

First Grade

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer questions about a text
2. Retell familiar 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

Craft and Structure

1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
3. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

1. Use illustrations and details in a story to describe its characters, setting, or events.
2. Compare and contrast adventures and experiences of characters in familiar stories

Range of Reading and Text Complexity

1. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions about a text
2. Identify the main topic and retell key details of a text
3. Describe the connections between two individuals, events, ideas or pieces of information in a text.

Craft and Structure

1. Ask and answer questions to help clarify the meaning of words and phrases in a text.
2. Know and use various text features to locate key facts or information in a text.
3. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge of Ideas

1. Use the illustrations and details in a text to describe its key ideas.
2. Identify the information an author uses to support the text
3. Compare texts on the same topic

Range of Reading and Level of Text Complexity

1. With prompting and support, read informational texts appropriately complex for Grade 1.

Reading Standards: Foundational Skills

Print Concepts

1. Demonstrate understanding of the organization and basic features of print
 - a. Recognize the distinguishing features of a sentence.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds
 - a. Distinguish long from short vowel sounds in spoken single syllable words.
 - b. Orally produce single syllable words by blending sounds (phonemes).
 - 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).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read first grade texts with purpose and understanding.

Writing Standards

Text Types and Purposes

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.
2. Write informative/explanatory pieces in which they name a topic, and provide some sense of closure.
3. write narratives in which they recount two or more appropriately sequences events events in the order in which they occurred, use temporal words and provide a reaction, and provide some sense of closure.

Production and Distribution of Writing

4. Begins in grade 3
5. With guidance and support, focus on a topic, respond to suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects
8. With guidance and support, recall information from experiences or gather information to answer a question

Speaking and Listening

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade one topics and texts with peers and adults in small and larger groups.
 - a . Follow rules for discussions
 - b. Continue conversations
 - c. ask questions to continue conversations
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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

1. Describe families people, places, things and events with relevant details, expressing ideas and feelings clearly.
2. Add drawings or other visual displays to descriptions to provide additional detail.
3. Produce complete sentences when appropriate to task and situation .

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English and usage when writing or speaking.
 - a. Print all upper or lowercase letters.
 - b. Use common proper and possessive nouns.
 - c. Use personal, possessive, and indefinite pronouns
 - d. Use verbs to convey a sense of past, present and future.
 - e. Use the most frequently occurring adjectives.
 - f. Produce and expand complete sentences in shared language activities.
 - g. Use frequently occurring conjunctions.
 - h. Use determiners.
 - i. Use frequently occurring prepositions.
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
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
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular sight words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

(begins in grade 2)

Vocabulary Acquisition and Use

1. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on Grade One reading and content, choosing flexibly from an array of strategies.
2. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - a. Sort into categories
 - b. Define words by category and by one or more key attributes
 - c. Identify real-life connections between words and their use
 - d. Distinguish shades of meaning among verbs in a differing manner, and adjectives by intensity, by defining or choosing them or by acting out the meanings.
3. Use words and phrases acquired through conversations, reading and being read to and responding to texts, including frequently occurring conjunctions to signal simple relationships (because).