

Grade 1 Florida's B.E.S.T. Standards

**Strand: Foundations**

Standard: Learning and Applying Foundational Reading Skills ELA.1.F.1

<p><b>Benchmark: Print Concepts</b>  <b>ELA.1.F.1.1</b> Locate the title, table of contents, names of the author(s) and illustrator(s), and glossary of books.</p>	<p><b>Benchmark: Phonological Awareness</b>  <b>ELA.1.F.1.2</b> Demonstrate phonological awareness.</p> <ol style="list-style-type: none"> <li>Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.</li> <li>Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</li> <li>Blend single-syllable spoken words with at least five phonemes.</li> <li>Segment single-syllable spoken words with at least five phonemes.</li> <li>Segment and blend phonemes in multi-syllable spoken words.</li> </ol> <p><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><b>Benchmark: Phonics and Word Analysis</b>  <b>ELA.1.F.1.3</b> Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ol style="list-style-type: none"> <li>Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.</li> <li>Decode simple words with r-controlled vowels.</li> <li>Decode and encode regularly spelled one-syllable words.</li> <li>Decode words with inflectional endings.</li> <li>Decode two-syllable words with regular patterns by breaking the words into syllables.</li> <li>Decode words that use final –e and vowel teams to make long-vowel sound.</li> </ol> <p><i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).  <i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. (page 207 of the ELA B.E.S.T. Standards Guide) Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>	<p><b>Benchmark: Fluency</b>  <b>ELA.1.F.1.4</b> Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <ol style="list-style-type: none"> <li>Recognize and read with automaticity the grade-level sight words.</li> </ol> <p><i>Clarification 1:</i> See Dolch and Fry word lists. (page 207 of the ELA B.E.S.T. Standards Guide)  <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 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. <i>Clarification 3:</i> See Fluency Norms for grade-level norms. (page 209) Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.  <i>Clarification 4:</i> “Appropriate prosody” refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.  <i>Clarification 5:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures. (page 148)</p>
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**Strand: Reading**

Standard: Reading Prose and Poetry ELA.1.R.1

<p><b>Benchmark: Literary Elements</b> <b>ELA.1.R.1.1</b> Identify and describe the main story elements in a story.</p> <p><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>	<p><b>Benchmark: Theme</b> <b>ELA.1.R.1.2</b> Identify and explain the moral of a story.</p> <p><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>	<p><b>Benchmark: Perspective &amp; Point of View</b> <b>ELA.1.R.1.3</b> Explain who is telling the story using context clues.</p> <p><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>	<p><b>Benchmark: Poetry</b> <b>ELA.1.R.1.4</b> Identify stanzas and line breaks in poems.</p> <p><i>Clarification 1:</i> This benchmark can be paired with R.1.1, R.1.2, R.1.3, and R.3.2 for instruction with story poems.</p>
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Standard: Reading Informational Text ELA.1.R.2

<p><b>Benchmark: Structure</b> <b>ELA.1.R.2.1</b> Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.</p>	<p><b>Benchmark: Central Idea</b> <b>ELA.1.R.2.2</b> Identify the topic of and relevant details in a text.</p>	<p><b>Benchmark: Author’s Purpose &amp; Perspective</b> <b>ELA.1.R.2.3</b> Explain similarities and differences between information provided in visuals and words in an informational text.</p> <p><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.</p> <p><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.</p>	<p><b>Benchmark: Argument</b> <b>ELA.1.R.2.4</b> Identify an author’s opinion(s) about the topic.</p>
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Standard: Reading Across Genres ELA.1.R.3

<p><b>Benchmark: Interpreting Figurative Language</b>  <b>ELA.1.R.3.1</b> Identify and explain descriptive words and phrases in text(s).</p> <p><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.</p>	<p><b>Benchmark: Paraphrasing and Summarizing</b>  <b>ELA.1.R.3.2</b> Retell a text in oral or written form to enhance comprehension.</p> <ol style="list-style-type: none"> <li>Use main story elements at the beginning, middle, and end for a literary text.</li> <li>Use topic and important details for an informational text.</li> </ol> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>	<p><b>Benchmark: Comparative Reading</b>  <b>ELA.1.R.3.3</b> Compare and contrast two texts on the same topic.</p> <p><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>
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Strand: Communication

