

Grade One Standards for English Language Arts

Power Standards include key recommendations from the National Reading Panel and skills required for norm referenced assessments “backward mapped” to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.1.1	Demonstrate phonological awareness of spoken words: syllable awareness and onset and rime awareness. [1.1]
	1.1.2	Demonstrate phonemic awareness of spoken words: matching, isolating, blending, segmenting, deleting, and substituting. [1.2]
	1.1.3	Decode words in text: letter/sound relationships, short/long vowels, digraphs, blends, diphthongs, word families, and spelling patterns. [1.3]
	1.1.4	Comprehend vocabulary using suffixes, synonyms, and antonyms; apply alphabetical order to locate words using the first letter of each word. [1.4]
	1.1.5	Identify high frequency words (regular/irregular) to build fluency and comprehension. [1.5]
	1.1.A1 1.1.A2	Develop and expand vocabulary (reading, writing, listening, and speaking). [1.4] Read decodable text with fluency. [1.5]
Reading Strategies	2.1.1	Demonstrate concept of print, concept of word, and voice-to-print match; identify author and illustrator. [2.1]
	2.1.2	Use during-reading strategies based on text and purpose: make predictions, identify key vocabulary, and make inferences with assistance. [2.2]
	2.1.3	Use after-reading strategies based on text and purpose to recall details/facts and restate main ideas orally. [2.3]
Literary Text	3.1.1	Listen for and identify setting and sequence of events; make inferences and draw conclusions about setting and plot based on evidence with assistance. [3.1]
	3.1.2	Make inferences and draw conclusions about a character(s) based on evidence with assistance; identify and describe physical and personality traits of characters. [3.2]
	3.1.3	Identify the main idea. [3.3]
	3.1.7	Listen to, read, and discuss text from different cultures and time periods. [3.7]
	3.1.8	Make predictions based on evidence. [3.8]
	3.1.9	Use information to answer specific questions. [3.9]
Expository Text	4.1.1	Identify the purpose of and gain information from text features: text boxes, illustrations, diagrams, headings, titles, graphs, charts, and tables of contents. [4.1]
	4.1.3	Identify the topic; describe sequential and/or chronological order. [4.3]
	4.1.4	Listen to, read, and discuss text from different cultures and time periods. [4.4]
	4.1.5	Use information to answer specific questions. [4.5]
	4.1.6	Make predictions, make inferences, and draw conclusions based on evidence with assistance. [4.6]
	4.1.7	Follow pictorial and written directions to complete tasks. [4.7]
Effective Writing	5.1.1	Use prewriting strategies to plan written work; choose and narrow a topic to organize ideas with assistance. [5.1]
	5.1.2	Draft sentences about a single topic that address audience and purpose with supporting details. [5.2]
	5.1.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, and voice with assistance. [5.3]
	5.1.4	Edit for correct use of mechanics: punctuation (commas, contractions, singular possessives, and end punctuation), capitalization (first and last names, months, days of the week, and beginnings of sentences), and spelling (high frequency words, content words, and patterned words). [5.4]
	5.1.5	Edit for correct word usage: nouns, verbs, and pronouns. [5.5]
	5.1.6	Edit for use of complete sentences. [5.6]
	5.1.7	Prepare a legible final draft to display or share. [5.7]
5.1.A1	Use correct spelling of CVC and high frequency words. [5.2]	
Types of Writing	6.1.1	Write expository sentences using a topic sentence generated by the teacher and/or the student. [6.1]
	6.1.2	Write narrative/descriptive sentences appropriate to audience and purpose. [6.2]
	6.1.4	Write responses to literary text. [6.4]
	6.1.5	Write responses to expository text. [6.5]
	6.1.9	Write sentences to formulate and answer a research question; record information from simple reference materials and technology. [6.9]
6.1.A1	Write simple stories. [6.2]	
Listening	7.1.1	Listen for a variety of purposes: gaining information, being entertained, and understanding directions. [7.1]
	7.1.2	Listen and respond to oral communication. [7.2]
	7.1.3	Expand vocabulary through listening. [7.3]
Speaking	8.1.1	Give directions to complete tasks; ask questions to clarify directions. [8.1]
	8.1.2	Use precise language to describe feelings, experiences, observations, and ideas. [8.2]
	8.1.3	Communicate information in small and large groups; speak clearly with prosody. [8.3]
	8.1.4	Participate in group discussions following the turn-taking process. [8.4]