



COMMON CORE STANDARDS: FIRST GRADE

Reading Standards for Literature

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 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. 6. Identify who is telling the story at various points in a text.	7. Use illustrations and details in a story to describe its characters, settings, or events. 8. NA 9. Compare and contrast the adventures and experiences of characters in stories.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards for Informational Text

Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use the various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	10. With prompting and support, read informational texts appropriately complex for grade 1.



COMMON CORE STANDARDS: FIRST GRADE

Foundational Skills

Print Concepts	Phonological Awareness
<p>1. Demonstrate understanding of organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words). This does not include CVCs ending with /l/, /r/ or /x/. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	Fluency
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>4. Read emergent-reader texts with purpose and understanding.</p>

Language Standards

Conventions of Standard English	Knowledge of Language	Vocabulary Acquisition and Use
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs, wish, wishes). d. Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write the letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>STARTS IN GRADE 2</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten knowledge and content.</p> <ol style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts that the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g. note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings. <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>