

## Grade 1 Common Core State Standards

READING	
Reading Literature	Reading Informational Text
Key Ideas and Details	Key Ideas and Details
<b>RL.1.1</b> Ask and answer questions about key details in a text.	<b>RI.1.1</b> Ask and answer questions about key details in a text.
<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>RI.1.2</b> Identify the main topic and retell key details of a text.
<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.	<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	Craft and Structure
<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>RL.1.6</b> Identify who is telling the story at various points in a text.	<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.
<b>RL.1.8</b> (Not applicable to literature.)	<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.
<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories.	<b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading/Level of Text Complexity	Range of Reading/Level of Text Complexity
<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.
Reading Foundational Skills	
Print Concepts	Phonics and Word Recognition (continued)
<b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print. <b>RF.1.1.a</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>RF.1.3.d</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <b>RF.1.3.e</b> Decode two-syllable words following basic patterns by breaking the words into syllables. <b>RF.1.3.f</b> Read words with inflectional endings. <b>RF.1.3.g</b> Recognize and read grade-appropriate irregularly spelled words.
Phonological Awareness	Fluency
<b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <b>RF.1.2.a</b> Distinguish long from short vowel sounds in spoken single-syllable words. <b>RF.1.2.b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <b>RF.1.2.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single-syllable words. <b>RF.1.2.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension. <b>RF.1.4.a</b> Read on-level text with purpose and understanding. <b>RF.1.4.b</b> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <b>RF.1.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Phonics and Word Recognition	
<b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>RF.1.3.a</b> Know the spelling-sound correspondences for common consonant digraphs. <b>RF.1.3.b</b> Decode regularly spelled one-syllable words. <b>RF.1.3.c</b> Know final -e and common vowel team conventions for representing long vowel sounds.	

WRITING	
Text Types and Purposes	
<b>W.1.1</b>	Write <u>opinion pieces</u> in which they <u>introduce the topic</u> or name the book they are writing about, <u>state an opinion</u> , <u>supply a reason</u> for the opinion, and <u>provide some sense of closure</u> .
<b>W.1.2</b>	Write <u>informative/explanatory texts</u> in which they <u>name a topic</u> , <u>supply some facts</u> about the topic and <u>provide some sense of closure</u> .
<b>W.1.3</b>	Write <u>narratives</u> in which they <u>recount</u> two or more appropriately sequenced events, <u>include some details</u> regarding what happened, <u>use temporal words</u> to signal event order, and <u>provide some sense of closure</u> .
Production and Distribution of Writing	
<b>W.1.4</b>	(Begins in Grade 3.)
<b>W.1.5</b>	With guidance and support from adults, <u>focus on a topic</u> , <u>respond to questions and suggestions from peers</u> , and <u>add details</u> to strengthen writing as needed.
<b>W.1.6</b>	With guidance and support from adults, <u>use a variety of digital tools to produce and publish writing</u> , including in collaboration with peers.
Research to Build & Present Knowledge	
<b>W.1.7</b>	Participate in <u>shared research and writing projects</u> (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
<b>W.1.8</b>	With guidance and support from adults, <u>recall</u> information from experiences <u>or gather information</u> from provided sources <u>to answer a question</u> .
<b>W.1.9</b>	(Begins in Grade 4.)
Range of Writing	
<b>W.1.10</b>	(Begins in Grade 3.)

