

## 1<sup>st</sup> Grade Power Standards

P RL.1.1	<i>Ask and answer questions</i> about <b>key details</b> in a text.
P RL.1.2	<i>Retell</i> stories, including <b>key details</b> , and demonstrate understanding of their <b>central message or lesson</b> .
P RI.1.1	<i>Ask and answer questions</i> about <b>key details</b> in a text.
P RI.1.2	<i>Identify the main topic</i> and <i>retell key details</i> of a text.
P W.1.1	Write <b>opinion pieces</b> in which they <b>introduce the topic</b> or name the book they are writing about, <b>state an opinion</b> , supply <b>a reason</b> for the opinion, and provide some <b>sense of closure</b> .
P W.1.2	Write <b>informative/explanatory texts</b> in which they <b>name a topic</b> , supply some <b>facts</b> about the topic, and provide some <b>sense of closure</b> .
P W.1.3	Write <b>narratives</b> in which they recount two or more appropriately <b>sequenced events</b> , include some <b>details</b> regarding what happened, use <b>temporal words</b> to signal event order, and provide some <b>sense of closure</b> .
P W.1.5	With guidance and support from adults, <b>focus on a topic</b> , respond to <b>questions and suggestions from peers</b> , and <b>add details</b> to strengthen writing as needed.
P SL.1.1	Participate in <b>collaborative conversations</b> with diverse partners about <i>grade 1</i> topics and texts with peers and adults in small and larger groups:
	a. Follow agreed-upon <b>rules for discussions</b> (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	b. Build on others' talk in conversations by <b>responding to the comments of others</b> through multiple exchanges.
	c. <b>Ask questions to clear up any confusion</b> about the topics and texts under discussion.
P RF.1.2	Demonstrate understanding of spoken <b>words, syllables, and sounds</b> (phonemes).
	a. Distinguish <b>long from short vowel</b> sounds in spoken single-syllable words.

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	b. Orally produce single-syllable words by <b>blending sounds</b> (phonemes), including consonant blends.
	c. Isolate and pronounce <b>initial, medial vowel, and final sounds</b> (phonemes) in spoken single-syllable words.
	d. <b>Segment</b> spoken single-syllable words into their complete sequence of <b>individual sounds</b> (phonemes).
<p><b>P</b> RF.1.3</p>	Know and apply grade-level phonics and word analysis skills in <b>decoding words</b> .
	a. Know the spelling-sound correspondences for common <b>consonant digraphs</b> .
	b. Decode regularly spelled <b>one-syllable words</b> .
	c. Know final -e and common vowel team conventions for representing <b>long vowel sounds</b> .
	d. Use knowledge that every <b>syllable must have a vowel</b> sound to determine the number of syllables in a printed word.
	e. Decode <b>two-syllable words</b> following basic patterns by breaking the words into syllables.
	f. Read words with <b>inflectional endings</b> .
	g. Recognize and read grade-appropriate <b>irregularly spelled words</b> .
<p><b>P</b> L.1.1</p>	Demonstrate command of the <b>conventions</b> of standard English <b>grammar</b> and usage when writing or speaking.
	a. Independently identify and legibly write all <b>upper-and-lowercase letters</b> ( <i>legibility is defined as the letter being recognizable to readers in isolation from other letters in a word</i> ).
	b. Produce grade-appropriate text using <b>legible writing</b>
	c. Use common, proper, and possessive <b>nouns</b> .
	d. Use singular and plural <b>nouns with matching verbs</b> in basic sentences (e.g., <i>He hops; We hop</i> ).
	e. Use personal (subject, object), possessive, and indefinite <b>pronouns</b> (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).
	f. Use <b>verbs</b> to convey a sense of <b>past, present, and future</b> (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).
	g. Use frequently occurring <b>adjectives</b> .

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	h. Use frequently occurring <b>conjunctions</b> (e.g., <i>and, but, or, so, because</i> ).
	i. Use <b>determiners</b> (e.g., articles, demonstratives).
	j. Use frequently occurring <b>prepositions</b> (e.g., <i>during, beyond, toward</i> ).
	k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory <b>sentences in response to prompts</b> .
P L.1.2	Demonstrate command of the conventions of Standard English <b>capitalization, punctuation, and spelling</b> when writing.
	a. <b>Capitalize</b> dates and names of people.
	b. Use <b>end punctuation</b> for sentences.
	c. Use <b>commas</b> in dates and to separate single words in a series.
	d. Use <b>conventional spelling</b> for words with common spelling patterns and for frequently occurring irregular words.
	e. <b>Spell</b> untaught words <b>phonetically</b> , drawing on phonemic awareness and spelling conventions.
P L.1.4	Determine or clarify the meaning of <b>unknown and multiple-meaning words and phrases</b> based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
	a. Use sentence-level <b>context as a clue</b> to the meaning of a word or phrase.
	b. Use frequently occurring <b>affixes as a clue</b> to the meaning of a word.
	c. Identify frequently occurring <b>root words</b> (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).