

1st Grade Reading/Language Arts

Power Standard: By developing a rhythm and rhyme of words, students will substitute, delete, and manipulate beginning and ending phonemes, blend & segment the phonemes of most one-syllable words.		
RLA.O.1.1.01	develop a rhythm and rhyme of words (e.g., nursery rhymes, songs, poems, tongue twisters).	Performance
RLA.O.1.1.3	substitute, delete and manipulate beginning and ending phonemes.	
	<ul style="list-style-type: none"> Substitute beginning and ending phonemes 	Performance
	<ul style="list-style-type: none"> Delete beginning and ending phonemes 	Performance
	<ul style="list-style-type: none"> Manipulate beginning and ending phonemes 	Performance
RLA.O.1.1.02	blend and segment the phonemes of most one-syllable words.	
	<ul style="list-style-type: none"> Blend phonemes of most one syllable words 	Knowledge/Performance
	<ul style="list-style-type: none"> Segment phonemes of most one syllable words 	Knowledge/Performance
Power Standard: None		
RLA.O.1.3.03	create a real or imaginary experience with oral and/or visual communication.	
	<ul style="list-style-type: none"> create a real experience with oral communication. 	Performance/Product
	<ul style="list-style-type: none"> create a real experience with visual communication. 	Performance/Product
	<ul style="list-style-type: none"> create an imaginary experience with oral communication. 	Performance/Product
	<ul style="list-style-type: none"> create an imaginary experience with visual communication. 	Performance/Product
Power Standard: Students will use a variety of context clues and basic elements of structural analysis to confirm and decode unknown words.		
RLA.O.1.1.06	use a variety of context clues to confirm unknown words (e.g., prior	Knowledge

	knowledge, reading ahead, reread).	
RLA.O.1.1.05	<p>use basic elements of structural analysis to decode unknown words:</p> <ul style="list-style-type: none"> • basic prefixes/suffixes • compound words • root words • spelling patterns • contractions 	Reasoning
<p>Power Standard: Students will understand level appropriate sight words and vocabulary and use basic elements of phonetic analysis in familiar stories, poems, rhymes, and passages in order to increase the amount of independent reading.</p>		
RLA.O.1.1.7	<p>understand level appropriate sight words and vocabulary (e.g., high frequency words, antonyms, synonyms, multiple meaning words).</p> <ul style="list-style-type: none"> • Understand high frequency words • Understand antonyms • Understand synonyms • Understand multiple meaning words 	<p>Knowledge</p> <p>Knowledge</p> <p>Knowledge</p> <p>Knowledge</p>
RLA.O.1.1.04	<p>use basic elements of phonetic analysis to decode unknown words:</p> <ul style="list-style-type: none"> • sound-symbol relationships • beginning/ending consonants • short and long vowel sounds • blends • digraphs • diphthongs 	
RLA.O.1.1.11	read familiar stories, poems, rhymes and passages with fluency:	

	<ul style="list-style-type: none"> • appropriate rate • accuracy • prosody 	
RLA.O.1.1.18	increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.	
	<ul style="list-style-type: none"> • increase the amount of independent reading to build background knowledge 	Performance
	<ul style="list-style-type: none"> • increase the amount of independent reading to expand vocabulary 	Performance
	<ul style="list-style-type: none"> • increase the amount of independent reading to comprehend literary text 	Performance
	<ul style="list-style-type: none"> • increase the amount of independent reading to comprehend informational text 	Performance
Power Standard: Using self-correction strategies, students will read, listen, recite, and respond to familiar stories, poems, and nursery rhymes, songs and stories with repeated patterns in order to establish a purpose for reading.		
RLA.O.1.3.01	listen, recite and respond to familiar stories, poems, nursery rhymes, songs and stories with repeated patterns (e.g., retell in sequence, relate information to own life, describe character – setting – plot, engage in creative and dramatic play, imagine beyond the story).	
	<ul style="list-style-type: none"> • Listen to familiar stories 	Knowledge
	<ul style="list-style-type: none"> • Listen to familiar poems 	Knowledge
	<ul style="list-style-type: none"> • Listen to nursery rhymes 	Knowledge
	<ul style="list-style-type: none"> • Listen to songs 	Knowledge

	<ul style="list-style-type: none"> • Listen to stories with repeated patterns 	Knowledge
	<ul style="list-style-type: none"> • Recite familiar stories 	Performance
	<ul style="list-style-type: none"> • Recite familiar poems 	Performance
	<ul style="list-style-type: none"> • Recite nursery rhymes 	Performance
	<ul style="list-style-type: none"> • Recite songs 	Performance
	<ul style="list-style-type: none"> • Recite stories with repeated patterns 	Performance
	<ul style="list-style-type: none"> • Respond to familiar stories 	Performance
	<ul style="list-style-type: none"> • Respond to familiar poems 	Performance
	<ul style="list-style-type: none"> • Respond to nursery rhymes 	Performance
	<ul style="list-style-type: none"> • Respond to songs 	Performance
	<ul style="list-style-type: none"> • Respond to stories with repeated patterns 	Performance
RLA.O.1.1.9	establish purpose for reading (e.g., for information, for pleasure, to identify a specific viewpoint)	
	<ul style="list-style-type: none"> • Establish purposes for reading for information 	Reasoning
	<ul style="list-style-type: none"> • Establish purposes for reading for pleasure 	Reasoning
	<ul style="list-style-type: none"> • Establish purposes for reading to identify specific viewpoint 	Reasoning
RLA.O.1.1.13	read first grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).	
	<ul style="list-style-type: none"> • Read first grade instructional level texts 	Performance
	<ul style="list-style-type: none"> • Use self-correction strategies 	Performance

