

Language Arts/English Curriculum

Grade 1

The language arts curriculum includes objectives that support students' development in the skills of reading, writing, and oral language. These skills are developed through direct instruction, modeling by teachers, and guided practice. Teachers plan a balance of learning experiences, which build upon oral language and include phonemic awareness and phonics. Both fiction and nonfiction materials are used.



ELA.G1

Standard 1

CONTINUE TO DEMONSTRATE GROWTH IN USE OF ORAL LANGUAGE

The student will continue to demonstrate growth in the use of oral language.



Benchmark 1.a

Listen and Respond to a Variety of Media

The student will listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.



Indicator 1.a.1

Participate in a variety of oral language activities

Participate in a variety of oral language activities, such as

- listening to and discussing fiction and nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics
- listening and responding to stories and poems presented through recordings and experiencing other audiovisual materials in the context of curricular goals and objectives
- listening to stories and poems read aloud daily
- participating in discussions about stories and poems
- talking about words and their meanings as they are encountered in stories, poems, and conversations
- giving reactions to stories and poems



Indicator 1.a.2

Participate in shared reading

Participate in shared reading.



Indicator 1.a.3

Revise predictions while listening

Revise predictions while listening.



Benchmark 1.b

Tell and Retell Stories and Events in Logical Order

The student will tell and retell stories and events in logical order.





Indicator 1.b.1


Tell and retell stories and events in logical order


Tell and retell stories and events in logical order by


- retelling stories orally and through informal drama
- dictating retelling of stories
- creating their own stories, poems, plays, and songs
- indicating first, next, and last events in a story


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- Indicator 1.b.2**
Report results of a group activity
Report results of a group activity.
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- Benchmark 1.c**
Participate in a Variety of Oral Language Activities
The student will participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.


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- Indicator 1.c.1**
Participate in oral activities, including choral speaking, etc.
Participate in oral activities, including choral speaking and the reciting of short poems, rhymes, songs, and stories with repeated patterns.


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- Indicator 1.c.2**
Participate in dramatic plays, puppetry, and finger plays
Participate in dramatic plays, puppetry, and finger plays.


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- Indicator 1.c.3**
Participate in role-playing or dramatic play based on literature
Participate in role-playing or dramatic play based on literature.


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- Indicator 1.c.4**
Recognize repetition and rhyme
Recognize repetition and rhyme.
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- Benchmark 1.d**
Express Ideas Orally in Complete Sentences
The student will express ideas orally in complete sentences.

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- Indicator 1.d.1**
Express themselves in complete sentences
Express themselves in complete sentences.

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- Indicator 1.d.2**
Verbalize own ideas
Verbalize own ideas.
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- ELA.G1**
Standard 2
CONTINUE TO EXPAND, USE LISTENING & SPEAKING VOCABULARIES
The student will continue to expand and use listening and speaking vocabularies.
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- Benchmark 2.a**
Increase Oral Descriptive Vocabulary
The student will increase oral descriptive vocabulary.

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- Indicator 2.a.1**
Use words to orally describe actions, people, places, things, & ideas
Use words to orally describe actions, people, places, things, and ideas.

**Indicator 2.a.2****Use action words (verbs) to give directions orally**

Use action words (verbs), including mark, circle, color, and draw, to give directions orally.

**Indicator 2.a.3****Learn & use new words from discussions & from books read aloud**

Learn and use new words encountered in discussions and in books that are read aloud.

**Indicator 2.a.4****Notice and discuss interesting words**

Notice and discuss interesting words.

**Benchmark 2.b****Begin to Ask for Clarification and Explanation of Words and Ideas**

The student will begin to ask for clarification and explanation of words and ideas.

**Indicator 2.b.1****Ask for meanings and clarification of unfamiliar words and ideas**

Ask for meanings and clarification of unfamiliar words and ideas.

**Indicator 2.b.2****Ask & respond to questions for clarification, justification, etc.**

Ask and respond to questions for clarification, justification, understanding, or information.