SPEAKING & LISTENING	
Comprehension and Collaboration	
<b>SL.1.1</b>	Participate in <u>collaborative conversations</u> with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.
<b>SL.1.1.a</b>	<u>Follow agreed-upon rules for discussion</u> (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.1.1.b</b>	<u>Build on others' talk in conversations</u> by responding to the comments of others through multiple exchanges.
<b>SL.1.1.c</b>	<u>Ask questions</u> to clear up any confusion about the topics and texts under discussion.
<b>SL.1.2</b>	<u>Ask and answer questions about</u> key details in a <u>text read aloud</u> or information presented orally or through other media.
<b>SL.1.3</b>	<u>Ask and answer questions</u> about what a speaker says in order <u>to gather additional information</u> , or <u>clarify</u> something that is not understood.
Presentation of Knowledge and Ideas	
<b>SL.1.4</b>	<u>Describe people, places, things, and events</u> with relevant details, expressing ideas and feelings clearly.
<b>SL.1.5</b>	<u>Add drawings or other visual displays</u> to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>SL.1.6</b>	<u>Produce complete sentences when appropriate</u> to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

LANGUAGE	
Conventions of Standard English	
<b>L.1.1</b>	Demonstrate <u>command of the conventions</u> of standard English <u>grammar and usage</u> when writing or speaking.
<b>L.1.1.a</b>	Print all <u>upper- and lowercase letters</u> .
<b>L.1.1.b</b>	Use <u>common, proper, and possessive nouns</u> .
<b>L.1.1.c</b>	Use <u>singular and plural nouns</u> with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).
<b>L.1.1.d</b>	Use <u>personal, possessive, and indefinite pronouns</u> (e.g., <i>I, me, my; they, them, their, anyone, everything</i> ).
<b>L.1.1.e</b>	Use <u>verbs to convey a sense of past, present, and future</u> (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).
<b>L.1.1.f</b>	Use <u>frequently occurring adjectives</u> .
<b>L.1.1.g</b>	Use <u>frequently occurring conjunctions</u> (e.g., <i>and, but, or, so, because</i> ).
<b>L.1.1.h</b>	Use <u>determiners</u> (e.g., articles, demonstratives).
<b>L.1.1.i</b>	Use <u>frequently occurring prepositions</u> (e.g., <i>during, beyond, toward</i> ).
<b>L.1.1.j</b>	<u>Produce and expand complete</u> simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<b>L.1.2</b>	Demonstrate <u>command of the conventions</u> of standard English <u>capitalization, punctuation, and spelling</u> when writing.
<b>L.1.2.a</b>	<u>Capitalize dates and names of people</u> .
<b>L.1.2.b</b>	Use <u>end punctuation</u> for sentences.
<b>L.1.2.c</b>	Use <u>commas in dates</u> and to <u>separate single words in a series</u> .
<b>L.1.2.d</b>	Use <u>conventional spelling</u> for words with common spelling patterns and for frequently occurring irregular words.
<b>L.1.2.e</b>	<u>Spell untaught words phonetically</u> , drawing on phonemic awareness and spelling conventions.
Knowledge of Language	
<b>L.1.3</b>	(Begins in Grade 2.)
Vocabulary Acquisition and Use	
<b>L.1.4</b>	Determine or clarify the <u>meaning of unknown and multiple-meaning words and phrases</u> based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.
<b>L.1.4.a</b>	<u>Use sentence-level context</u> as a clue to the meaning of a word or phrase.
<b>L.1.4.b</b>	<u>Use frequently occurring affixes</u> as a clue to the meaning of a word.
<b>L.1.4.c</b>	Identify frequently occurring <u>root words</u> (e.g., <i>look</i> ) and <u>their inflectional forms</u> (e.g., <i>looks, looked, looking</i> ).
<b>L.1.5</b>	With guidance and support from adults, demonstrate <u>understanding of word relationships</u> and nuances in word meanings.
<b>L.1.5.a</b>	<u>Sort words into categories</u> (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
<b>L.1.5.b</b>	<u>Define words by category and by one or more key attributes</u> (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i> ).
<b>L.1.5.c</b>	Identify <u>real-life connections between words and their use</u> (e.g., note places at home that are <i>cozy</i> ).
<b>L.1.5.d</b>	Distinguish <u>shades of meaning among verbs</u> differing in manner (e.g., <i>look, peek, glance</i> ) and <u>adjectives</u> differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.
<b>L.1.6</b>	<u>Use words and phrases acquired</u> 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> ).