Date Adopted or Revised: 03/22</i></p>
ELA.1.R.1.2	<p>Identify and explain the moral of a story.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.1.R.1.AP.2  Identify the moral of a story.  <i>Date Adopted or Revised: 03/22</i></p>
ELA.1.R.1.3	<p>Explain who is telling the story using context clues.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Students will use the term “narrator” to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.1.R.1.AP.3  Identify who is telling the story using context clues.  <i>Date Adopted or Revised: 03/22</i></p>
ELA.1.R.1.4	<p>Identify stanzas and line breaks in poems.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> This benchmark can be paired with <a href="#">R.1.1</a>, <a href="#">R.1.2</a>, <a href="#">R.1.3</a> and <a href="#">R.3.2</a> for instruction with story poems.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.1.R.1.AP.4  Identify a line break in a poem.  <i>Date Adopted or Revised: 03/20</i></p>

Standard 2: Reading Informational Text	
BENCHMARK CODE	BENCHMARK
ELA.1.R.2.1	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.
	<b>Related Access Point(s)</b>
	ELA.1.R.2.AP.1 Use text features including titles, headings and/or illustrations to demonstrate understanding of texts. <i>Date Adopted or Revised: 03/22</i>
ELA.1.R.2.2	Identify the topic of and relevant details in a text.
	<b>Related Access Point(s)</b>
	ELA.1.R.2.AP.2 Identify the topic of and select a relevant detail in a text. <i>Date Adopted or Revised: 03/22</i>
ELA.1.R.2.3	Explain similarities and differences between information provided in visuals and words in an informational text.
	<i>Clarifications:</i> <i>Clarification 1:</i> When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.  <i>Clarification 2:</i> During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.
	<b>Related Access Point(s)</b>
	ELA.1.R.2.AP.3 Identify if information was provided from a visual or from words in an informational text. <i>Date Adopted or Revised: 03/22</i>
ELA.1.R.2.4	Identify an author's opinion(s) about the topic.
	<b>Related Access Point(s)</b>
	ELA.1.R.2.AP.4 Identify an author's opinion about the topic. <i>Date Adopted or Revised: 03/22</i>

Standard 3: Reading Across Genres	
BENCHMARK CODE	BENCHMARK
ELA.1.R.3.1	Identify and explain descriptive words and phrases in text(s).
	<i>Clarifications:</i> <i>Clarification 1:</i> Continue to expose students to the academic vocabulary word "adjective." Discussion should focus on how the descriptive words add meaning to the text.
	<b>Related Access Point(s)</b>
	ELA.1.R.3.AP.1 Identify descriptive words and phrases in text(s). <i>Date Adopted or Revised: 03/22</i>
ELA.1.R.3.2	Retell a text in oral or written form to enhance comprehension.
	<ul style="list-style-type: none"> <li>a. Use main story elements at the beginning, middle, and end for a literary text.</li> <li>b. Use topic and important details for an informational text.</li> </ul>

	<p><i>Clarifications:</i>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.1.R.3.AP.2a  Identify main story elements at the beginning, middle and end for a literary text using the student's mode of communication.  <i>Date Adopted or Revised:</i> 03/22</p>
	<p>ELA.1.R.3.AP.2b  Identify a topic and relevant details for an informational text using the student's mode of communication.  <i>Date Adopted or Revised:</i> 03/22</p>
ELA.1.R.3.3	<p>Compare and contrast two texts on the same topic.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.1.R.3.AP.3  Identify details about two texts on the same topic.  <i>Date Adopted or Revised:</i> 03/22</p>

**Strand: COMMUNICATION**

Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
ELA.1.C.1.1	<p>Print all upper- and lowercase letters.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Students should have adequate spacing between letters and/or words.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.1.C.1.AP.1  Print all upper- and lowercase letters with a model.  <i>Date Adopted or Revised:</i> 03/22</p>
ELA.1.C.1.2	<p>Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.1.C.1.AP.2  Write a narrative with two sequenced events.  <i>Date Adopted or Revised:</i> 03/22</p>
ELA.1.C.1.3	<p>Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.1.C.1.AP.3  Write an opinion about a topic.  <i>Date Adopted or Revised:</i> 03/22</p>
ELA.1.C.1.4	<p>Write expository texts about a topic, using a source, providing facts and a sense of closure.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p>
	<b>Related Access Point(s)</b>