**Benchmark 2.c****Follow Simple Two-Step Oral Directions**

The student will follow simple two-step oral directions.

**Indicator 2.c.1****Follow simple two-step directions**

Follow simple two-step directions.

**Benchmark 2.d****Give Simple Two-Step Oral Directions**

The student will give simple two-step oral directions.

**Indicator 2.d.1****Give simple two-step directions**

Give simple two-step directions.

**Benchmark 2.e****Use Singular and Plural Nouns**

The student will use singular and plural nouns.

**Indicator 2.e.1****Use singular and plural nouns appropriately**

Use singular and plural nouns appropriately.

Indicator 2.e.2

**Use common irregular plural forms, such as man/men, mouse/mice, etc.**

Use common irregular plural forms, such as *man/men*, *child/children*, and *mouse/mice*.

**ELA.G1****Standard 3****ADAPT OR CHANGE ORAL LANGUAGE TO FIT THE SITUATION**

The student will adapt or change oral language to fit the situation.

**Benchmark 3.a****Initiate Conversation with Peers and Adults**

The student will initiate conversation with peers and adults.

**Indicator 3.a.1****Initiate conversation in a variety of school settings**

Initiate conversation in a variety of school settings.

**Benchmark 3.b****Follow Rules for Conversation**

The student will follow rules for conversation.

**Indicator 3.b.1****Follow rules for conversation, including listening and taking turns**

Follow rules for conversation, including listening and taking turns.

**Indicator 3.b.2****Sustain two-person conversation**

Sustain two-person conversation.

**Indicator 3.b.3****Stay on topic**

Stay on topic.

**Indicator 3.b.4****Persuade others**

Persuade others.

**Benchmark 3.c****Use Appropriate Voice Level in Small-Group Settings**

The student will use appropriate voice level in small-group settings.

**Indicator 3.c.1****Use voice level and intonation appropriate for the setting**

Use voice level and intonation appropriate for the setting.

**Benchmark 3.d****Ask and Respond to Questions in Small-Group Settings**

The student will ask and respond to questions in small-group settings.

**Indicator 3.d.1****Ask and respond to relevant questions in group settings**

Ask and respond to relevant questions in group settings.

**Indicator 3.d.2****Use questions to gather information**

Use questions to gather information.

**ELA.G1****Standard 4****ORALLY IDENTIFY AND MANIPULATE PHONEMES INTO SYLLABLES**

The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllabic words.

**Benchmark 4.a****Count Phonemes in Syllables or Words with Max of 3 Syllables**

The student will count phonemes (sounds) in syllables or words with a maximum of three syllables.

**Indicator 4.a.1****Isolate and manipulate phonemes**

Isolate and manipulate phonemes.

**Indicator 4.a.2****Count phonemes in words with a maximum of three syllables**

Count phonemes in words with a maximum of three syllables.

**Indicator 4.a.3****Identify the onset and rime of words**

Identify the onset and rime of words.

**Indicator 4.a.4****Segment words by saying each sound**

Segment words by saying each sound.

**Indicator 4.a.5****Hear, say, and understand sounds in words and syllables**

Hear, say, and understand sounds in words and syllables.

**Benchmark 4.b****Add or Delete Phonemes Orally to Change Syllables or Words**

The student will add or delete phonemes (sounds) orally to change syllables or words.

**Indicator 4.b.1****Add, delete, or change phonemes orally to change syllables or words**

Add, delete, or change phonemes orally to change syllables or words.

**Indicator 4.b.2****Identify middle vowel sounds as being same or different**

Identify whether the middle vowel sound is the same or different in a set of one-syllable words.

**Indicator 4.b.3****Sort picture cards by beginning and ending phoneme**

Sort picture cards by beginning and ending phoneme.

**Benchmark 4.c****Create Rhyming Words Orally**

The student will create rhyming words orally.

**Indicator 4.c.1****Generate words that rhyme with a teacher-given word**

Generate words that rhyme with a teacher-given word.

**Benchmark 4.d****Blend Sounds to Make Word Parts and Words with 1-3 Syllables**

The student will blend sounds to make word parts and words with one to three syllables.

