

# Power Standards and Benchmarks

## Grade 1

**Language Arts Standard: Students will be able to apply reading, writing, speaking and listening skills to communicate effectively.**

**Reading Power Standard: Students will be able to read, analyze, and understand a variety of literary and informational texts for varied purposes.**

**Reading Power Benchmark 1: Demonstrates accuracy and fluency when reading grade appropriate text**

| Grade Level Benchmark                                   | Vocabulary  | Skills   | Classroom Resources  |
|---|---|--|--|
| a. Reads by sight a minimum of 130 high frequency words | <ul style="list-style-type: none"> <li>• Sight words</li> <li>• Frequent</li> <li>• Automatic</li> <li>• Instantly</li> <li>• Word Wall</li> </ul>  | <ul style="list-style-type: none"> <li>• Reads instantly at least 130 high frequency words</li> </ul>  | <ul style="list-style-type: none"> <li>• Chalkboards/whiteboards</li> <li>• Plastic letters</li> <li>• Word Walls</li> <li>• Words to Fluency list</li> <li>• Guided Reading books</li> <li>• <b>Assessment: Running Records</b></li> <li>• <b>Assessment: LAPBA (Words to Fluency)</b></li> </ul> |
| b. Uses self-monitoring and self-correcting strategies  | <ul style="list-style-type: none"> <li>• Checking/monitoring</li> <li>• One to one matching</li> <li>• Known words</li> <li>• Meaning/ makes sense</li> <li>• Structure/ sounds right</li> <li>• Visual/ looks right</li> </ul> | <ul style="list-style-type: none"> <li>• Monitors for one to one matching</li> <li>• Monitors known words</li> <li>• Notices whether pronounced sounds match with printed letters (visual)</li> <li>• Notices whether the words sound right (structure)</li> <li>• Notices whether the words make sense in the sentence (meaning)</li> </ul> | <ul style="list-style-type: none"> <li>• Guided Reading books</li> <li>• Reading Curriculum Guides</li> <li>• Reading Recovery teacher</li> <li>• Teachers Prompts card</li> <li>• Think-Alouds</li> <li>• <i>Guided Reading by</i></li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Re-read</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses context clues from surrounding sentences or pictures</li> <li>• Reads new words through analogy to known words and word parts</li> <li>• Self-corrects when experiencing difficulty in reading words</li> </ul>  | <p>Fountas and Pinnell</p> <ul style="list-style-type: none"> <li>• <b>Assessment: Running Records</b></li> </ul>   |
| c. Reads grade level materials accurately | <ul style="list-style-type: none"> <li>• Prior knowledge</li> <li>• Accuracy</li> <li>• Independent level</li> <li>• Instructional level</li> <li>• Frustration level</li> <li>• Self-monitor</li> <li>• Self-correcting</li> <li>• Running records</li> </ul> | <ul style="list-style-type: none"> <li>• Reads words in sequence with 1:1 matching</li> <li>• Reads with at least 95% accuracy</li> </ul>  | <ul style="list-style-type: none"> <li>• Guided Reading books</li> <li>• <i>Matching Text to Readers</i> by Fountas and Pinnell</li> <li>• <b>Assessment: Running Records</b></li> <li>• <b>Assessment: Fluency (Accuracy)</b></li> </ul>       |
| d. Reads with fluency                     | <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Repeated reading</li> <li>• Accuracy</li> <li>• Prosody (expression, intonation, phrasing)</li> </ul>  | <ul style="list-style-type: none"> <li>• Reads independently a wide variety of text and printed materials with prosody</li> <li>• Uses the cues of punctuation including commas, periods, question marks and quotation marks to convey meaning.</li> <li>• Reads a minimum of 42 words per minute on grade level appropriate text</li> </ul> | <ul style="list-style-type: none"> <li>• Guided Reading books</li> <li>• Fluency Curriculum Guide</li> <li>• <i>Fluency</i> by Jerry Johns</li> <li>• <b>Assessment: Fluency Rubric</b></li> <li>• <b>Assessment: Running Record</b></li> </ul> |