	<p>ELA.1.C.1.AP.4 Write an expository text about a topic, using a source, to provide facts. <i>Date Adopted or Revised: 03/22</i></p>
ELA.1.C.1.5	<p>With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.1.C.1.AP.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing. <i>Date Adopted or Revised: 03/22</i></p>

**Standard 2: Communicating Orally**

BENCHMARK CODE	BENCHMARK
ELA.1.C.2.1	<p>Present information orally using complete sentences and appropriate volume.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> For further guidance, see the <a href="#">Elementary Oral Communication Rubric</a>.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.1.C.2.AP.1 Express information using complete sentences and appropriate volume, using the student's mode of communication. <i>Date Adopted or Revised: 03/22</i></p>

**Standard 3: Following Conventions**

BENCHMARK CODE	BENCHMARK
ELA.1.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Form and use simple verb tenses for regular verbs by adding the affix -ed.</li> <li>• Form and use complete simple sentences.</li> <li>• Use possessives.</li> <li>• Use subject-verb agreement in simple sentences.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Form plurals -y to -ies.</li> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Use apostrophes to form contractions.</li> <li>• Appropriately use pronouns.</li> <li>• Use commas in a series.</li> <li>• Use plural possessives.</li> </ul>



	<ul style="list-style-type: none"> <li>Use interjections.</li> </ul>
	Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.
	<b>Related Access Point(s)</b>
	ELA.1.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling. <ul style="list-style-type: none"> <li>Capitalize proper nouns.</li> <li>Form and use simple verb tenses for regular verbs by adding the affix -ed.</li> </ul> Form regular plural nouns orally by adding -s or -es.
	<i>Date Adopted or Revised: 03/22</i>

**Standard 4: Researching**

BENCHMARK CODE	BENCHMARK
ELA.1.C.4.1	Participate in research to gather information to answer a question about a single topic.  <i>Clarifications:</i> <i>Clarification 1:</i> The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.
	<b>Related Access Point(s)</b>
	ELA.1.C.4.AP.1 Participate in guided research to gather information to answer a question about a single topic. <i>Date Adopted or Revised: 03/22</i>

**Standard 5: Creating and Collaborating**

BENCHMARK CODE	BENCHMARK
ELA.1.C.5.1	Use a multimedia element to enhance oral or written tasks.  <i>Clarifications:</i> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation. At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.
	<b>Related Access Point(s)</b>
	ELA.1.C.5.AP.1 Identify the correct multimedia element to enhance oral or written tasks when presented with options. <i>Date Adopted or Revised: 03/22</i>
ELA.1.C.5.2	Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.
	<b>Related Access Point(s)</b>
	ELA.1.C.5.AP.2 Identify digital tools to produce and publish writing individually or with peers and with support from adults. <i>Date Adopted or Revised: 03/22</i>

**Strand: VOCABULARY**

**Standard 1: Finding Meaning**

BENCHMARK CODE	BENCHMARK
ELA.1.V.1.1	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.1.V.1.AP.1  Identify grade-level academic vocabulary appropriately in communication, using the student's mode of communication.  <i>Date Adopted or Revised:</i> 03/22</p>
ELA.1.V.1.2	<p>Identify and use frequently occurring base words and their common inflections in grade-level content.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> See <a href="#">Base Words</a> for frequently occurring base words.</p> <p><i>Clarification 2:</i> Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.</p> <p><i>Example:</i> Regular verbs add the inflectional ending -ed to indicate the past tense.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.1.V.1.AP.2  Identify frequently occurring base words and their common inflections in grade-level content at the student's ability level.  <i>Date Adopted or Revised:</i> 03/22</p>
ELA.1.V.1.3	<p>Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.1.V.1.AP.3  Identify and use picture clues, context clues and/or background knowledge to determine the meaning of unknown words at the student's ability level.  <i>Date Adopted or Revised:</i> 03/22</p>