**Indicator 4.d.1****Blend separately spoken phonemes to make words parts**

Blend separately spoken phonemes to make word parts and words with one to three syllables.

**ELA.G1****Standard 5****APPLY KNOWLEDGE OF HOW PRINT IS ORGANIZED AND READ**

The student will apply knowledge of how print is organized and read.

**Benchmark 5.a****Read from Left to Right and from Top to Bottom**

The student will read from left to right and from top to bottom.

**Indicator 5.a.1****Demonstrate concepts of print and spoken word**

Demonstrate concepts of print and spoken word by

- tracking print from left to right and top to bottom
 - following print from one line to the next line (return sweep)
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**Benchmark 5.b****Match Spoken Words with Print**

The student will match spoken words with print.

**Indicator 5.b.1****Match spoken words to print**

Demonstrate concepts of print and spoken word by matching spoken words to print.

**Benchmark 5.c****Identify Letters, Words, and Sentences**

The student will identify letters, words, and sentences.

**Indicator 5.c.1****Identify letters, words, and sentences**

Identify letters, words, and sentences.

**Indicator 5.c.2****Differentiate between letters and words**

Differentiate between letters and words by

- recognizing spaces between words in sentences
- locating capital letters in sentences
- locating periods, question marks, and exclamation points, speech bubbles, and quotation marks
- recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point

**Indicator 5.c.3****Recognize upper and lowercase letters**

Recognize upper and lowercase letters.

**ELA.G1****Standard 6****APPLY PHONETIC PRINCIPLES TO READ AND SPELL**

The student will apply phonetic principles to read and spell.

**Benchmark 6.a****Use Beginning, Ending Consonants to Decode, Spell 1-Syllable Words**

The student will use beginning and ending consonants to decode and spell single-syllable words.

**Indicator 6.a.1****Apply knowledge of consonants & short vowels in single-syllable words**

Apply knowledge of beginning and ending consonants and short vowels in single-syllable words by

- recognizing beginning and ending consonant sounds
- separating the sounds in a word
- blending separately spoken phonemes to make a word
- spelling words

**Benchmark 6.b****Use 2-Letter Consonant Blends to Decode, Spell 1-Syllable Words**

Use two-letter consonant blends to decode and spell single-syllable words.

**Indicator 6.b.1****Use onsets and rimes to decode unfamiliar words that include blends**

Apply knowledge of word patterns to decode unfamiliar words by using onsets and rimes to create, read, and spell new words that include blends, such as the *l* and *r* blends.

**Benchmark 6.c****Use Beginning Consonant Digraphs to Decode, Spell 1-Syllable Words**

The student will use beginning consonant digraphs to decode and spell single-syllable words.

Indicator 6.c.1

**Use onsets and rimes to decode unfamiliar words that include digraphs**

Apply knowledge of word patterns to decode unfamiliar words by using onsets and rimes to create, read, and spell new words that include digraphs, including *ch*, *sh*, *th*, and *wh*.

**Benchmark 6.d****Use Short Vowel Sounds to Decode, Spell 1-Syllable Words**

The student will use short vowel sounds to decode and spell single-syllable words.

**Indicator 6.d.1****Use vowel patterns to decode and spell single-syllable words**

Use the vowel patterns CVC, VC, and CVCC to decode and spell single-syllable words.

**Indicator 6.d.2****Use vowel pattern CVVC to decode & spell some single-syllable words**

Use the vowel pattern CVVC to decode and spell some single-syllable words.

**Benchmark 6.e****Blend Beginning, Middle, Ending Sounds to Recognize, Read Words**

The student will blend beginning, middle, and end sounds to recognize and read words.

**Indicator 6.e.1****Decode unknown, single-syllable words & nonsense words**

Accurately decode unknown, orthographically regular, single-syllable words and nonsense words (e.g., *sit*, *zot*), using letter-sound mappings to sound them out.

**Indicator 6.e.2****Use letter-sound associations when reading**

Use letter-sound associations when reading.

**Benchmark 6.f****Use Word Patterns to Decode Unfamiliar Words**

The student will use word patterns to decode unfamiliar words.

**Indicator 6.f.1****Apply knowledge of word patterns to decode unfamiliar words**

Apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns, such as CVC.

**Indicator 6.f.2****Use knowledge of dependable rimes, word patterns, etc. when reading**

Use knowledge of dependable rimes, word patterns, and rhyming words when reading.

**Benchmark 6.g****Use Compound Words**

The student will use compound words.

**Indicator 6.g.1****Recognize and use simple compound words**

Recognize and use simple compound words.

 **Benchmark 6.h****Read and Spell Common, High-Frequency Sight Words**

The student will read and spell common high-frequency sight words, including *the*, *said*, and *come*.

**Indicator 6.h.1****Read common high-frequency sight words**

Read common high-frequency sight words.

**ELA.G1****Standard 7****USE MEANING CLUES, LANGUAGE STRUCTURE TO EXPAND VOCAB**

The student will use meaning clues and language structure to expand vocabulary when reading.

**Benchmark 7.a****Use Titles and Pictures**

The student will use titles and pictures.

**Indicator 7.a.1****Use prior knowledge to interpret pictures**

Use prior knowledge to interpret pictures.

**Indicator 7.a.2****Use titles and pictures to make predictions about text**

Use titles and pictures to make predictions about text.

**Indicator 7.a.3****Use pictures to confirm vocabulary choice**

Use pictures to confirm vocabulary choice.

**Benchmark 7.b****Use Knowledge of the Story and Topic to Read Words**

The student will use knowledge of the story and topic to read words.

**Indicator 7.b.1****Use knowledge of story, topic to make predictions about vocab & text**

Use knowledge of the story or topic to make predictions about vocabulary and text.

**Indicator 7.b.2****Notice when words or sentences do not make sense in context**

Notice when words or sentences do not make sense in context.

**Benchmark 7.c****Use Knowledge of Sentence Structure**

The student will use knowledge of sentence structure.

**Indicator 7.c.1****Recognize complete sentences when reading**

Recognize complete sentences when reading.

**Indicator 7.c.2****Use intonation, pauses, etc. that signal structure of sentence**

Use intonation, pauses, and emphasis that signal the structure of the sentence when reading.

**Indicator 7.c.3****Use clues of punctuation to guide their reading**

Use clues of punctuation, including period, question mark, exclamation point, commas, and quotation marks, to guide their reading.

**Benchmark 7.d****Reread and Self-Correct**

The student will reread and self-correct.

**Indicator 7.d.1****Reread to confirm vocabulary choice**

Reread to confirm vocabulary choice.

**Indicator 7.d.2****Reread and self-correct when text does not make sense**

Reread and self-correct when text does not make sense.

**Indicator 7.d.3****Understand that what one reads or writes should make sense**

Understand that what one reads or writes should make sense.

**Indicator 7.d.4****Cross-check one source of information against another**

Cross-check one source of information against another.

**Indicator 7.d.5****Recognize when an error has been made while reading**

Recognize when an error has been made while reading.

**Indicator 7.d.6****Use reading strategies**

Use reading strategies.

**ELA.G1****Standard 8****READ FAMILIAR STORIES, POEMS, ETC. WITH FLUENCY, EXPRESSION**

The student will read familiar stories, poems, and passages with fluency and expression.

**Benchmark 8.a****Read Familiar Stories, Poems, Etc. with Fluency, Expression**

The student will read familiar stories, poems, and passages with fluency and expression.

**Indicator 8.a.1****Engage in reading-aloud activities voluntarily**

Engage in reading-aloud activities voluntarily.

Indicator 8.a.2

**Read aloud a wide variety of self-selected & teacher-selected texts**

Read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud.

**Indicator 8.a.3****Use expression & intonation to convey meaning when reading aloud**

Use expression and intonation to convey meaning when reading aloud.

**Indicator 8.a.4****Practice reading in texts on their independent reading level**

Practice reading in texts on their independent reading level to develop accuracy, fluency, and expression.