Power Standard: Students will use basic comprehension concepts and meaning clues to make predictions, text-to-self connections and construct responses to understand literacy and informational texts.		
RLA.O.1.1.14	use basic comprehension concepts to understand literary and informational texts (e.g., story elements, main idea, sequence, cause and effect, prediction, retelling).	
	<ul style="list-style-type: none"> • use basic comprehension concepts to understand literary texts 	Reasoning/Performance
	<ul style="list-style-type: none"> • use basic comprehension concepts to understand informational texts 	Reasoning/Performance
RLA.O.1.1.12	use meaning clues to aid comprehension and make predictions about content (e.g., pictures, title, cover, story sequence).	
	<ul style="list-style-type: none"> • Use meaning clues to aid comprehension 	Reasoning
	<ul style="list-style-type: none"> • Use meaning clues to make predictions about content 	Reasoning
RLA.O.1.1.15	make text-to-self connections (e.g., events, characters, conflicts).	
RLA.O.1.1.16	construct responses to both literal and interpretive comprehension questions after reading informational or literary text.	
	<ul style="list-style-type: none"> • construct responses to literal questions after reading informational or literary text. 	Performance
	<ul style="list-style-type: none"> • construct responses to interpretive comprehension questions after reading informational or literary text. 	Performance
Power Standard: Students will demonstrate proper manuscript techniques, identify and apply conventions of punctuation, grammar, capitalization, and spelling in simple sentences and stories.		
RLA.O.1.2.01	demonstrate proper manuscript techniques:	
	<ul style="list-style-type: none"> • correct directionality, 	

	<ul style="list-style-type: none"> proper writing position, print upper/lower case letters of the alphabet and numerals with proper form, demonstrate uniformity in print, and first and last name. 	
RLA.O.1.2.07	identify and apply conventions of punctuation in written composition (e.g., period, question mark, exclamation mark).	
	<ul style="list-style-type: none"> Identify conventions of punctuation in written composition 	Knowledge
	<ul style="list-style-type: none"> Apply conventions of punctuation in written composition 	Product
RLA.O.1.2.2	construct complete sentences in written compositions (e.g., capitalize first word, include a noun and verb, ending punctuation).	
	<ul style="list-style-type: none"> Capitalize first word in complete sentences 	Performance
	<ul style="list-style-type: none"> Include a noun and verb in complete sentences 	Performance
	<ul style="list-style-type: none"> Use appropriate ending punctuation in complete sentences 	Performance
RLA.O.1.2.06	identify and apply conventions of capitalization in written composition (e.g., days of the week, months of the year, names of people, special places).	
	<ul style="list-style-type: none"> Identify conventions of capitalization in written composition 	Knowledge
	<ul style="list-style-type: none"> Apply conventions of capitalization in written composition 	Product
RLA.O.1.2.05	identify and apply conventions of spelling in written composition (e.g. letter/sound relationships, high frequency words, transition from phonetic spelling to conventional spelling).	
	<ul style="list-style-type: none"> Identify conventions of spelling in written compositions 	Knowledge
	<ul style="list-style-type: none"> Apply conventions of spelling in written composition 	Reasoning/Product
RLA.O.1.2.03	develop a simple story with appropriate sequence (e.g., beginning, middle, end).	
Power Standard: None		
RLA.O.1.2.10	alphabetize to the first letter.	
Power Standard: Students will compose a variety of forms or genres using appropriate parts of the writing process and		

determine and describe how print is organized and read.		
RLA.O.1.2.04	compose written works using appropriate parts of the writing process (e.g., initial attention to planning, drafting, rereading for meaning, some self correction and class/individual publishing).	
RLA.O.1.2.09	compose in a variety of forms or genres (e.g., journal writing, written response to literature, writing poems).	
RLA.O.1.1.10	determine and describe how print is organized and read (e.g., author, illustrator, difference between letters, words, sentences, purpose of capitalization or punctuation).	
	<ul style="list-style-type: none"> Determine how print is organized and read 	Reasoning
	<ul style="list-style-type: none"> Describe how print is organized and read 	Processing
Power Standard: Students will use reading skills and strategies to understand a variety of informational resources to support literacy learning and use a variety of sources to gather information to share thoughts and ideas to determine the main idea of messages in a variety of visual media.		
RLA.O.1.1.17	use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print, written directions, signs, labels, electronic resources).	
RLA.O.1.3.02	determine the main idea of messages in a variety of visual media (e.g., pictures, cartoons, weather reports, newspaper photos, visual narratives).	
	<ul style="list-style-type: none"> determine the main idea of messages in pictures 	Performance
	<ul style="list-style-type: none"> determine the main idea of messages in cartoons 	Performance
	<ul style="list-style-type: none"> determine the main idea of messages in weather reports 	Performance
	<ul style="list-style-type: none"> determine the main idea of messages in newspapers 	Performance
	<ul style="list-style-type: none"> determine the main idea of messages in visual narratives 	Performance
RLA.O.1.2.11	use a variety of sources to gather information to share thoughts and ideas (e.g., informational books, pictures, charts, graphs).	
	<ul style="list-style-type: none"> Use informational books to gather information 	Performance

	<ul style="list-style-type: none">• Use pictures to gather information	Performance
	<ul style="list-style-type: none">• Use charts to gather information	Performance
	<ul style="list-style-type: none">• Use graphs to gather information	Performance