

BENCHMARK SEQUENCE REPORT

ENGLISH LANGUAGE ARTS GRADE 1 BY QUARTER



This planning tool can be used to sequence the teaching and assessing of the OCS Benchmarks. Benchmarks should be assessed formatively in multiple ways and over multiple times to guide reteaching/relearning. Benchmarks that are assessed summatively should be sequenced throughout the school year to determine student mastery.

Quarter 1		Quarter 2		Quarter 3		Quarter 4		OCS Benchmarks	
Taught	Assessed	Taught	Assessed	Taught	Assessed	Taught	Assessed	OCS Codes	Benchmarks
DOMAIN: Reading Standards for Literature									
With prompting and support, read prose and poetry of appropriate complexity for grade 1.									
Strand: Key Ideas and Details (KID)									
1.RL.KID.1 1. Ask and answer questions about key details in a text.									
								1.RL.KID.1.1.c	Ask questions about key details in a story or poem
								1.RL.KID.1.2.c	Respond to questions about key details in a story or poem
1.RL.KID.2 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.									
								1.RL.KID.2.1.b	Retell a story using key details to demonstrate understanding of a main idea or lesson
1.RL.KID.3 3. Describe characters, settings, and major events in a story, using key details.									
								1.RL.KID.3.1.c	Respond to questions about the main characters in a story using key details
								1.RL.KID.3.2.c	Respond to questions about the setting of a story using key details
								1.RL.KID.3.3.c	Respond to questions about the major events in a story using key details
Strand: Craft and Structure (CAS)									
1.RL.CAS.4 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.									
								1.RL.CAS.4.1.b	Locate words and phrases in a story or poem that suggest feelings
								1.RL.CAS.4.2.b	Locate words and phrases in a story or poem that appeal to the senses
1.RL.CAS.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.									
								1.RL.CAS.5.1.a	Identify the characteristics of books that tell stories
								1.RL.CAS.5.2.a	Identify the characteristics of books that provide information
								1.RL.CAS.5.3.b	Distinguish between books that tell stories and books that provide information
1.RL.CAS.6 6. Identify who is telling the story at various points in a text.									
								1.RL.CAS.6.1.b	Identify the individual who is telling a story at any point in a text
Strand: Integration of Knowledge and Ideas (IKI)									
1.RL.IKI.7 7. Use illustrations and details in a story to describe its characters, setting, or events.									
								1.RL.IKI.7.1.b	Describe characters, setting, or events in a story by using illustrations
								1.RL.IKI.7.2.b	Describe characters, setting, or events in a story by using details
1.RL.IKI.9 9. Compare and contrast the adventures and experiences of characters in stories.									
								1.RL.IKI.9.1.b	Compare and contrast the experiences of characters in stories
DOMAIN: Reading Standards: Foundational Skills									
With prompting and support, read text of appropriate complexity for grade 1.									
Strand: Print Concepts (PC)									

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1.RF.PC.1 1. Demonstrate understanding of the organization and basic features of print.									
								1.RF.PC.1.1-1.a	Recognize the use of capitalization to begin a sentence in a printed text
								1.RF.PC.1.1-2.a	Recognize an uppercase letter as the first word in a sentence of a printed text
								1.RF.PC.1.1-3.a	Recognize a period or quotation mark as ending punctuation in a sentence of a printed text
Strand: Phonological Awareness (PA)									
1.RF.PA.2 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).									
								1.RF.PA.2.1.b	Distinguish between long and short vowel sounds in single-syllable spoken words
								1.RF.PA.2.2.c	Create new one-syllable words by adding or substituting individual sounds in spoken words
								1.RF.PA.2.3-1.b	Identify initial, medial vowel, and final sounds in most three-phoneme spoken words
								1.RF.PA.2.3-2.c	Pronounce the initial, medial vowel, and final sounds in most three-phoneme spoken words
								1.RF.PA.2.4.c	Sequence individual sounds into spoken single-syllable words
Strand: Phonics and Word Recognition (PWR)									
1.RF.PWR.3 3. Know and apply grade-level phonics and word analysis skills in decoding words.									
								1.RF.PWR.3.1.a	Identify the letter-sound relationships for common consonant digraphs found in a printed text
								1.RF.PWR.3.2.c	Pronounce regularly spelled one-syllable words found in a printed text
								1.RF.PWR.3.3-1.a	Identify final -e and common vowel team conventions for representing long vowel sounds in a printed text
								1.RF.PWR.3.3-2.c	Pronounce one- and two syllable words with common vowel team conventions found in a printed text
								1.RF.PWR.3.4-1.a	Identify the number of syllables in a printed word
								1.RF.PWR.3.4-2.a	Recognize the occurrence of a vowel sound in a syllable that is read aloud
								1.RF.PWR.3.5.c	Pronounce simple two-syllable words found in a printed text by separating the words into syllables
								1.RF.PWR.3.6-1.b	Add a group of letters to the end of a printed base word in order to create different forms of the same word
								1.RF.PWR.3.6-2.b	Decode letter-sound correspondences for common inflectional endings found in a printed text
								1.RF.PWR.3.6-3.b	Determine the meaning of a word or phrase by using inflectional endings as a clue
								1.RF.PWR.3.7.b	Recognize grade-level words that are irregularly spelled
Strand: Fluency (FLU)									
1.RF.FLU.4 4. Read with sufficient accuracy and fluency to support comprehension.									
								1.RF.FLU.4.1.c	Read on-level text fluently with purpose and understanding
								1.RF.FLU.4.2-1.c	Read aloud grade-level text with increasing rate on successive readings
								1.RF.FLU.4.2-2.c	Read aloud grade-level text with increasing accuracy on successive readings
								1.RF.FLU.4.2-3.c	Read aloud grade-level text with increasing expression on successive readings
								1.RF.FLU.4.3-1.b	Use context to confirm or self-correct word recognition
								1.RF.FLU.4.3-2.b	Use context to self-correct words that are misread in a text
DOMAIN: Reading Standards for Informational Text									

