

MINNESOTA ACADEMIC STANDARDS GRADE 1

Revised 11/09

LANGUAGE ARTS

Strand	Sub-Strand	Standard	Benchmarks
Reading & Literature	A. Word Recognition, Analysis, and Fluency	The student will understand and apply knowledge of the sounds of the English language (phonemic awareness), the sound-symbol relationship (phonics), and word recognition strategies to read grade-level materials with accuracy and emerging fluency.	<ol style="list-style-type: none"> 1. Identify letters, words and sentences. 2. Match spoken words with print. 3. See, hear, say and write the letters, blends and diagraphs that correspond with the common sounds of the English Language. 4. Segment and blend beginning, middle and ending sounds (phonemes) to read unfamiliar words. 5. Divide spoken and written words into syllables and identify phonemes and phonograms within words. 6. Use letter sounds, word patterns and parts of simple compound words to decode unfamiliar words when reading. 7. Generate rhyming words in a rhyming pattern. 8. Read 100 high-frequency words. 9. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct. 10. Read aloud grade-appropriate text with accuracy and emerging fluency.
	B. Vocabulary Expansion	The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies.	<ol style="list-style-type: none"> 1. Learn new words through explicit instruction and independent reading. 2. Use descriptive words when speaking of people, places, things, actions and events. 3. Identify and generate antonyms and synonyms, and use them to understand and express word meaning. 4. Use context to predict and infer word meanings.
	C. Comprehension	The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read or listened to.	<ol style="list-style-type: none"> 1. Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational text. 2. Recall and use prior learning and preview text to prepare for reading. 3. Monitor comprehension and reread as needed at points of difficulty, using strategies to self-correct when needed. 4. Make predictions of outcomes and verify from texts. 5. Identify or infer topic. 6. Make simple inferences and draw and support conclusions. 7. Use story illustrations to enhance comprehension. 8. Write or draw a response that shows comprehension of a story that has been read. 9. Relate texts to prior knowledge and experiences.

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Reading & Literature	D. Literature	The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts.	<ol style="list-style-type: none"> 1. Read from and listen to texts representing a variety of genres (such as poetry, folk tales, drama, fantasy, realistic fiction, informational and biographical texts) from America, as well as from other countries. 2. Identify and describe main characters setting and sequences of story events. 3. Respond to text and use details from stories to support interpretation and make personal connections. 4. Retell familiar stories using a beginning, middle and end. 5. Read and listen to selections for personal enjoyment. 6. Understand the role of illustrations in conveying meaning in picture books.
Writing	A. Types of Writing	The student will compose various pieces of writing.	<ol style="list-style-type: none"> 1. Write in a variety of modes to express meaning, including: <ol style="list-style-type: none"> a. narrative; b. informative; c. poetic. 2. Use informal writing to record information or observations.
	B. Elements of Composition	The student will demonstrate emerging knowledge of a writing process with attention to organization, topic and quality of ideas.	<ol style="list-style-type: none"> 1. Write simple sentences using a process and strategies to plan, compose, revise and edit.
	C. Spelling, Grammar, & Usage	The student will demonstrate emerging knowledge of punctuation, spelling and capitalization.	<ol style="list-style-type: none"> 1. Use a period after sentences, numerals and initials. 2. Capitalize the first letter of proper names, the pronoun <i>I</i>, the first words of sentences. 3. Use question marks and exclamation marks. 4. Compose simple sentences. 5. Use correct spelling for grade-appropriate high-frequency sight words. 6. Spell 3-4 letter words correctly. 7. Spell grade-appropriate words correctly in final draft.

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Writing	D. Research	The student will locate and use information in reference materials.	<ol style="list-style-type: none"> 1. Use grade level appropriate reference material to obtain information. 2. Alphabetize by first letter.
	E. Handwriting & Word Processing	The student will improve his/her handwriting.	<ol style="list-style-type: none"> 1. Improve the formation of uppercase and lowercase letters of the alphabet and numbers. 2. Space words and sentences appropriately.
Speaking, Listening & Viewing	A. Speaking & Listening	The student will communicate effectively through listening and speaking.	<ol style="list-style-type: none"> 1. Participate and follow agreed-upon rules for conversation and formal discussions. 2. Follow two-or three-step oral directions. 3. Attend to and understand the meaning of messages. 4. Communicate needs, feelings, and ideas to peers and adults in complete sentences. 5. Recite and respond to stories, poems, rhymes, and songs with expression. 6. Use voice level appropriate for language situation. 7. Ask and respond to questions.
	B. Viewing	The student will become familiar with the structure of printed material.	<ol style="list-style-type: none"> 1. Follow print from left to right and top to bottom. 2. Turn pages sequentially from front to back. 3. Identify the cover and title page of a book. 4. Recognize common signs and logos.

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MATH

Strand	Standard	No.	Benchmark
Number & Operation	Count, compare and represent whole numbers up to 120, with an emphasis on groups of tens and ones.	1.1.1.1	Use place value to describe whole numbers between 10 and 100 in terms of tens and ones. <i>For example:</i> Recognize the numbers 21 to 29 as 2 tens and a particular number of ones.
		1.1.1.2	Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.
		1.1.1.3	Count, with and without objects, forward and backward from any given number up to 120.
		1.1.1.4	Find a number that is 10 more or 10 less than a given number. <i>For example:</i> Using a hundred grid, find the number that is 10 more than 27.
		1.1.1.5	Compare and order whole numbers up to 120.
		1.1.1.6	Use words to describe the relative size of numbers. <i>For example:</i> Use the words equal to, not equal to, more than, less than, fewer than, is about, and is nearly to describe numbers.
		1.1.1.7	Use counting and comparison skills to create and analyze bar graphs and tally charts. <i>For example:</i> Make a bar graph of students' birthday months and count to compare the number in each month.
	Use a variety of models and strategies to solve addition and subtraction problems in real-world and mathematical contexts.	1.1.2.1	Use words, pictures, objects, length-based models (connecting cubes), numerals and number lines to model and solve addition and subtraction problems in part-part-total, adding to, taking away from and comparing situations.
		1.1.2.2	Compose and decompose numbers up to 12 with an emphasis on making ten. <i>For example:</i> Given 3 blocks, 7 more blocks are needed to make 10.
		1.1.2.3	Recognize the relationship between counting and addition and subtraction. Skip count by 2s, 5s, and 10s.

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Algebra	Recognize and create patterns; use rules to describe patterns.	1.2.1.1	<p>Create simple patterns using objects, pictures, numbers and rules. Identify possible rules to complete or extend patterns. Patterns may be repeating, growing or shrinking. Calculators can be used to create and explore patterns.</p> <p><i>For example:</i> Describe rules that can be used to extend the pattern 2, 4, 6, 8, □, □, □ and complete the pattern 33, 43, □, 63, □, 83 or 20, □, □, 17.</p>
	Use number sentences involving addition and subtraction basic facts to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.	1.2.2.1	<p>Represent real-world situations involving addition and subtraction basic facts, using objects and number sentences.</p> <p><i>For example:</i> One way to represent the number of toys that a child has left after giving away 4 of 6 toys is to begin with a stack of 6 connecting cubes and then break off 4 cubes.</p>
		1.2.2.2	<p>Determine if equations involving addition and subtraction are true.</p> <p><i>For example:</i> Determine if the following number sentences are true or false</p> $7 = 7$ $7 = 8 - 1$ $5 + 2 = 2 + 5$ $4 + 1 = 5 + 2.$
		1.2.2.3	<p>Use number sense and models of addition and subtraction, such as objects and number lines, to identify the missing number in an equation such as:</p> $2 + 4 = \square$ $3 + \square = 7$ $5 = \square - 3.$
		1.2.2.4	<p>Use addition or subtraction basic facts to represent a given problem situation using a number sentence.</p> <p><i>For example:</i> $5 + 3 = 8$ could be used to represent a situation in which 5 red balloons are combined with 3 blue balloons to make 8 total balloons.</p>

