



# 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
<ol style="list-style-type: none"><li>1. Ask and answer questions about key details in a text.</li><li>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li><li>3. Describe characters, settings, and major events in a story, using key details</li></ol>	<ol style="list-style-type: none"><li>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li><li>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.</li><li>6. Identify who is telling the story at various points in a text.</li></ol>	<ol style="list-style-type: none"><li>7. Use illustrations and details in a story to describe its characters, settings, or events.</li><li>8. NA</li><li>9. Compare and contrast the adventures and experiences of characters in stories.</li></ol>	<ol style="list-style-type: none"><li>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</li></ol>

## 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
<ol style="list-style-type: none"><li>1. Ask and answer questions about key details in a text.</li><li>2. Identify the main topic and retell key details of a text.</li><li>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li></ol>	<ol style="list-style-type: none"><li>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li><li>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.</li><li>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li></ol>	<ol style="list-style-type: none"><li>7. Use the illustrations and details in a text to describe its key ideas.</li><li>8. Identify the reasons an author gives to support points in a text.</li><li>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</li></ol>	<ol style="list-style-type: none"><li>10. With prompting and support, read informational texts appropriately complex for grade 1.</li></ol>



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## Foundational Skills

Print Concepts	Phonological Awareness
<p>1. Demonstrate understanding of organization and basic features of print.</p> <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ol>	<p>2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>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/.</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol>
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"> <li>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.</li> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ol>	<p>4. Read <b>emergent-reader texts</b> 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"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs, wish, wishes).</li> <li>d. Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how).</li> <li>e. Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write the letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>	<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"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck).</li> <li>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.</li> </ol> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts that the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g. note places at school that are colorful).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.</li> </ol> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>