

# Grade 1

Adopted 2014

**Foundational Skills:**  
**Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.** CC.1.1

## Print Concepts

- B. Demonstrate understanding of the organization and basic features of print. <ul><li>Recognize the distinguishing features of a sentence.</li></ul> CC.1.1.1.B

## Phonological Awareness

- C. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul><li>Distinguish long from short vowel sounds in spoken single-syllable words.</li><li>Count, pronounce, blend, and segment syllables in spoken and written words.</li><li>Orally produce single-syllable words, including consonant blends and digraphs</li><li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li><li>Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</li></ul> CC.1.1.1.C

## Phonics and Word Recognition

- D. Know and apply grade-level phonics and word analysis skills in decoding words. <ul><li>Identify common consonant digraphs, final-e, and common vowel teams.</li><li>Decode one- and two-syllable words with common patterns.</li><li>Read grade-level words with inflectional endings.</li><li>Read grade-appropriate irregularly spelled words.</li></ul> CC.1.1.1.D

## Fluency

- E. Read with accuracy and fluency to support comprehension. <ul><li>Read on-level text with purpose and understanding.</li><li>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li><li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul> CC.1.1.1.E

**Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a**

## Key Ideas and Details - Main Idea

- A. Identify the main idea and retell key details of text. CC.1.2.1.A

## Key Ideas and Details - Text Analysis

- B. Ask and answer questions about key details in a text. CC.1.2.1.B
- C. Describe the connection between two individuals, events, ideas, or pieces of information in a text. CC.1.2.1.C

**focus on textual evidence.** CC.1.2

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### **Craft and Structure - Text Structure**

- E. Use various text features and search tools to locate key facts or information in a text. CC.1.2.1.E

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### **Craft and Structure - Vocabulary**

- F. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.F

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### **Integration of Knowledge and Ideas - Diverse Media**

- G. Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.G

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### **Integration of Knowledge and Ideas - Evaluating Arguments**

- H. Identify the reasons an author gives to support points in a text. CC.1.2.1.H

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### **Integration of Knowledge and Ideas - Analysis Across Texts**

- I. Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.I

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### **Vocabulary Acquisition and Use**

- J. phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.2.1.J
- K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. CC.1.2.1.K

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### **Range of Reading**

- L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.2.1.L

**Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.** CC.1.3

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### **Key Ideas and Details - Theme**

- A. Retell stories, including key details, and demonstrate understanding of their central message or lesson. CC.1.3.1.A

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### **Key Ideas and Details - Text Analysis**

- B. Ask and answer questions about key details in a text. CC.1.3.1.B

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### **Key Ideas and Details - Literary Elements**

- C. Describe characters, settings, and major events in a story, using key details. CC.1.3.1.C

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### **Craft and Structure - Point of View**

- D. Identify who is telling the story at various points in a text. CC.1.3.1.D

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**Craft and Structure - Text Structure**

- E. Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. [CC.1.3.1.E](#)

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**Craft and Structure - Vocabulary**

- F. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. [CC.1.3.1.F](#)

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**Integration of Knowledge and Ideas - Sources of Information**

- G. Use illustrations and details in a story to describe characters, setting, or events. [CC.1.3.1.G](#)

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**Integration of Knowledge and Ideas - Text Analysis**

- H. Compare and contrast the adventures and experiences of characters in stories. [CC.1.3.1.H](#)

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**Vocabulary Acquisition and Use - Strategies**

- I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. [CC.1.3.1.I](#)

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**Vocabulary Acquisition and Use**

- J. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. [CC.1.3.1.J](#)

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**Range of Reading**

- K. Read and comprehend literature on grade level, reading independently and proficiently. [CC.1.3.1.K](#)

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**Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.** [CC.1.4](#)

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**Informative/Explanatory**

- A. Write informative/explanatory texts to examine a topic and convey ideas and information. [CC.1.4.1.A](#)

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**Informative/Explanatory - Focus**

- B. Identify and write about one specific topic. [CC.1.4.1.B](#)

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**Informative/Explanatory - Content**

- C. Develop the topic with two or more facts. [CC.1.4.1.C](#)

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**Informative/Explanatory - Organization**

- D. Group information and provide some sense of closure. [CC.1.4.1.D](#)

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**Informative/Explanatory - Style**

- E. Choose words and phrases for effect. [CC.1.4.1.E](#)

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**Informative/Explanatory - Conventions of Language**

- F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul><li>Capitalize dates and names of people.</li><li>Use end punctuation; use commas in dates and words in series.</li><li>Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li></ul> CC.1.4.1.F

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**Opinion/Argumentative**

- G. Write opinion pieces on familiar topics. CC.1.4.1.G

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**Opinion/Argumentative - Focus**

- H. Form an opinion by choosing among given topics. CC.1.4.1.H

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**Opinion/Argumentative - Content**

- I. Support the opinion with reasons related to the opinion. CC.1.4.1.I

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**Opinion/Argumentative - Organization**

- J. Create an organizational structure that includes reasons and provides some sense of closure. CC.1.4.1.J

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**Opinion/Argumentative - Style**

- K. Use a variety of words and phrases. CC.1.4.1.K

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**Opinion/Argumentative - Conventions of Language**

- L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul><li>Capitalize dates and names of people.</li><li>Use end punctuation; use commas in dates and words in series.</li><li>Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li></ul> CC.1.4.1.L

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**Narrative**

- M. Write narratives to develop real or imagined experiences or events. CC.1.4.1.M

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**Narrative - Focus**

- N. Establish who and what the narrative will be about. CC.1.4.1.N

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**Narrative - Content**

- O. Include thoughts and feelings to describe experiences and events. CC.1.4.1.O

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**Narrative - Organization**

- P. Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. CC.1.4.1.P

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### **Narrative - Style**

**Q.** Use a variety of words and phrases. [CC.1.4.1.Q](#)

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### **Narrative - Conventions of Language**

**R.** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. 

- Capitalize dates and names of people.
- Use end punctuation; use commas in dates and words in series.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

[CC.1.4.1.R](#)

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### **Production and Distribution of Writing - Writing Process**

**T.** With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed. [CC.1.4.1.T](#)

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### **Technology and Publication**

**U.** With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. [CC.1.4.1.U](#)

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### **Conducting Research**

**V.** Participate in individual or shared research and writing projects. [CC.1.4.1.V](#)

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### **Credibility, Reliability, and Validity of Sources**

**W.** With guidance and support, recall information from experiences or gather information from provided sources to answer a question. [CC.1.4.1.W](#)

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### **Range of Writing**

**X.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [CC.1.4.1.X](#)

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**Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.** [CC.1.5](#)

### **Comprehension and Collaboration - Collaborative Discussion**

**A.** Participate in collaborative conversations with peers and adults in small and larger groups. [CC.1.5.1.A](#)

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### **Comprehension and Collaboration - Critical Listening**

**B.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. [CC.1.5.1.B](#)

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### **Comprehension and Collaboration - Evaluating Information**

**C.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [CC.1.5.1.C](#)

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**Presentation of Knowledge and Ideas - Purpose, Audience, and Task**

- D. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [CC.1.5.1.D](#)

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**Presentation of Knowledge and Ideas - Context**

- E. Produce complete sentences when appropriate to task and situation. [CC.1.5.1.E](#)

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**Integration of Knowledge and Ideas - Multimedia**

- F. Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. [CC.1.5.1.F](#)

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**Conventions of Standard English**

- G. Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. [CC.1.5.1.G](#)