

1st Grade ELA Power Standards

Power Standards were chosen by grade level representatives June 2022 utilizing the [2020 Wisconsin Standards for English Language Arts](#).

Reading Foundations

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- e. Add, delete, or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).
- c. Know final -e and common vowel team conventions for representing long vowel sounds).
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.
- f. Read words with inflectional endings (i.e., -s, -ed, -ing). g. Recognize and rea

RF.1.4 Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.

Reading

R.1.1 Develop and answer questions about key ideas and details in a text.

R.1.2: Identify a main topic or central idea in a text with guidance and support; retell important details.

R.1.3: Describe characters, settings, and important events in a story or pieces of information in a text.

R.1.5: Identify a variety of genres and explain major differences between literary texts and informational texts.

R.1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics.

Writing

W.1.2: Write text in a variety of modes including opinion, informative and narrative.

- a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- c. Convey events, real or imagined, through narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.3 :Create writing that utilizes organization, transitions, and word choice.

- a. Organization: provide a beginning, middle and a simple ending.
- b. Transitions: simple word transitions and temporal words/pictures that link ideas.
- c. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images.

W.1.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

SL.1.1: Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.

- a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic.
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.
- d. Consider individual differences when communicating with others.

SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas clearly.

Language

L.1.2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

- a. Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked).
- b. Identify common root words.

L.1.4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.

L.1.5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose of language choice with:

- a. Common, proper, and possessive nouns.
- b. Nouns/verbs agreement in simple sentences.
- c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
- d. Production and expansion of complete sentences in response to prompts.

L.1.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:

- a. Capitalization of dates and names of people.
- b. End punctuation.
- c. Commas in dates and simple sets.
- d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically.