

First Grade English Language Arts Common Core Standards

Reading Standards for Literature – Grade 1

Key Ideas and Details	
	1. Ask and answer questions about key details in a text.
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Pick up important information in a text and remember to use it in a discussion ✓ Talk about interesting information in a text
	<i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ✓ Form clear questions to gain information
	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Identify important ideas in a text and report them in an organized way, either orally or in writing
	3. Describe characters, settings, and major events in a story, using key details.
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Recognize characters and report important details after reading ✓ Follow the events of a plot with multiple events ✓ Understand the problem in a story
	<i>Thinking Beyond the Text</i> <ul style="list-style-type: none"> ✓ Infer and discuss characters' feelings ✓ Show empathy for characters and infer their feelings and motivation
Craft and Structure	
	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	<i>Thinking About the Text</i> <ul style="list-style-type: none"> ✓ Notice how the writer has used language or words to make a text interesting or funny
	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
	<i>Thinking About the Text</i> <ul style="list-style-type: none"> ✓ Notice how texts are different from each other <ul style="list-style-type: none"> ○ Short poems, nursery rhymes, songs ○ Poems ○ Traditional folktales ○ Simple animal fantasy ○ Realistic Fiction ○ Factual Texts (ABC books, label books, concept books, counting books, simple informational books) ○ Memoir ✓ Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, information book, picture book, character, problem
	6. Identify who is telling the story at various points in a text.
	<i>Thinking Within the Text</i> <ul style="list-style-type: none"> ✓ Process texts with simple dialogue and some pronouns, all assigned to speakers ✓ Process texts with split dialogue, all assigned to speakers

Integration of Knowledge and Ideas	
	7. Use illustrations and details in a story to describe its characters, setting, or events.
	<i>Thinking Within the Text</i> ✓ Notice and derive information from pictures to describe its characters, setting or events
	<i>Thinking Beyond the Text</i> ✓ Use details from illustrations to support points made in discussion ✓ Interpret illustrations ✓ Demonstrate knowledge of story structure by describing setting, characters, events or ending
	8. (Not applicable in literature)
	9. Compare and contrast the adventures and experiences of characters in stories.
	<i>Thinking About the Text</i> ✓ Compare different versions of the same story, rhyme or traditional tale
Range of Reading and Level of Text Complexity	
	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
	✓ <i>Text Complexity Grade Band K-1</i> <ul style="list-style-type: none"> ○ Lexile Ranges Aligned to CCR Expectations: N/A ○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level I (end of 1st grade)

A Network of Processing Systems for Reading



Reading Standards for Informational Texts – Grade 1

Key Ideas and Details	
	1. Ask and answer questions about key details in a text.
	<i>Thinking Within the Text</i>
	<ul style="list-style-type: none"> ✓ Pick up important information in a text and remember to use it in a discussion ✓ Remember and talk about interesting information in a text
	<i>Thinking Beyond the Text</i>
	<ul style="list-style-type: none"> ✓ Form clear questions to gain information
	2. Identify the main topic and retell key details of a text.
	<i>Thinking Within the Text</i>
	<ul style="list-style-type: none"> ✓ Remember important information ✓ Identify important ideas in a text and report them in an organized way, either orally or in writing
	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	<i>Thinking Beyond the Text</i>
	<ul style="list-style-type: none"> ✓ Make connections between familiar texts and discuss similarities and differences ✓ Make connections between the text and other texts that have been read or heard
Craft and Structure	
	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	<i>Thinking Within the Text</i>
	<ul style="list-style-type: none"> ✓ Acquire understanding of new words from context ✓ Use new words in discussion of text
	5. Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
	<i>Thinking Within the Text</i>
	<ul style="list-style-type: none"> ✓ Notice and use graphics such as labels and captions for pictures and simple diagrams ✓ Use simple readers' tools (table of contents, index, glossary) to find information in texts
	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	<i>Thinking Within the Text</i>
	<ul style="list-style-type: none"> ✓ Notice and derive information from pictures and use information to understand the text ✓ Use details from illustrations to support points made in a discussion
Integration of Knowledge and Ideas	
	7. Use the illustrations and details in a text to describe its key ideas.
	<i>Thinking Within the Text</i>
	<ul style="list-style-type: none"> ✓ Notice and derive information from pictures
	<i>Thinking Beyond the Text</i>
	<ul style="list-style-type: none"> ✓ Use details from illustrations to support points made in discussion
	8. Identify the reasons an author gives to support points in a text.

	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Give reasons to support thinking
	<p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>
	<p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> ✓ Make connections between texts and other texts that have been read or heard
<p>Range of Reading and Level of Text Complexity</p>	
	<p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p>
	<ul style="list-style-type: none"> ✓ <i>Text Complexity Grade Band K-1</i> <ul style="list-style-type: none"> ○ Lexile Ranges Aligned to CCR Expectations: N/A ○ Benchmark Assessment Instructional Level Aligned to CCR Expectations: Level I (end of 1st grade)

Reading Standards: Foundational Skills – Grade 1

Print Concepts	
	1. Demonstrate understanding of the organization and basic features of print.
	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	<i>Phonics, Spelling and Word Study</i> ✓ Understand the concept of sentence (as a group of words with ending punctuation) ✓ Understand special uses of letters (capital letters, initials)
Phonological Awareness	
	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).
	<i>Phonics, Spelling and Word Study(Letter/Sounds Relationships)</i> ✓ Hear and identify long (make, pail, day) and short (can, egg, up) vowel sounds in words and the letters that represent them ✓ Recognize that letter clusters (blends and digraphs) represent consonant sounds
	<i>Phonics, Spelling and Word Study(Phonological Awareness)</i> ✓ Blend two to four phonemes into words ✓ Segment words into phonemes
	<i>Phonics, Spelling and Word Study (Spelling Patterns)</i> ✓ Recognize and use the consonant-vowel-consonant (CVC) pattern (cab, fad, map)
Phonics and Word Recognition	
	3. Know and apply grade-level phonics and word analysis skills in decoding words.
	a. Know the spelling-sound correspondence for common consonant digraphs.
	b. Decode regularly spelled one-syllable words.
	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 patters by breaking the words into syllables.
	f. Read words with inflectional endings.
	g. Recognize and read grade-appropriate irregularly spelled words.
	<i>Phonics, Spelling and Word Study(Letter/Sound Relationships)</i> ✓ Hear and identify long (make, pail, day) and short (can, egg, up) vowel sounds in words and the letters that represent them ✓ Recognize that letter clusters (blends and digraphs) represent consonant sounds ✓ Recognize simple CVC words (cat, sun)

	<p><i>Phonics, Spelling and Word Study(Phonological Awareness)</i></p> <ul style="list-style-type: none"> ✓ Hear and say syllables
	<p><i>Phonics, Spelling and Word Study(Word Structure – Syllables)</i></p> <ul style="list-style-type: none"> ✓ Understand the concept of syllable and demonstrate by clapping ✓ Understand how vowels appear in syllables
	<p><i>Phonics, Spelling and Word Study(Word Structure – Verb Endings)</i></p> <ul style="list-style-type: none"> ✓ Recognize and use ending that add –s to a verb to make it agree with the subject ✓ Recognize and use ending that –ed to a verb to make it past tense ✓ Recognize and use endings that add –ing to a verb to denote present participle
	<p><i>Phonics, Spelling and Word Study(Word Structure –High Frequency Words)</i></p> <ul style="list-style-type: none"> ✓ Read/Write 100 1st Grade high-frequency words ✓ Words Their Way End of the Year Spelling Stage Goal: early within word
Fluency	
	4. Read with sufficient accuracy and fluency to support comprehension.
	a. Read on-level text with purpose and understanding.
	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	<p><i>Thinking Within the Text (Monitoring/Correcting)</i></p> <ul style="list-style-type: none"> ✓ Use meaning, language, structure and visual information to monitor and self-correct reading

Writing Standards – First Grade

Text Types and Purposes	
	<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
	<p><i>Writing about Reading</i></p> <ul style="list-style-type: none"> ✓ Express opinions about a story or poem
	<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
	<p><i>Writing (Informational)</i></p> <ul style="list-style-type: none"> ✓ Write books and short pieces of writing that are enjoyable to read and at the same time give information to readers about a topic
	<p>3. Write 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.</p>
	<p><i>Writing (Selecting Purpose and Genre – Narrative)</i></p> <ul style="list-style-type: none"> ✓ Write an engaging beginning and a satisfying ending to stories ✓ Provide some descriptive details to make the story interesting ✓ Tell events in the order that they occurred in personal narratives
Production and Distribution of Writing	
	<p>4. (Begins in grade 3)</p>
	<p>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.</p>
	<p><i>Writing (Writing Process/Drafting and Revising)</i></p> <ul style="list-style-type: none"> ✓ Understand the role of the writing conference in helping writers ✓ Understand that writers can get help from other writers ✓ Understand that writers can change writing in response to peer or teacher feedback
	<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
	<p><i>Writing (Handwriting/Word Processing)</i></p> <ul style="list-style-type: none"> ✓ Access and use simple programs on the computer (easy word processing, games) ✓ Locate letter keys on a computer keyboard to type simple messages
Research to Build and Present Knowledge	
	<p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>
	<p><i>Writing (Functional)</i></p> <ul style="list-style-type: none"> ✓ Understand procedural writing (how-to) as a list of sequential directions for how to do something and lists of what is needed
	<p><i>Writing (Writing Process)</i></p> <ul style="list-style-type: none"> ✓ Generate and expand ideas through talk with peers and teacher ✓ Gather information for writing
	<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
	<p><i>Writing (Presentation/Craft)</i></p> <ul style="list-style-type: none"> ✓ Tell about experiences or topics the way one would talk about them to others