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### Reading Power Benchmark 2: Uses a variety of comprehension processes

| Grade Level Benchmark                           | Vocabulary  | Skills  | Classroom Resources   |
|---|---|---|---|
| a. Makes and supports predictions               | <ul style="list-style-type: none"> <li>• Prediction</li> <li>• Title</li> <li>• Illustration</li> <li>• Prior knowledge</li> <li>• Prior experience</li> <li>• Story clues</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses title of book and pictures to make predictions about what will happen in the story</li> <li>• Supports predictions using evidence from text and/or prior knowledge and experience</li> </ul>  | <ul style="list-style-type: none"> <li>• Guided Reading books</li> <li>• Reading Curriculum Guides</li> <li>• Read-Alouds</li> <li>• Think-Alouds</li> <li>• Graphic Organizers</li> <li>• <b>Assessment: LAPBA</b></li> </ul>  |
| b. Retells stories or parts of stories or books | <ul style="list-style-type: none"> <li>• Retell</li> <li>• Evidence</li> <li>• Events</li> <li>• Sequence order (beginning, middle, end)</li> <li>• Character</li> <li>• Setting</li> <li>• Problem</li> <li>• Solution</li> <li>• Main idea</li> <li>• Noting details</li> <li>• Summary</li> <li>• Fiction</li> <li>• Nonfiction</li> </ul> | <ul style="list-style-type: none"> <li>• Retells book or story in proper sequence</li> <li>• Completes a story map with the following areas: characters, setting, sequence of events, supporting details, problem/solution</li> <li>• Distinguishes between fiction and nonfiction text structure to help with retelling</li> <li>• Relates text to personal experiences and/or prior knowledge</li> <li>• Retells information gained from text</li> <li>• Responds accurately to questions about text</li> <li>• Provides support for answers to questions about text</li> <li>• Summarizes text information using main idea and supporting details</li> <li>• Completes SWBS (Somebody, Wanted, But, So) graphic organizer</li> </ul> | <ul style="list-style-type: none"> <li>• Guided Reading books</li> <li>• Reading Curriculum Guides</li> <li>• Retelling Rubric</li> <li>• Graphic Organizer (SWBS)</li> <li>• Read-Alouds</li> <li>• Think-Alouds</li> <li>• <b>Assessment: Running Record(Comprehension)</b></li> <li>• <b>Assessment: LAPBA (Noting Details)</b></li> <li>• <b>Assessment: LAPBA (Sequencing Events)</b></li> <li>• <b>Assessment: LAPBA (Main Idea)</b></li> </ul> |
| c. Responds to text in a variety of ways (oral, | <ul style="list-style-type: none"> <li>• Understanding</li> <li>• Characters</li> </ul>   | <ul style="list-style-type: none"> <li>• Creates artwork or a written response to show comprehension</li> </ul>   | <ul style="list-style-type: none"> <li>• Guided Reading books</li> <li>• Reading Curriculum</li> </ul>  |

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| <p>written, artistic, or movement) to show comprehension</p> | <ul style="list-style-type: none"> <li>• Story elements</li> <li>• Extend</li> <li>• Cause and effect</li> <li>• Events</li> <li>• Motives</li> <li>• Visualize</li> <li>• Compare/alike</li> <li>• Contrast/different</li> </ul> | <ul style="list-style-type: none"> <li>• Uses oral or physical means (acting, singing, dancing, etc.) to show comprehension</li> <li>• Answers simple questions about the text</li> <li>• Supports answers to questions about the text using text information and prior knowledge or experience</li> <li>• Uses pictures to aid comprehension</li> <li>• Extends the story</li> <li>• Describes in own words what new information was gained from the text</li> <li>• Describes the causes and effects of events</li> <li>• Describes motives of characters</li> <li>• Uses text to create visualizations</li> <li>• Compares and contrasts one story to another</li> </ul> | <p>Guides</p> <ul style="list-style-type: none"> <li>• Read-Alouds</li> <li>• Think-Alouds</li> <li>• Graphic Organizers (Venn Diagram)</li> <li>• Journals</li> <li>• <b>Assessment: LAPBA</b></li> </ul> |
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**Reading Power Benchmark 3: Demonstrates the ability to learn new vocabulary to increase comprehension of texts**