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Geometry & Measurement	Describe characteristics of basic shapes. Use basic shapes to compose and decompose other objects in various contexts.	1.3.1.1	Describe characteristics of two- and three-dimensional objects, such as triangles, squares, rectangles, circles, rectangular prisms, cylinders, cones and spheres. <i>For example:</i> Triangles have three sides and cubes have eight vertices (corners).
		1.3.1.2	Compose (combine) and decompose (take apart) two- and three-dimensional figures such as triangles, squares, rectangles, circles, rectangular prisms and cylinders. <i>For example:</i> Decompose a regular hexagon into 6 equilateral triangles; build prisms by stacking layers of cubes; compose an ice cream cone by combining a cone and half of a sphere. <i>Another example:</i> Use a drawing program to find shapes that can be made with a rectangle and a triangle.
	Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.	1.3.2.1	Measure the length of an object in terms of multiple copies of another object. <i>For example:</i> Measure a table by placing paper clips end-to-end and counting.
	Use basic concepts of measurement in real-world and mathematical situations involving length, time and money.	1.3.2.2	Tell time to the hour and half-hour.
		1.3.2.3	Identify pennies, nickels and dimes; find the value of a group of these coins, up to one dollar.

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SCIENCE

Strand	Substrand	Standard	No.	Benchmark
1. The Nature of Science and Engineering	1. The Practice of Science	1. Scientists work as individuals and in groups to investigate the natural world, emphasizing evidence and communicating with others.	1.1.1.1.1	When asked "How do you know?," students support their answer with observations. <i>For example:</i> Use observations to tell why a squirrel is a living thing.
			1.1.1.1.2	Recognize that describing things as accurately as possible is important in science because it enables people to compare their observations with those of others.
	3. Interactions Among Science, Technology Engineering, Mathematics, and Society	1. Designed and natural systems exist in the world. These systems are made up of components that act within a system and interact with other systems. 2. Men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.	1.1.3.1.1	Observe that many living and nonliving things are made of parts and that if a part is missing or broken, they may not function properly.
			1.1.3.2.1	Recognize that tools are used by people, including scientists and engineers, to gather information and solve problems. <i>For example:</i> Magnifier, snowplow and calculator.
3. Earth and Space Science	1. Earth Structure and Processes	3. Earth materials include solid rocks, sand, soil and water. These materials have different observable physical properties that make them useful.	1.3.1.3.1	Group or classify rocks in terms of color, shape and size.
			1.3.1.3.2	Describe similarities and differences between soil and rocks. <i>For example:</i> Use screens to separate components of soil and observe the samples using a magnifier.
			1.3.1.3.3	Identify and describe large and small objects made of Earth materials.

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4. Life Science	1. Structure and Function in Living Systems	1. Living things are diverse with many different observable characteristics.	1.4.1.1.1	Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors.
	2. Interdependence Among Living Systems	1. Natural systems have many components that interact to maintain the living system.	1.4.2.1.1	Recognize that animals need space, water, food, shelter and air.
			1.4.2.1.2	Describe ways in which an animal's habitat provides for its basic needs. <i>For example:</i> Compare students' houses with animal habitats.
	3. Evolution in Living Systems	1. Plants and animals undergo a series of orderly changes during their life cycles.	1.4.3.1.1	Demonstrate an understanding that animals pass through life cycles that include a beginning, development into adults, reproduction and eventually death. <i>For example:</i> Use live organisms or pictures to observe the changes that occur during the life cycle of butterflies, meal worms or frogs.
			1.4.3.1.2	Recognize that animals pass through the same life cycle stages as their parents.

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SOCIAL STUDIES

Strand	Sub-Strand	Standard	Benchmarks	Examples
I. U.S. History	A. Family Life Today and in the Past	The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	<ol style="list-style-type: none"> 1. Students will compare family life in his or her community from earlier times and today. 2. Students will compare family life in at least three distant places and times. 3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. 	<ol style="list-style-type: none"> 1. Dakota and Ojibwe villages; Minnesota frontier farms; suburban towns and cities in Minnesota today; similarities and differences in work (inside/outside home), dress, manners, schools, games, festivals, stories; drawing from biographies, oral histories, and folklore 2. City of Lagos in the African kingdom of Benin or Timbuktu in the kingdom of Mali; Eastern European shtetl or Sami village in Finnmark; Mongol village 3. Transportation methods (canoes, covered wagons, cars, planes), communication methods (oral traditions, letters, cell phones, computers).
	B. Famous People and Events in U.S. History	The student will recognize people and events that made significant contributions to U.S. History.	<ol style="list-style-type: none"> 1. Student will know individuals and groups associated with key turning points in U.S. History. 	<ol style="list-style-type: none"> 1. George Washington and the American Revolution; Abraham Lincoln and the Civil War; Lewis and Clark and the Corps of Discovery; Susan B. Anthony and the Women's Suffrage movement; Rosa Parks and the Civil Rights movement; military veterans and service to country.
	C. Many Peoples and Cultures Meet in the Making of North America	The student will demonstrate knowledge of the people who settled in North America.	<ol style="list-style-type: none"> 1. Students will understand that large and diverse American Indian nations were the original inhabitants of North America. 2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations. 	<ol style="list-style-type: none"> 1. Regional variations of Indian cultures (Woodland, Plains, Southwest, Pacific Northwest, and Arctic; Ojibwe, Dakota 2. Scandinavian, Spanish, Dutch, French, and English explorations, conflict, cooperation, trade, disease; Leif Eriksson; Christopher Columbus; Powhatan, Pocahontas and John Smith; Squanto and Pilgrims.

