

Charts to Clarify 1st Grade Common Core Literacy Standards

The following charts are organized to clarify the relationships among the literacy development standards.

Source: COMMON CORE STATE STANDARDS ; <http://www.corestandards.org>

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Core Reading Standards for First Grade

LITERATURE	NONFICTION/INFORMATIONAL TEXT
<i>KEY IDEAS AND DETAILS</i>	<i>KEY IDEAS AND DETAILS</i>
1. Ask and answer questions about key details in a text.	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.	2. Identify the main topic and retell key details of a text.
3. Describe characters, settings , and major events in a story, using key details .	3. Describe the connection between two individuals, events, ideas , or pieces of information in a text.
<i>CRAFT AND STRUCTURE</i>	<i>CRAFT AND STRUCTURE</i>
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
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 .	5. 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.
6. Identify who is telling the story at various points in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>	<i>INTEGRATION OF KNOWLEDGE AND IDEAS</i>
7. Use illustrations and details in a story to describe its characters, setting, or events .	7. Use the illustrations and details in a text to describe its key ideas .
8. (Not applicable to literature)	8. Identify the reasons an author gives to support points in a text.
9. Compare and contrast the adventures and experiences of characters in stories.	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>	<i>RANGE AND LEVEL OF TEXT COMPLEXITY</i>
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. With prompting and support, read informational texts appropriately complex for grade 1.

The Speaking and Listening Standards are Keys to Learning ACROSS the Curriculum

Comprehension and Collaboration

- SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - SL.1.1a 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).
 - SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6 Produce complete sentences when appropriate to task and situation.

Students exercise Speaking and Listening competencies as they proceed through the gradual release of responsibility.

Integrate the Conventions in Writing and Speaking (see the next page).

CONVENTIONS IN WRITING AND SPEAKING

1. Observe conventions of grammar and usage.
- a. Print all upper- and lowercase letters.
 - b. Use singular and plural nouns with matching verbs in simple sentences (e.g., *He hops; We hop*).
 - c. Use subject, object, and possessive pronouns in speaking and writing (e.g., *I, me, my; they, them, their*).
 - d. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
 - e. Understand and use frequently occurring prepositions in English (e.g., *during, beyond, toward*).
 - f. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.
 - g. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject.
2. Observe conventions of capitalization, punctuation, and spelling.
- a. Capitalize names, places, and dates.
 - b. Use end punctuation for sentences, including periods, question marks, and exclamation points.
 - 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 common irregular words.
 - e. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.
 - f. Form new words through addition, deletion, and substitution of sound and letters (e.g., *an → man → mat → mast → must → rust → crust*).

3. (Beings in grade 3)

VOCABULARY ACQUISITION AND USE

4. Determine word meanings (*based on grade 1 reading*).
- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - b. Use sentence-level context as a clue to the meaning of an unknown word.
 - c. Use common affixes in English as a clue to the meaning of an unknown word.
 - d. Define words by category and by one or more key attributes (e.g., *a duck is a bird that swims; a tiger is a large cat with stripes*).
 - e. Demonstrate understanding of the concept of multiple-meaning words (e.g., *match, kind, play*) by identifying meanings of some grade-appropriate examples of such words.
5. Understand word relationships.
- a. Build real-life connections between words and their use (e.g., *note places at home that are cozy*).
 - b. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining, choosing, or acting out the meanings.
6. Use newly learned words acquired through conversations, reading, and responding to texts.

FIRST GRADE CCSS READING FOUNDATIONAL SKILLS

Print Concepts:

- Demonstrate understanding of the organization and basic features of print. RF.1.1
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1A

Phonological Awareness:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2
- Distinguish long from short vowel sounds in spoken single-syllable words. .RF.1.2.A
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2.B
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2.C
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.2.D

Phonics and Word Recognition:

- Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3
- Know the spelling-sound correspondences for common consonant digraphs. RF.1.3.A
- Decode regularly spelled one-syllable words. RF.1.3.B
- Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3.C
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.D
- Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3.E
- Read words with inflectional endings. RF.1.3.F
- Recognize and read grade-appropriate irregularly spelled words. RF.1.3.G

Fluency:

- Read with sufficient accuracy and fluency to support comprehension. RF.1.4
- Read grade-level text with purpose and understanding. RF.1.4.A
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4.B
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.1.4.C

<i>TEXT TYPES AND PURPOSES</i>
<input type="checkbox"/> 1. Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion.
<input type="checkbox"/> 2. Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure.
<input type="checkbox"/> 3. Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.
<i>PRODUCTION AND DISTRIBUTION OF WRITING</i>
4. (Begins in grade 3)
<input type="checkbox"/> 5. With guidance and support from adults, add details to strengthen writing as needed through revision.
6. (Begins in grade 2)
<i>RESEARCH TO BUILD KNOWLEDGE</i>
<input type="checkbox"/> 7. Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).
<input type="checkbox"/> 8. Gather information from experiences or provided text sources to answer a specific question.
9. (Begins in grade 4)
<i>RANGE OF WRITING</i>
10. (Begins in grade 4)