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| Grade Level Benchmark   | Vocabulary   | Skills  | Classroom Resources  |
|---|--|---|--|
| a. Uses a variety of strategies to gain meaning of new words in texts | <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Context</li> <li>• Definition</li> <li>• Meaning</li> <li>• Prediction</li> <li>• Illustration</li> </ul> | <ul style="list-style-type: none"> <li>• Talks about the meaning of new words encountered in books and conversation</li> <li>• Notices unfamiliar words in reading, predicts their meaning from context, illustrations, and use of multiple information sources</li> <li>• Notices whether the words sound right, given their spelling</li> <li>• Notices whether the words make sense</li> <li>• Checks difficult words against knowledge of print-sound correspondences and meaning of text</li> <li>• Uses familiar words to decode word and sentence meaning</li> <li>• Rereads or reads on to decode word and sentence meaning</li> <li>• Uses suffixes and prefixes to decode words and determine meaning</li> <li>• Learns new words from books and read alouds</li> </ul> | <ul style="list-style-type: none"> <li>• Guided Reading books</li> <li>• PWIM</li> <li>• Reading Curriculum Guide</li> <li>• Think-Alouds</li> <li>• Read-Alouds</li> <li>• <b>Assessment: Running Record (Comprehension)</b></li> <li>• <b>Assessment: Unit Assessment</b></li> </ul> |

### Reading Power Benchmark 4: Uses the print-sound code when reading grade appropriate text

| Grade Level Benchmark | Vocabulary | Skills | Classroom Resources |
|-----------------------|------------|--------|---------------------|
|-----------------------|------------|--------|---------------------|

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|---|---|--|--|
| <p>a. Recognizes sounds in words and knows how to segment and blend the phonemes into words (phonemic awareness)</p>        | <ul style="list-style-type: none"> <li>• Word</li> <li>• Sound</li> <li>• Blend</li> <li>• Segment</li> <li>• Vowel</li> <li>• Consonant</li> <li>• Onset/rime</li> </ul>   | <ul style="list-style-type: none"> <li>• Separates or segments the sounds by saying each sound aloud (cat is /c/-/a/-/t/)</li> <li>• Blends separately spoken phonemes together to make a meaningful word (/c/-/a/-/t/ is cat)</li> <li>• Blends onsets and rimes to form words (/c/-/at/ is cat)</li> </ul> | <ul style="list-style-type: none"> <li>• Guided Reading books</li> <li>• Plastic letters</li> <li>• Elkonin Sound Boxes</li> <li>• Whiteboards/ chalkboards</li> <li>• <b>Assessment: LAPBA Weekly/Unit Assessment</b></li> </ul>            |
| <p>b. Knows the correspondences between phonemes (sounds) and graphemes (letters) that represent these sounds (phonics)</p> | <ul style="list-style-type: none"> <li>• Phonemes</li> <li>• Graphemes</li> <li>• Chunk</li> <li>• Blends</li> <li>• Digraphs</li> <li>• Short vowels</li> <li>• Long vowels</li> <li>• Silent e</li> <li>• Endings</li> <li>• Consonant</li> <li>• Beginning/ first sound</li> <li>• Ending/ last sound</li> </ul> | <ul style="list-style-type: none"> <li>• Knows the regular letter-sound correspondences and uses them to recognize or figure out regularly spelled one and two-syllable words</li> </ul>   | <ul style="list-style-type: none"> <li>• Guided Reading books</li> <li>• Plastic letters</li> <li>• Whiteboards/ chalkboard</li> <li>• Journals</li> <li>• <b>Assessment: Running Records</b></li> <li>• <b>Assessment: LAPBA</b></li> </ul> |
| <p>c. Converts written words to spoken words (reads words)</p>  | <ul style="list-style-type: none"> <li>• Chunk</li> <li>• Word families</li> <li>• Word patterns</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses knowledge of letter-sound correspondences to recognize or figure out regularly spelled, one-and two-syllable words</li> <li>• Uses visual features for instant recognition of some words</li> </ul>  | <ul style="list-style-type: none"> <li>• Guided Reading books</li> <li>• Plastic letters</li> <li>• Whiteboards/ chalkboards</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Blends</li> <li>• Digraphs</li> <li>• Short vowels</li> </ul> | <ul style="list-style-type: none"> <li>• Uses known word parts to solve words</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Assessment: Running Records</b></li> <li>• <b>Assessment: Fluency (Accuracy)</b></li> <li>• <b>Assessment: LAPBA</b></li> </ul> |
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**Writing Power Standard: Students will be able to use the writing process and apply a working knowledge of the English language to write for a variety of purposes.**