	<ul style="list-style-type: none">✓ Generate and expand ideas through talk with peers and teacher✓ Gather information for writing
	9. (Begins in grade 4)
Range of Writing	
	10. (Begins in grade 3)

Speaking and Listening Standards – First Grade

Comprehension and Collaboration	
	1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
	a. Follow agreed-upon rules for discussions (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 responding to the comments of others through multiple exchanges.
	c. Ask questions to clear up any confusion about the topics and texts under discussion.
	<i>Oral, Visual, and Technological Communication (Social Interaction)</i> ✓ Speak clearly enough to be understood by others in conversation ✓ Enter a conversation appropriately ✓ Engage in turn-talking of conversation ✓ Sustain a conversation with a variety of audiences, including peers, teacher, and family
	<i>Oral, Visual, and Technological Communication (Extended Discussion)</i> ✓ Participate actively in whole-class discussion or with peers as partners, or in a small group ✓ Use grade level-appropriate specific vocabulary when talking about texts (title, author)
	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
	<i>Oral, Visual, and Technological Communication (Listening)</i> ✓ Listen with attention and understanding to oral reading or stories, poems, and informational texts
	<i>Oral, Visual, and Technological Communication (Extended Discussion)</i> ✓ Form clear questions to gain information
	<i>Discussion (Thinking Within the Text)</i> ✓ Notice and ask questions when meaning is lost or understanding is interrupted
	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	<i>Discussion (Thinking Within the Text)</i> ✓ Notice and ask questions when meaning is lost or understanding is interrupted.
Presentation of Knowledge and Ideas	
	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
	<i>Oral, Visual, and Technological Communication (Content)</i> ✓ Explain and describe people, events, and objects
	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
	<i>Oral, Visual, and Technological Communication (Presentation/Media)</i> ✓ Use props or illustrations to extend the meaning of a presentation
	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
	<i>Oral, Visual, and Technological Communication (Presentation/Voice)</i> ✓ Speak about a topic with enthusiasm ✓ Talk with confidence ✓ Tell stories in an interesting way

Oral, Visual, and Technological Communication (Presentation/Conventions)

- ✓ Speak at an appropriate volume to be heard
- ✓ Enunciate words clearly

Language Standards – First Grade

Conventions of Standard English	
	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	a. Print all upper- and lowercase letters.
	b. Use common, proper, and possessive nouns.
	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).
	d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).
	e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).
	f. Use frequently occurring adjectives.
	g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).
	h. Use determiners (e.g., articles, demonstratives).
	i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	<i>Phonics, Spelling, and Word Study (Word Structure/Plurals)</i> ✓ Understand the concepts of plural forms: adding –s; adding –es; changing spelling ✓ Verb endings
	<i>Writing (Conventions/Grammar)</i> ✓ Use conventional sentence structure (noun + verb) ✓ Use noun + verb agreement ✓ Use prepositional phrases ✓ Use text modifiers
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	a. Capitalize dates and names of people.
	b. Use end punctuation for sentences.
	c. Use commas in dates and to separate single words in a series.
	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	<i>Writing (Conventions)</i> ✓ Show awareness of the first place position of capital letters in words ✓ Use uppercase letters in titles ✓ Use periods, exclamation points, and question marks as ending marks ✓ Attempt unknown words through sound analysis
Knowledge of Language	
	3. (Begins in grade 2)
Vocabulary Acquisition and Use	
	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.
	a. Use sentence-level context as a clue to the meaning of a word or phrase.

	b. Use frequently occurring affixes as a clue to the meaning of a word.
	c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).
	<i>Discussion (Thinking Within the Text)</i> ✓ Understand the words while listening to a story or factual text ✓ Acquire new vocabulary from listening and use in discussion ✓ Derive meanings of new words from context
	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
	b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).
	c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).
	d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.
	<i>Reading (Thinking Within the Text)</i> ✓ Acquire understanding of new words through repeated reading ✓ Understand the meaning of words during reading
	<i>Reading (Thinking About the Text)</i> ✓ Notice how the writer has used language or words to make a text interesting or funny
	<i>Phonics, Spelling, and Word Study (Word Meaning)</i> ✓ Recognize and use words with multiple meanings
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).
	<i>Discussion (Thinking Within the Text)</i> ✓ Acquire understanding of new words from context
	<i>Writing about Reading (Thinking Within the Text)</i> ✓ Notice and sometimes use new words from text