**Indicator 8.a.5****Observe punctuation when reading aloud**

Observe punctuation when reading aloud.

**Indicator 8.a.6****Read with others**

Read with others.

**ELA.G1****Standard 9****READ, DEMONSTRATE COMP. OF VARIETY OF FICTION, NONFICTION**

The student will read and demonstrate comprehension of a variety of fiction and nonfiction.

**Benchmark 9.a****Preview the Selection**

The student will preview the selection.

**Indicator 9.a.1****Preview reading material by looking at cover, illustrations, etc.**

Preview reading material by looking at the book's cover and illustrations and by reading titles and headings.

**Benchmark 9.b****Set a Purpose for Reading**

The student will set a purpose for reading.

**Indicator 9.b.1****Choose a purpose for reading by looking at illustrations, etc.**

Choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting the outcome of the selection.

**Benchmark 9.c****Relate Previous Experiences to What is Read**

The student will relate previous experiences to what is read.

**Indicator 9.c.1****Draw on prior knowledge to make predictions before & during reading**

Draw on prior knowledge to make predictions before and during reading.

**Indicator 9.c.2****Use knowledge of own experiences to make sense of, talk about text**

Use knowledge from their own experience to make sense of and talk about a text.

**Indicator 9.c.3****Make comparisons with other stories or articles heard or read**

Make comparisons with other stories or articles heard or read.

**Indicator 9.c.4****Make connections between what is known & what is heard, read, etc.**

Make connections between what is already known and what is heard, read, or viewed.

**Benchmark 9.d****Make Predictions About Content**

The student will make predictions about content.

**Indicator 9.d.1****Make & confirm predictions based on illustrations, portions of text**

Make and confirm predictions based on illustrations or portions of the text.

**Indicator 9.d.2****Predict action or outcome of a story**

Predict action or outcome of a story.

**Indicator 9.d.3****Predict information an author will include**

Predict information an author will include.

**Indicator 9.d.4****Revise predictions while reading**

Revise predictions while reading.

**Benchmark 9.e****Ask and Answer Questions About What is Read**

The student will ask and answer who, what, when, where, why, and how questions about what is read.

**Indicator 9.e.1****Answer simple questions about a selection**

Answer simple who, what, when, where, why, and how questions about a selection.


**Benchmark 9.f****Identify Characters, Setting, and Important Events**

The student will identify characters, setting, and important events.


**Indicator 9.f.1****Identify characters, setting, and important events**

Identify characters, setting, and important events.

Indicator 9.f.2

 **Create artwork, written response that show comprehension of selection**

Create artwork or a written response that show comprehension of a selection.

 **Indicator 9.f.3**
Identify the problem in a story

Identify the problem in a story.

 **Indicator 9.f.4**
Identify the steps taken to solve the problem


Identify the steps taken to solve the problem.

 **Benchmark 9.g**
Retell Stories and Events, Using Beginning, Middle, and End

The student will retell stories and events, using beginning, middle, and end.

 **Indicator 9.g.1**
Retell stories and events, using beginning, middle, and end

Retell stories and events, using beginning, middle, and end.

 **Indicator 9.g.2**
Extend the story orally or with drawings

Extend the story orally or with drawings.

 **Indicator 9.g.3**
Identify the sequence of ideas or events

Identify the sequence of ideas or events.

 **Benchmark 9.h**
Identify the Topic or Main Idea


The student will identify the topic or main idea.

 **Indicator 9.h.1**
Identify topic or main idea of short fiction or nonfiction selection


Identify the topic or main idea of a short fiction or nonfiction selection.

 **Benchmark 9.i**
Read a Variety of Literature


The student will read a variety of literature.

 **Indicator 9.i.1**
Read various nonfiction forms, including letters, lists, recipes, etc.


Read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines.


 **Indicator 9.i.2**
Read, recognize variety of lit such as fairy tales, fiction, etc.

Read and recognize a variety of literature such as fairy tales, fiction, poetry, and information.


