

Correlations between
State of Minnesota English Language Arts
Standards for Grade One
and
Seeds of Science/Roots of Reading[®]
Integrated Science and Literacy Units

Minnesota English/Language Arts Standards – 1st Grade

Minnesota English/Language Arts Standards – 1 st Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes

I. READING AND 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.

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.	●	●	●	●								

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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.												
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.												
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.	●	●	●	●								

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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.	●●	●●	●●	●●								
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.												
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.												

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5. Read and listen to selections for personal enjoyment.	●	●	●	●								
6. Understand the role of illustrations in conveying meaning in picture books.	●●	●●	●●	●●								
II. WRITING (<i>Writing should be addressed across content areas and integrated into the curriculum.</i>)												
A. Types of Writing- The student will compose various pieces of writing.												
1. Write in a variety of modes to express meaning, including: 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.												
1. Write simple sentences using a process and strategies to plan, compose, revise and edit.	●●	●●	●●	●●								
C. Spelling, Grammar, and Usage- The student will demonstrate emerging knowledge of punctuation, spelling and capitalization.												
1. Use a period after sentences, numerals and initials.	●	●	●	●								
2. Capitalize the first letter of proper names, the pronoun <i>I</i> , and the first words of sentences.	●	●	●	●								

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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.	●	●	●	●								
D. Research- The student will locate and use information in reference materials.												
1. Use grade level appropriate reference material to obtain information.	●●●	●●●	●●●	●●●								
2. Alphabetize by first letter.	●	●	●	●								
E. Handwriting and Word Processing- The student will improve his/her handwriting.												
1. Improve the formation of uppercase and lowercase letters of the alphabet and numbers.	●	●	●	●								
2. Space words and sentences appropriately.	●	●	●	●								
III. SPEAKING, LISTENING AND VIEWING												
A. Speaking and Listening- The student will communicate effectively through listening and speaking.												
1. Participate in and follow agreed-upon rules for conversation and formal discussions.	●●	●●	●●	●●								
2. Follow two- or three-step oral directions.	●●	●●	●●	●●								

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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.												
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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