



Ellsworth School Department

PRIMARY LEVEL

English Language-Arts Teaching & Learning Benchmarks

LANGUAGE - *Students will show understanding of the conventions of standard English, knowledge of language, and demonstrate use of grade level vocabulary.*

Focus Standards	Grade K	Grade 1	Grade 2
<p><i>Students will:</i></p>	<p>L1e. Produce and expand complete sentences in shared language activities.</p> <p>Capitalize the first word in a sentence and the pronoun <i>I</i>. (MLR.ELA.W3.b)</p> <p>Recognize and name end punctuation. (MLR.ELA.W3.c)</p> <p>Write a letter or letters for most consonant and short-vowel sounds (phonemes). (MLR.ELA.W3.d)</p>	<p>Capitalize the first word, pronoun <i>I</i> and names of people.</p> <p>Use end punctuation for sentences.</p> <p>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (HFW)</p> <p>Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>Capitalize the first word in a sentence, the pronoun <i>I</i>, names of people and places and dates.</p> <p>Use end stop punctuation for sentences.</p> <p>Use conventional spelling for words with common spelling patterns and for many frequently occurring irregular words.</p>

	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (MLR.ELA.W3.e)		
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SPEAKING AND LISTENING -

Students will participate through active listening in conversations, comprehend and evaluate information, be able to present information appropriate to task, purpose and audience, and provide thoughtful responses.

Focus Standards	Grade K	Grade 1	Grade 2
<i>Students will:</i>	Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups. (MLR.ELA.K.SL1.a)	Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups. (MLR.ELA.1.SL1.a) Produce complete sentences when appropriate to task and situation. (MLR.ELA.1.SL4.a)	Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups. (MLR.ELA.2.SL1.a) Describe people, places, things, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (MLR.ELA.2.SL3.a) Produce complete sentences when appropriate in order to provide details. (MLR.ELA.2.SL4.a)

READING - *Students will demonstrate foundational reading skills as well as be able to analyze and summarize texts, identify key ideas and details, attend to craft and structure, and read grade-level texts fluently.*

Focus Standards	Grade K	Grade 1	Grade 2
<p><i>Students will:</i></p>	<p>Follow words from left to right, top to bottom, and page by page. (MLR.ELA.K.R1.a)</p> <p>Understand that words are separated by spaces in print. (MLR.ELA.K.R1.c)</p> <p>Recognize and name all upper- and lowercase letters of the alphabet. (MLR.ELA.K.R1.d)</p> <p>Recognize and produce rhyming words. (MLR.ELA.K.R2.a)</p> <p>Count, pronounce, blend, and segment syllables in spoken words. (MLR.ELA.K.R2.b)</p> <p>Blend and segment onsets and rimes of single-syllable spoken words. (MLR.ELA.K.R2.c)</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (MLR.ELA.K.R2.d)</p> <p>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (MLR.ELA.K.R2.e)</p> <p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the</p>	<p>Distinguish long from short vowel sounds in spoken single-syllable words. (MLR.ELA.1.R2.a)</p> <p>Produce single-syllable words by blending sounds (phonemes), including consonant blends. (MLR.ELA.1.R2.b)</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (MLR.ELA.1.R2.c)</p> <p>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (MLR.ELA.1.R2.d)</p> <p>Decode regularly spelled one-syllable words. (MLR.ELA.1.R3.b)</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables. (MLR.ELA.1.R3.e)</p> <p>Recognize and read grade-appropriate irregularly spelled words. (MLR.ELA.1.R3.g)</p> <p>Retell key details of texts (who, what, when, where, and how), including the main topic. (MLR.ELA.1.R5.a&b)</p>	<p>Identify words with inconsistent but common spelling-sound correspondences. (MLR.ELA.2.R3.e)</p> <p>Recognize and read grade-appropriate irregularly spelled words. (MLR.ELA.2.R3.f)</p> <p>When reading text closely, ask and answer questions about who, what, when, where, how and why. (MLR.ELA.2.R4.a)</p> <p>Retell texts, including details about who, what, when, where, how, and why. (MLR.ELA.2.R5.a)</p> <p>Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action. (MLR.ELA.2.R8.a)</p> <p>Explain how various text features (e.g., table of contents, headings, bold print, graphics, indexes, glossaries) are used to locate key facts or information in a text. (MLR.ELA.2.R8.b)</p> <p>Read various on-level texts with purpose and understanding. (MLR.ELA.2.R12.a)</p>

	<p>primary or many of the most frequent sound for each letter. (MLR.ELA.K.R3.a)</p> <p>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (MLR.ELA.K.R3.c)</p> <p>Retell key details of texts with prompting and support, including the main topic. (MLR.ELA.K.R5.a)</p> <p>With prompting and support describe the role of the author and illustrator in a story or text. (MLR.ELA.K.R9.a&b)</p> <p>Read emergent-reader texts with purpose and understanding. (MLR.ELA.K.R12.a)</p>	<p>Determine and use text features (e.g., headings, bold print, graphics, tables of contents) that help locate key facts or information in a text. (MLR.ELA.1.R8.b)</p> <p>Read various on-level text with purpose and understanding. (MLR.ELA.1.R12.a)</p> <p>Read various on-level text with accuracy, appropriate rate, and expression on successive readings. (MLR.ELA.1.R12.b)</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (MLR.ELA.1.R12.c)</p>	<p>Read various on-level text orally with accuracy, appropriate rate, and expression on successive readings. (MLR.ELA.2.R12.b)</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (MLR.ELA.2.R12.c)</p>
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WRITING - *Students will develop, strengthen, and polish their writing skills through studying a variety of different sources and routinely drafting their own writing pieces that are appropriate to task, audience, and purpose.*

Focus Standards	Grade K	Grade 1	Grade 2
<i>Students will:</i>	<p>Use a combination of drawing and writing to communicate a topic. (MLR.ELA.W3.a)</p>	<p>Print all upper- and lowercase letters. (MLR.ELA.1.W3.a)</p> <p>Use a combination of drawing and writing to communicate a topic with details. (MLR.ELA.1.W3.b)</p>	<p>Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. (MLR.ELA.W3.a)</p> <p>With guidance and support, I can write an informative text in which I introduce a topic, use facts, and provide a</p>

			concluding statement. (MLR.ELA.W2.a)
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