 **Indicator 9.i.3**
Identify the topic or main idea


Identify the topic or main idea.


 **Indicator 9.i.4**
Compare and contrast stories and information heard or read
Compare and contrast stories and information heard or read.


 **Indicator 9.i.5**
Form opinions about content
Form opinions about content.


 **Indicator 9.i.6**
Use available time to read beyond what is assigned
Use available time to read beyond what is assigned.


 **Indicator 9.i.7**
Understand dialogue when reading
Understand dialogue when reading.


 **Indicator 9.i.8**
Participate in reading conferences
Participate in reading conferences.


 **ELA.G1**
Standard 10
USE SIMPLE REFERENCE MATERIALS
The student will use simple reference materials.


 **Benchmark 10.a**
Use Knowledge of Alphabetical Order by First Letter
The student will use knowledge of alphabetical order by first letter.

 **Indicator 10.a.1**
Alphabetize a list of five to eight words according to first letter
Alphabetize a list of five to eight words according to first letter.

 **Benchmark 10.b**
Use a Picture Dictionary to Find Meanings of Unfamiliar Words
The student will use a picture dictionary to find meanings of unfamiliar words.

 **Indicator 10.b.1**
Use a picture dictionary to locate unfamiliar words
Use a picture dictionary to locate unfamiliar words.

 **Indicator 10.b.2**
Use simple reference materials
Use simple reference materials.

 **ELA.G1**
Standard 11
PRINT LEGIBLY
The student will print legibly.

 **Benchmark 11.a****Form Letters**

The student will form letters.

**Indicator 11.a.1****Use appropriate pencil grip**

Use appropriate pencil grip.

**Indicator 11.a.2****Use standard letter formation**

Use standard letter formation.

**Indicator 11.a.3****Use standard number formation**

Use standard number formation.

**Indicator 11.a.4****Form and use legible manuscript letters**

Form and use legible manuscript letters.

 **Benchmark 11.b****Space Words and Sentences**

The student will space words and sentences.

**Indicator 11.b.1****Space words in sentences**

Space words in sentences.

**Indicator 11.b.2****Space sentences in writing**

Space sentences in writing.

**ELA.G1****Standard 12****WRITE TO COMMUNICATE IDEAS**

The student will write to communicate ideas.

 **Benchmark 12.a****Generate Ideas**

The student will generate ideas.

**Indicator 12.a.1****Use previous experience to generate ideas**

Use previous experience to generate ideas.

**Indicator 12.a.2****Participate in teacher-directed brainstorming activities**

Participate in teacher-directed brainstorming activities.

**Indicator 12.a.3****Participate in teacher-directed prewriting strategies**

Participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping, to organize ideas.

**Indicator 12.a.4****Participate in teacher-directed charting activities to organize info**

Participate in teacher-directed charting activities to organize information.

**Indicator 12.a.5****Use familiar writing forms, including lists, letters, stories, etc.**

Use familiar writing forms, including lists, letters, stories, reports, messages, and poems.

**Indicator 12.a.6****Draw pictures to plan or communicate**

Draw pictures to plan or communicate.

**Indicator 12.a.7****Select and write about topics of personal interest**

Select and write about topics of personal interest.

**Benchmark 12.b****Focus on One Topic**

The student will focus on one topic.

**Indicator 12.b.1****Write a sentence that focuses on one topic**

Write a sentence that focuses on one topic.

**Indicator 12.b.2****Organize writing around a general topic**

Organize writing around a general topic.

**Benchmark 12.c****Use Descriptive Words When Writing About People, Places, Etc.**

The student will use descriptive words when writing about people, places, things, and events.

**Indicator 12.c.1****Begin to elaborate ideas by using descriptive**

Begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events.

**Benchmark 12.d****Use Complete Sentences in Final Copies**

The student will use complete sentences in final copies.

**Indicator 12.d.1****Write simple, complete sentences**

Write simple, complete sentences.

**Indicator 12.d.2****Distinguish draft writing from final-product writing**

Distinguish draft writing from final-product writing.