### Writing Power Benchmark 1: Uses the writing process

| Grade Level Benchmark  | Vocabulary  | Skills   | Classroom Resources   |
|--|---|--|---|
| a. Uses the 5-step writing process: prewrite, draft, revise, edit, publish | <ul style="list-style-type: none"> <li>• Pre-write</li> <li>• Draft</li> <li>• Revise</li> <li>• Edit</li> <li>• Publish</li> <li>• Main idea</li> <li>• Topic</li> <li>• Audience</li> <li>• Purpose</li> <li>• Graphic organizers</li> <li>• Brainstorming</li> </ul> | <ul style="list-style-type: none"> <li>• Generates meaningful writing</li> <li>• Develops a main idea for writing</li> <li>• Determines the purpose and the audience for writing</li> <li>• Uses organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing pieces</li> <li>• Organizes writing to include a beginning, middle and end</li> <li>• Rereads own writing for clarity</li> <li>• Adds descriptive words and details</li> <li>• Uses resources (e.g., a word wall, a beginner's dictionary, word bank) to select and spell words</li> </ul> | <ul style="list-style-type: none"> <li>• Writing folder for Writer's Workshop</li> <li>• Interactive Writing</li> <li>• Classroom chart with list of writing topics</li> <li>• Graphic Organizers</li> <li>• Beginner's dictionary</li> <li>• Word Wall</li> <li>• Word Bank</li> <li>• Writing Rubric</li> <li>• <i>Guided Reading</i> by Fountas and Pinnell</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Webs</li> <li>• Venn diagram</li> <li>• Word choice</li> <li>• Details</li> <li>• Ideas</li> <li>• Content</li> <li>• Complete sentence</li> <li>• Noun</li> <li>• Verb</li> <li>• Writing rubric</li> <li>• Checklist</li> <li>• Technology</li> <li>• Computer</li> </ul> | <ul style="list-style-type: none"> <li>• Uses correct sentence structures (nouns and verbs)</li> <li>• Proofreads writing to improve conventions (e.g. grammar, spelling, punctuation, capitalization, and spacing)</li> <li>• Uses simplified writing rubric or revising checklist to judge the quality of the writing and revise the piece</li> <li>• Rewrites and illustrates writing pieces for display and sharing with others</li> <li>• Uses available technology to compose or publish text</li> </ul> | <ul style="list-style-type: none"> <li>• Computer</li> <li>• Chart paper</li> <li>• Interactive Writing</li> <li>• Journals</li> <li>• <b>Assessment: LAPBA (Writing)</b></li> </ul> |
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### Writing Power Benchmark 2: Varies writing according to purpose

| Grade Level Benchmark                                      | Vocabulary  | Skills  | Classroom Resources  |
|--|---|---|--|
| a. Uses a variety of forms to write for different purposes | <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Descriptive</li> <li>• Informational</li> <li>• Functional</li> </ul> | <ul style="list-style-type: none"> <li>• Writes a simple story with a beginning, middle and end</li> <li>• Writes a three or four sentence simple descriptive paragraph about one topic</li> <li>• Writes a simple-format informational report about a topic they have learned about in class or researched themselves</li> <li>• Produces a functional writing piece describing the steps one must take to make</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Guided Reading</i> by Fountas and Pinnell</li> <li>• Writing Rubric</li> <li>• <i>Pathways to Knowledge</i> Research Model</li> <li>• Guided Reading books</li> <li>• Library</li> </ul> |

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|  |  | or do a particular thing (e.g. How to make a peanut butter sandwich) | books/materials<br><ul style="list-style-type: none"> <li>• <b>Assessment: LAPBA (Writing)</b></li> </ul> |
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### Writing Power Benchmark 3: Applies language conventions in writing

