

E/LA Common Core Standards for Reading Grade 1

Key Ideas and Details – Anchor Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.

Indicator	Date Taught	Date Retaught	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.1.1. Ask and answer questions about key details in a text.					
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.					
RL.1.3. Describe characters, settings, and major events in a story, using key details.					
Informational Text					
RI.1.1. Ask and answer questions about key details in a text.					
RI.1.2. Identify the main topic and retell key details of a text.					
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.					

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Craft and Structure – Anchor Standards

4. Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (ex: a section, chapter, scene or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.					
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.					
RL.1.6. Identify who is telling the story at various points in a text.					
Informational Text					
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.					
RI.1.5. 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.					
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.					

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Integration of Knowledge and Ideas – Anchor Standards					
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					
Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.					
RL.1.8. (Not applicable to literature)					
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.					
Informational Text					
RI.1.7. Use the illustrations and details in a text to describe its key ideas.					
RI.1.8. Identify the reasons an author gives to support points in a text.					
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					

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Range of Reading and Level of Text Complexity – Anchor Standards					
10. Read and comprehend complex literary and informational texts independently and proficiently.					
Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.					
Informational Text					
RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.					

Foundational Skills					
Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Print Concepts					
RF.1.1. Demonstrate understanding of the organization and basic features of print.					
<i>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</i>					
Phonological Awareness					
RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).					
<i>Distinguish long from short vowel sounds in spoken single-syllable words.</i>					
<i>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</i>					
<i>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</i>					
<i>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</i>					

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Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Phonics and Word Recognition					
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.					
<i>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</i>					
<i>Decode regularly spelled one-syllable words.</i>					
<i>Know final -e and common vowel team conventions for representing long vowel sounds</i>					
<i>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</i>					
<i>Decode two-syllable words following basic patterns by breaking the words into syllables.</i>					
<i>Read words with inflectional endings.</i>					
<i>Recognize and read grade-appropriate irregularly spelled words.</i>					
Fluency					
RF.1.4. Read with sufficient accuracy and fluency to support comprehension.					
<i>Read grade-level text with purpose and understanding.</i>					
<i>Read grade-level text orally with accuracy, appropriate rate, and expression.</i>					
<i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>					