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With prompting and support, read informational texts of appropriate complexity for grade 1.									
Strand: Key Ideas and Details (KID)									
1.RI.KID.1 1. Ask and answer questions about key details in a text.									
								1.RI.KID.1.1.c	Ask questions about key details in an informational text
								1.RI.KID.1.2.c	Respond to questions about key details in an informational text
1.RI.KID.2 2. Identify the main topic and retell key details of a text.									
								1.RI.KID.2.1.b	Retell key details found in an informational text
								1.RI.KID.2.2.b	Identify the main topic in an informational text
1.RI.KID.3 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.									
								1.RI.KID.3.1.b	Describe the connections between two ideas or pieces of information in an informational text
								1.RI.KID.3.2.b	Describe the connections between two individuals or events in an informational text
Strand: Craft and Structure (CAS)									
1.RI.CAS.4 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.									
								1.RI.CAS.4.1.c	Ask questions about the meaning of unfamiliar words and phrases in an informational text
								1.RI.CAS.4.2.c	Respond to questions about the meaning of words and phrases in an informational text
1.RI.CAS.5 5. 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.									
								1.RI.CAS.5.1.a	Identify the key features of an informational text used to locate information in the text
								1.RI.CAS.5.2.a	Locate facts or information by using key features of an informational text
1.RI.CAS.6 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.									
								1.RI.CAS.6.1.b	Differentiate between the information provided by pictures and that provided by words in an informational text
Strand: Integration of Knowledge and Ideas (IKI)									
1.RI.IKI.7 7. Use the illustrations and details in a text to describe its key ideas.									
								1.RI.IKI.7.1.b	Describe key ideas using illustrations and details words from an informational text
1.RI.IKI.8 8. Identify the reasons an author gives to support points in a text.									
								1.RI.IKI.8.1.b	Analyze how an author uses reasons to support points in an informational text
1.RI.IKI.9 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).									
								1.RI.IKI.9.1.b	Identify similarities and differences between two informational texts on the same topic
DOMAIN: Writing Standards									
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.									
Strand: Text Types and Purposes (TTP)									

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1.W.TTP.1 1. 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.									
								1.W.TTP.1.1.c	Introduce a topic when writing an opinion piece
								1.W.TTP.1.2.c	State an opinion about a topic when writing an opinion piece
								1.W.TTP.1.3.c	Provide a reason for an opinion when writing an opinion piece
								1.W.TTP.1.4.c	Develop closure about an opinion when writing an opinion piece
1.W.TTP.2 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.									
								1.W.TTP.2.1.c	Introduce a topic when writing an informative/explanatory text
								1.W.TTP.2.2.c	Use facts about a topic when writing an informative/explanatory text
								1.W.TTP.2.3.c	Develop closure about a topic when writing an informative/explanatory text
1.W.TTP.3 3. 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.									
								1.W.TTP.3.1.c	Introduce two or more sequenced events when writing a narrative
								1.W.TTP.3.2.c	Include details about what happened when writing a narrative
								1.W.TTP.3.3.c	Use temporal words to signal event order when writing a narrative
								1.W.TTP.3.4.c	Develop closure about an event(s) when writing a narrative
Strand: Production and Distribution of Writing (PDW)									
1.W.PDW.5 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.									
								1.W.PDW.5.1.c	Focus on a topic when producing and distributing writing
								1.W.PDW.5.2.c	Strengthen writing based on comments and suggestions from adults and peers
								1.W.PDW.5.3.b	Edit writing to include sufficient details before it is produced and distributed
1.W.PDW.6 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.									
								1.W.PDW.6.1.c	Use a variety of digital tools to produce and publish writing
Strand: Research to Build and Present Knowledge (RBK)									
1.W.RBK.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).									
								1.W.RBK.7.1.c	Participate in shared research projects
								1.W.RBK.7.2.c	Participate in shared writing projects
1.W.RBK.8 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.									
								1.W.RBK.8.1.a	Recall information from experiences to include in a shared research project
								1.W.RBK.8.2.b	Gather information from provided sources to answer a question asked in a shared research project
DOMAIN: Speaking and Listening Standards									
With prompting and support, use oral language skills with appropriate complexity for grade 1.									
Strand: Comprehension and Collaboration (CAC)									
1.SL.CAC.1 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.									
								1.SL.CAC.1.1.c	Follow agreed-upon rules in a group discussion about grade 1 topics and texts
								1.SL.CAC.1.2.c	Engage in a conversation by demonstrating multiple exchanges during a group discussion
1.SL.CAC.2 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.									
								1.SL.CAC.2.1.c	Ask questions about key details to confirm understanding of information presented orally