| Grade Level Benchmark                       | Vocabulary   | Skills  | Classroom Resources   |
|---|--|---|---|
| a. Uses conventions of print                | <ul style="list-style-type: none"> <li>• Legible</li> <li>• Spacing</li> <li>• Letter Formation</li> </ul> | <ul style="list-style-type: none"> <li>• Prints legibly using Manuscript Handwriting</li> <li>• Uses appropriate spacing between letters, words, and sentences</li> </ul>   | <ul style="list-style-type: none"> <li>• Letter formation cards</li> <li>• Manuscript Handwriting booklet</li> <li>• Handwriting journal</li> <li>• <b>Assessment: LABPA (Writing)</b></li> </ul>   |
| b. Spells grade-appropriate words correctly | <ul style="list-style-type: none"> <li>• Word Wall</li> <li>• High frequency words</li> </ul>              | <ul style="list-style-type: none"> <li>• Spells first grade fluency words correctly</li> <li>• Writes phonetically-spelled words that can be read by others</li> <li>• Spells unfamiliar words using strategies such as segmenting, saying the word slowly, listening for the sounds and writing them.</li> </ul> | <ul style="list-style-type: none"> <li>• Word Wall</li> <li>• Magnetic letters</li> <li>• Words to Fluency list</li> <li>• Whiteboards</li> <li>• <b>Assessment: LAPBA (Writing)</b></li> <li>• <b>Assessment: LAPBA &amp; Words to Fluency list</b></li> </ul> |

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| c. Uses capitalization and punctuation | <ul style="list-style-type: none"> <li>• period</li> <li>• question mark</li> <li>• exclamation point</li> <li>• lower case</li> <li>• capital/upper case</li> </ul> | <ul style="list-style-type: none"> <li>• Uses correct capitalization for first word in a sentence, names and the pronoun I.</li> <li>• Uses end punctuation correctly, including periods, question marks and exclamation points</li> </ul> | <ul style="list-style-type: none"> <li>• Writing journals</li> <li>• <b>Assessment: LAPBA (Writing)</b></li> </ul> |
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**Communication Power Standard: Students will be able to use speaking, listening strategies and technological tools to support self-directed learning, and to share/receive information to work with diverse groups in a variety of situations.**

**Communication Power Benchmark 1: Communicates effectively using speaking, listening and technology skills**

| Grade Level Benchmark                              | Vocabulary   | Skills  | Classroom Resources  |
|--|--|---|--|
| a. Uses speaking skills to communicate effectively | <ul style="list-style-type: none"> <li>• Communicate</li> <li>• Topic</li> <li>• Details</li> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Eye contact</li> </ul> | <ul style="list-style-type: none"> <li>• Speaks clearly</li> <li>• Gives a variety of oral presentations, including a book talk and a story retelling</li> <li>• Stays on topic</li> <li>• Demonstrates good organization of information</li> <li>• Looks at members of the audience and</li> </ul> | <ul style="list-style-type: none"> <li>• Tape recorder</li> <li>• Video camera</li> <li>• Speech Pathologist</li> <li>• Speaking Rubric</li> <li>• <b>Assessment: LAPBA</b></li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>maintains good eye contact</li> <li>• Uses appropriate volume and expression</li> </ul>   |  |
| b. Uses listening skill to communicate effectively   | <ul style="list-style-type: none"> <li>• Active Listening</li> <li>• Body Basics</li> <li>• Follows directions</li> <li>• Questions</li> <li>• Eye contact</li> <li>• Speaker</li> </ul> | <ul style="list-style-type: none"> <li>• Sits in one place</li> <li>• Faces the speaker</li> <li>• Maintains eye contact</li> <li>• Raises hand and asks questions related to the topic</li> <li>• Takes turns</li> <li>• Demonstrates understanding of topic</li> </ul> | <ul style="list-style-type: none"> <li>• School counselor</li> <li>• Listening Rubric</li> <li>• Community Circle</li> <li>• <b>Assessment: LAPBA</b></li> </ul>                           |
| c. Uses technology skills to communicate effectively | <ul style="list-style-type: none"> <li>• Computer</li> <li>• Video camera</li> <li>• Tape recorder</li> <li>• Mouse</li> <li>• Keyboard</li> <li>• Return key</li> </ul>                 | <ul style="list-style-type: none"> <li>• Communicates by writing words and sentences on the computer</li> <li>• Communicates orally using tape recorder</li> <li>• Communicates using video-tape for a group or individual presentation</li> </ul>                       | <ul style="list-style-type: none"> <li>• Media Specialist</li> <li>• Computer</li> <li>• Tape recorder</li> <li>• Video camera</li> <li>• Television</li> <li>• Speaking Rubric</li> </ul> |