Benchmark 12.e**Begin Each Sentence with Capital Letter, Use Ending Punctuation**

The student will begin each sentence with a capital letter and use ending punctuation in final copies.

Indicator 12.e.1**Use correct end punctuation**

Use correct end punctuation.

Indicator 12.e.2**Begin each sentence with a capital letter**

Begin each sentence with a capital letter.

Benchmark 12.f**Use Correct Spelling for High-Frequency Sight Words, Etc.**

The student will use correct spelling for high-frequency sight words and phonetically regular words in final copies.

Indicator 12.f.1**Spell high-frequency sight words and phonetically regular words**

Spell high-frequency sight words and phonetically regular words correctly in final copies.

Indicator 12.f.2**Sound out words in order to spell them phonetically**

Sound out words in order to spell them phonetically.

Indicator 12.f.3**Use print resources in the classroom in order to spell words**

Use print resources in the classroom in order to spell words.

Indicator 12.f.4**Use letter-sound associations when writing**

Use letter-sound associations when writing.

Benchmark 12.g**Share Writing with Others**

The student will share writing with others.

Indicator 12.g.1**Share their writing with others**


Share their writing with others.


Benchmark 12.h**Use Available Technology**


The student will use available technology.


Indicator 12.h.1**Use a word processor to publish writing**


Use a word processor to publish writing.


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-  **Benchmark 12.i**
Write in a Variety of Forms
The student will write in a variety of forms.

-  **Indicator 12.i.1**
Write in different forms, such as letters, stories, and information
Write in different forms, such as letters, stories, and information.


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-  **Benchmark 12.j**
Begin to Understand the Need for Revision
The student will begin to understand the need for revision.


-  **Indicator 12.j.1**
Participate in writing conferences
Participate in writing conferences.


-  **Indicator 12.j.2**
Recognize that information needs to be added
Recognize that information needs to be added.


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-  **ELA.G1**
Standard 13
READ & WRITE REGULARLY, BOTH INDEPENDENTLY & COLLABORATIVELY
The student will read and write regularly, both independently and collaboratively.


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-  **Benchmark 13.a**
Read and Write Independently
The student will read and write independently.


-  **Indicator 13.a.1**
Select topics for reading or writing
Select topics for reading or writing.


-  **Indicator 13.a.2**
Read self-selected literature each day for enjoyment
Read self-selected literature each day (fiction and nonfiction) for enjoyment.


-  **Indicator 13.a.3**
Form opinions about content
Form opinions about content.


-  **Indicator 13.a.4**
Investigate topics of interest or study
Investigate topics of interest or study.


-  **Indicator 13.a.5**
Use available time to read and write beyond what is assigned
Use available time to read and write beyond what is assigned.


-  **Indicator 13.a.6**
Record activities selected during workshop time
Record activities selected during workshop time.
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-  **Benchmark 13.b**
Collaborate with Others for a Variety of Reading or Writing Purposes
The student will collaborate with others for a variety of reading or writing purposes.


-  **Indicator 13.b.1**
Select books with others
Select books with others.


-  **Indicator 13.b.2**
Discuss ideas for reading or writing
Discuss ideas for reading or writing.


-  **Indicator 13.b.3**
Draft and read with others
Draft and read with others.


-  **Indicator 13.b.4**
Draft a group story
Draft a group story.


-  **Indicator 13.b.5**
Work with small group; find, organize, share info related to a topic
Work with a small group to find, organize, or share information related to a topic of study.


-  **Indicator 13.b.6**
Share info, from any source, about a specific topic with classmates
Share information, from any source, about a specific topic with classmates.

-  **Indicator 13.b.7**
Share a reading or writing experience
Share a reading or writing experience.

-  **Indicator 13.b.8**
Discuss the topic of informational text
Discuss the topic of informational text.

-  **Indicator 13.b.9**
Discuss what has been read with others
Discuss what has been read with others.

-  **Indicator 13.b.10**
Share student-published work
Share student-published work.

-  **Indicator 13.b.11**
Discuss independent reading or writing
Discuss independent reading or writing.