Standard: Communicating Through Writing ELA.1.C.1

<p><b>Benchmark: Handwriting</b>  <b>ELA.1.C.1.1</b> Print all upper- and lowercase letters.</p> <p><i>Clarification 1:</i> Students should have adequate spacing between letters and/or words.</p>	<p><b>Benchmark: Narrative Writing</b>  <b>ELA.1.C.1.2</b> Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.</p> <p><i>Clarification 1:</i> See Writing Types (from page 183 of the ELA B.E.S.T. Standards: Narrative writing is a type of composition that tells a story, the elements of which may be fiction or nonfiction. Narration of a story may take various forms (first, second, third person, etc.). The story events may be presented sequentially or in an order that stimulates reader interest. Narrative writing includes the writer’s use of genre-specific elements, including but not limited to: characterization through dialogue, vivid description, sensory details, foreshadowing, and flashback.)</p>	<p><b>Benchmark: Argumentative Writing</b>  <b>ELA.1.C.1.3</b> Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.</p> <p><i>Clarification 1:</i> See Writing Types (from page 183 of the ELA B.E.S.T. Standards: Argumentative Writing is a type of composition in which the author presents a reasoned, logical argument supported by evidence, often with the intention of changing the reader’s point of view, or appealing to the reader to accept the writer’s belief about an issue, problem, or concept. In literary argumentation, the writer may support claims that evaluate the value or meaning of a literary work. In any form of argumentation, the writer defends a position with evidence from sources relative to the text(s) or subject(s) that he or she is writing about. Note: In grades K-5, the term “opinion” refers to the evolving form of argument.)</p>	<p><b>Benchmark: Expository Writing</b>  <b>ELA.1.C.1.4</b> Write expository texts about a topic, using a source, providing facts and a sense of closure.</p> <p><i>Clarification 1:</i> See Writing Types (from page 183 of the ELA B.E.S.T. Standards: Expository Writing is a type of composition in which the writer seeks to present or report on information accurately for the purpose of improving the reader’s understanding of an issue, problem, or concept. In expository writing, the writer uses a variety of techniques to convey information, including the use of an organizational structure appropriate to the subject. The writer may compare and/or contrast concepts, list, name, describe, or define different parts for the reader, or incorporate relevant anecdotes, examples, facts, and details to develop a central idea.)</p>	<p><b>Benchmark: Improving Writing</b>  <b>ELA.1.C.1.5</b> With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.</p> <p><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>
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Standard: Communicating Orally ELA.1.C.2

**Benchmark: Oral Presentation**

**ELA.1.C.2.1** Present information orally using complete sentences and appropriate volume.

*Clarification 1:* See Oral Communication Rubric (page 188 of the ELA B.E.S.T. Standards Guide)

Standard: Following Conventions ELA.1.C.3

**Benchmark: Following Conventions**

**ELA.1.C.3.1** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

*Clarification 1:* Skills to be mastered at this grade level are as follows:

- Capitalize proper nouns.
- Form and use simple verb tenses for regular verbs by adding the affix *-ed*.
- Form and use complete simple sentences.
- Use possessives.
- Use subject-verb agreement in simple sentences.

Skills to be implemented but not yet mastered are as follows:

- Form plurals *-y* to *-ies*.
- Conjugate regular and irregular verb tenses.
- Form and use regular and frequently occurring irregular plural nouns.
- Form and use the past tense of frequently occurring irregular verbs.
- Use apostrophes to form contractions.
- Appropriately use pronouns.
- Use commas in a series.
- Use plural possessives.
- Use interjections

*Clarification 2:* See Conventions Progression by Grade Level (page 198 of the ELA B.E.S.T. Standards Guide) for more information.

Standard: Researching ELA.1.C.4

**Benchmark: Researching and Using Information**

**ELA.1.C.4.1** Participate in research to gather information to answer a question about a single topic.

*Clarification 1:* 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.

Standard: Creating and Collaborating ELA.1.C.5

**Benchmark: Multimedia**

**ELA.1.C.5.1** Use a multimedia element to enhance oral or written tasks.

*Clarification 1:* 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.

**Benchmark: Technology in Communication**

**ELA.1.C.5.2** Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.

## Strand: Vocabulary

### Standard: Finding Meaning ELA.1.V.1

**Benchmark: Academic Vocabulary**

**ELA.1.V.1.1** Recognize and appropriately use grade-level academic vocabulary in speaking and writing.

*Clarification 1:* 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.

**Benchmark: Morphology**

**ELA.1.V.1.2** Identify and use frequently occurring base words and their common inflections in grade-level content.

*Clarification 1:* See Base Words for frequently occurring base words. (page 199 of the ELA B.E.S.T. Standards Guide)  
*Clarification 2:* Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information. Example: Regular verbs add the inflectional ending -ed to indicate the past tense.

**Benchmark: Context and Connotation**

**ELA.1.V.1.3** Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

*Clarification 1:* 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.  
*Clarification 2:* See Context Clues and Word Relationships. (page 205 of the ELA B.E.S.T. Standards Guide)

### ELA Expectations

The ELA Expectations are those overarching skills that run through every component of language arts. These are skills that students should be using throughout the strands. (Appendix A page 147 of the ELA B.E.S.T. Standards Guide)

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

*Clarification 1:* 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.

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

*Clarification 1:* See Text Complexity for grade-level complexity bands and a text complexity rubric. (page 148 of the ELA B.E.S.T. Standards Guide)

ELA.K12.EE.3.1 Make inferences to support comprehension.

*Clarification 1:* 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.

ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

*Clarification 1:* In kindergarten, students learn to listen to one another respectfully. 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.

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

*Clarification 1:* 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.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.

*Clarification 1:* 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.