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III. World History	A. Family Life Today and in the Past	The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	<ol style="list-style-type: none"> 1. Students will compare family life in their own communities from earlier times and today. 2. Students will compare family life in at least three distant places and times. 3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. 	<ol style="list-style-type: none"> 1. Dakota and Ojibwe villages; Minnesota frontier farms; suburban towns and cities in Minnesota today; similarities and differences in work (inside/outside home), dress, manners, schools, games, festivals, stories; drawing from biographies, oral histories, and folklore. 2. City of Lagos in the African kingdom of Benin or Timbuktu in the kingdom of Mali; Eastern European shtetl or Sami village in Finnmark; Mongol village. 3. Transportation methods (canoes, covered wagons, cars, planes), communication methods (oral traditions, letters, cell phones, computers).
	B. Civilizations in World History	The student will demonstrate knowledge of the historical development of past cultures around the world.	<ol style="list-style-type: none"> 1. Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe. 	<ol style="list-style-type: none"> 1. China, Persia; Egypt; Aztec, Inca, Athenian; Rome, Ghana, Mali
	C. Famous People in World History	The student will recognize individuals or groups that have shaped the world.	<ol style="list-style-type: none"> 1. Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions. 	<ol style="list-style-type: none"> 1. Leonardo da Vinci, Michelangelo, Johann Gutenberg, Jonas Salk, William Shakespeare, Mahatma Ghandi, Marie Curie.
IV. Historical Skills	A. Concepts of Time	The student will demonstrate chronological thinking.	<ol style="list-style-type: none"> 1. Students will define and use terms for concepts of historical time. 2. Students will place events in chronological order and construct timelines. 	<ol style="list-style-type: none"> 1. "Long, long ago," recent past, present and future; days of the week, months of the year, seasons. 2. Visual or graphic representations of their own life histories and of the topics studied.

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IV. Historical Skills	B. Historical Resources	The student will understand that we can learn about the past from different sorts of evidence.	1. Students will compare different kinds of historical sources and describe the different sorts of information the sources provide.	1. Archeological and geological evidence; legends and mythology; oral traditions; documents such as diaries, letters, and newspapers; maps; songs, art, photographs, and architecture; artifacts such as toys, clothing, furniture, tools; visual and mathematical graphics such as tables, flow charts, graphs.
V. Geography	A. Concepts of Location	The student will use directional and positional words to locate and describe people, places and things.	<ol style="list-style-type: none"> 1. Students will describe the location of people, places and things by using positional words. 2. Students will use maps and globes to locate places referenced in stories and real life situations. 3. Students will explain that an address locates a specific place. 4. Students will name and use directional words to describe locations of places in the school and community. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above. 5. Students will use the equator and poles as reference points to describe locations. 6. Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer. 	<ol style="list-style-type: none"> 1. Near/far, above/below, left/right, behind/in front. 3. Street address, apartment number, classroom number. 4. Near/far, above/below, left/right, behind/in front, high/low, north/south, east/west. 5. Point to or mark United States, Minnesota, Europe, and Africa features on map of the world and globe, in relation to the poles and the equator. 6. Determine which is farther from Minnesota: Texas or Alaska.
		The student will demonstrate working knowledge of the cardinal directions.	1. Students will use cardinal and intermediate directions to locate places.	1. Students will describe the directional relationships between home and places studied (N, NE, E, SE, S, SW, W, NW).