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								1.SL.CAC.2.2.c	Answer questions about key details to confirm understanding of information presented orally
1.SL.CAC.3 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.									
								1.SL.CAC.3.1.c	Ask questions about the meaning of information presented orally
								1.SL.CAC.3.2.c	Answer questions about information presented orally in order to clarify understanding
Strand: Presentation of Knowledge and Ideas (PKI)									
1.SL.PKI.4 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.									
								1.SL.PKI.4.1.c	Describe people, places, things, and events using relevant details in an oral presentation
								1.SL.PKI.4.2.c	Convey ideas and feelings clearly when making an oral presentation
1.SL.PKI.5 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.									
								1.SL.PKI.5.1.c	Convey ideas, thoughts, and feelings by using drawings or other visual displays in an oral presentation
1.SL.PKI.6 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)									
								1.SL.PKI.6.1.c	Produce complete sentences in an oral presentation when appropriate to task and situation
DOMAIN: Language Standards									
With prompting and support, use language with appropriate complexity for grade 1.									
Strand: Conventions of Standard English (CSE)									
1.L.CSE.1 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									
								1.L.CSE.1.1.b	Print upper- and lowercase letters when writing
								1.L.CSE.1.2.c	Use common, proper, and possessive nouns when speaking or writing
								1.L.CSE.1.3.c	Use singular and plural nouns with matching verbs in basic sentences when speaking or writing
								1.L.CSE.1.4.c	Use personal, possessive, and indefinite pronouns when speaking or writing
								1.L.CSE.1.5.c	Use verbs to convey a sense of past, present, and future when speaking or writing
								1.L.CSE.1.6.c	Use frequently occurring adjectives when speaking or writing
								1.L.CSE.1.7.c	Use frequently occurring conjunctions when speaking or writing
								1.L.CSE.1.8.c	Use determiners when speaking or writing
								1.L.CSE.1.9.b	Construct simple, compound, and complex sentences
								1.L.CSE.1.10-2.b	Expand on complete declarative, interrogative, imperative, and exclamatory sentences in response to prompts when speaking or writing
								1.L.CSE.1.10-1.c	Produce complete declarative, interrogative, imperative, and exclamatory sentences in response to prompts when speaking or writing
1.L.CSE.2 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.									
								1.L.CSE.2.1.c	Capitalize dates and names of people when writing
								1.L.CSE.2.2.c	Use end punctuation when writing sentences
								1.L.CSE.2.3-1.c	Use commas in dates when writing sentences
								1.L.CSE.2.3-2.c	Use commas to separate single words in a series when writing sentences
								1.L.CSE.2.4-1.c	Use conventional spelling for words with common spelling patterns when writing

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								1.L.CSE.2.4-2.c	Use conventional spelling for frequently occurring irregular words when writing
								1.L.CSE.2.5.b	Spell unfamiliar words phonetically when writing
Strand: Vocabulary Acquisition and Use (VAU)									
1.L.VAU.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.									
								1.L.VAU.4.1.b	Determine the meaning of a word or phrase by using sentence-level context as a clue
								1.L.VAU.4.2.b	Determine the meaning of a word by using frequently occurring affixes as a clue
								1.L.VAU.4.3-1.a	Identify frequently occurring root words
								1.L.VAU.4.3-2.a	Identify the inflectional forms of frequently occurring root words
1.L.VAU.5 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.									
								1.L.VAU.5.1.b	Categorize words
								1.L.VAU.5.2.b	Define categorized words by one or more key attributes
								1.L.VAU.5.3.b	Identify real-life connections between words and their uses
								1.L.VAU.5.4-1.b	Distinguish between the meaning of verbs differing in manner
								1.L.VAU.5.4-2.b	Distinguish between the meaning of adjectives differing in intensity
1.L.VAU.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., because).									
								1.L.VAU.6.1.c	Use words and phrases acquired through conversation
								1.L.VAU.6.2.c	Use words and phrases acquired through reading and being read to
								1.L.VAU.6.3.c	Use words and phrases acquired through responding to texts