

# First Grade English Language Arts Common Core Standards

Literature	<b>Key Ideas and Details</b>
	<b>RL.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>RL.1.3.</b> Describe characters, settings, and major events in a story, using key details.
	<b>Craft and Structure</b>
	<b>RL.1.4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
	<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>RL.1.6.</b> Identify who is telling the story at various points in a text.
	<b>Integration of Knowledge and Ideas</b>
	<b>RL.1.7.</b> Use illustrations and details in a story to describe its characters, setting, or events.
<b>RL.1.8.</b> (Not applicable to literature)	
<b>RL.1.9.</b> Compare and contrast the adventures and experiences of characters in stories.	
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.1.10.</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	
Informational Text	<b>Key Ideas and Details</b>
	<b>RI.1.1.</b> Ask and answer questions about key details in a text.
	<b>RI.1.2.</b> Identify the main topic and retell key details of a text.
	<b>RI.1.3.</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	<b>Craft and Structure</b>
	<b>RI.1.4.</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
	<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>RI.1.6.</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	<b>Integration of Knowledge and Ideas</b>
	<b>RI.1.7.</b> Use the illustrations and details in a text to describe its key ideas.
<b>RI.1.8.</b> Identify the reasons an author gives to support points in a text.	
<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).	
<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.1.10.</b> With prompting and support, read informational texts appropriately complex for grade 1.	
Foundational Skills	<b>Print Concepts</b>
	<b>RF.1.1.</b> Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>• Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>
	<b>Phonological Awareness</b>
	<b>RF.1.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes.) <ul style="list-style-type: none"> <li>• Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>• Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>• Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>• Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes.)</li> </ul>
	<b>Phonics and Word Recognition</b>
	<b>RF.1.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>• Decode regularly spelled one-syllable words.</li> <li>• Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>• Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>• Read words with inflectional endings.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
	<b>Fluency</b>
	<b>RF.1.4.</b> Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>