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VI. Economics	A. Economic Choices	The student will understand that economic choices are necessary in life.	<ol style="list-style-type: none"> 1. Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have). 2. Students will explain that money can be used to buy goods and services. 3. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants. 4. Students will give examples of tradeoffs (opportunity costs). 5. Students will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose. 	<ol style="list-style-type: none"> 1. Food vs. video game 2. Quarter in gum ball machine 3. Not everything on birthday wish list is received 4. Invited to two birthday parties on the same day 5. Earnings from lemonade stand can be put in piggy bank or spent on candy
	B. Producers and Consumers	The student will understand the relationship between producers and consumers in regard to goods and services.	<ol style="list-style-type: none"> 1. Students will distinguish between producers and consumers and between goods and services. 2. Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services. 	<ol style="list-style-type: none"> 1. Farmer vs. dinner at restaurant; hamburger vs. haircut 2. Trees for paper, people, scissors.
VII. Government and Citizenship	A. Civic Values, Skills, Rights and Responsibilities	The student will describe civic values, rights and responsibilities in a republic.	<ol style="list-style-type: none"> 1. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life. 2. Students will explain the rights and responsibilities of people living in a democracy, including the principle of majority rule and minority rights. 	<ol style="list-style-type: none"> 1. Patriotism, liberty, self-reliance, cooperation, responsibility, honesty, justice, courage, self-discipline 2. Inalienable rights to life, liberty and the pursuit of happiness; freedom of speech, right to vote, right to run for office, freedom of religion, right to be treated fairly, respect the rights and property of others, obey rules and laws, be informed, care for your community know your rights, work hard, take care of yourself and family.

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VII. Government and Citizenship	A. Civic Values, Skills, Rights and Responsibilities	The student will understand the importance of participation in civic life and demonstrate effective civic skills.	<ol style="list-style-type: none"> 1. Students will explain the importance of participation and cooperation in a classroom and community and explain how people can make a difference in others' lives. 2. Students will describe how they can influence school rules by studying and discussing issues and presenting their concerns to the people in authority. 3. Students will explain the importance of voting and how one vote can make a difference. 4. Students will explain that people have diverse viewpoints and that speaking and listening to others is important. 	
	B. Beliefs and Principles of United States Democracy	The student will understand the role of government, rules, and law and why we have them.	<ol style="list-style-type: none"> 1. Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules. 2. Students will explain that rules and laws apply to everyone and describe consequences for breaking the rules or laws. 	<ol style="list-style-type: none"> 1. Safety, promote education environment, promote fairness, respect, characteristics: fair, reasonable, does what it is supposed to do, understandable, enforceable, supports a legitimate government goal, protects individual rights and promotes the general welfare 3. Constitution is a written plan that

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			3. Students will know that the United States and the State of Minnesota each have a constitution that outlines the rules for government.	creates, organizes, and describes what government does, classroom constitutions.
		The student will know key symbols, songs and locations that represent our nation and state.	<ol style="list-style-type: none"> 1. Students will recognize the symbols, songs, locations that uniquely identify our nation. 2. Students will recognize symbols that are significant for the state of Minnesota. 3. Students will describe key national holidays and explain why people celebrate them. 	<ol style="list-style-type: none"> 1. U.S. flag, the Pledge of Allegiance, the National Anthem, Independence Day, bald eagle, Statue of Liberty, the White House, the Liberty Bell, patriotic songs. 2. The state flag, flower, quarter dollar, and bird 3. July 4th, Memorial Day, Flag Day, Veterans' Day, Labor Day, and Presidents' Day, Martin Luther King Jr.'s birthday, Thanksgiving.
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VII. Government and Citizenship	C. Roots of the Republic	The student will understand the importance of key founding documents of the U.S.	1. Students will identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.	
		The student will become familiar with statesmen and their leadership and guidance of the republic.	1. Students will identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.	
	D. Governmental Institutions and Processes of the United States	The student will know basic functions of government.	<ol style="list-style-type: none"> 1. Students will describe examples of specific services provided by government. 2. Students will name people involved in government, including current and past government leaders, employees, and volunteers. 	<ol style="list-style-type: none"> 1. Police and fire protection, snowplowing, community parks, schools 2. George Washington, Abraham Lincoln, current government and community leaders, firefighters, lice officers.