	1ST GRADE						
	Common Core State Standard for <u>Reading: Literature</u>						
Key Ideas and Details	 Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Describe characters, settings, and major events in a story, using key details. 	CCSS.ELA-LITERACY.RL.1.1 CCSS.ELA-LITERACY.RL.1.2 CCSS.ELA-LITERACY.RL.1.3					
Craft and Structure	 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Identify who is telling the story at various points in a text. 	CCSS.ELA-LITERACY.RL.1.4 CCSS.ELA-LITERACY.RL.1.5 CCSS.ELA-LITERACY.RL.1.6					
Integration of Knowledge and Ideas	 Use illustrations and details in a story to describe its characters, setting, or events. (RL1.8 not applicable to literature) Compare and contrast the adventures and experiences of characters in stories. 	CCSS.ELA-LITERACY.RL.1.7 CCSS.ELA-LITERACY.RL.1.8 CCSS.ELA-LITERACY.RL.1.9					
Range of Reading and Level of Text Complexity:	With prompting and support, read prose and poetry of appropriate complexity for grade 1_{\star}	CCSS.ELA-LITERACY.RL.1.10					
	Common Core State Standard for Reading: Informational Text	Common Core Code					
Key Ideas and	1. Ask and answer questions about key details in a text	CCSS.ELA-LITERACY.RI.1.1					
Details	2. Identify the main topic and retell key details of a text	CCSS.ELA-LITERACY.RI.1.2					
	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text	CCSS.ELA-LITERACY.RI.1.3	Califo	rnia			
Craft and Structure	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (CA)	CCSS.ELA-LITERACY.RI.1.4		Common Core			
	5. Know and use various text structures (e.g. sequence) and text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text (CA)	CCSS.ELA-LITERACY.RI.1.5	Com	Charadare			
		CCSS.ELA-LITERACY.RI.1.5 CCSS.ELA-LITERACY.RI.1.6	State	Standards			
Internetica of	 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text Use the illustrations and details in a text to describe its key ideas 	CCSS.ELA-LITERACY.RI.1.6 CCSS.ELA-LITERACY.RI.1.7	English Lor	iguage Arts & Literacy in			
Integration of Knowledge and	8. Identify the reasons an author gives to describe its key ideas	CCSS.ELA-LITERACY.RI.1.7 CCSS.ELA-LITERACY.RI.1.8	History/Soc	ial Studies, Science, and			
	 Identify the reasons an aution gives to describe its key details Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures) 	CCSS.ELA-LITERACY.RI.1.8 CCSS.ELA-LITERACY.RI.1.9		Technical Subjects			
	Solution to be submanated in and underences between two texts on the same topic (e.g. in must adults, descriptions, or procedures) Common Core State Standards for Reading: Foundational Skills	CC33.ELA-LITERACI.NI.1.3					
Fint concepts	 Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	CCSS.ELA-LITERACY.RF.1.1 1.A				Department of Ed	from the California ducation Common
Phonological Awareness	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short wowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. b. Calsa and pronounce initial, medial wowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words in their complete sequence of individual sounds (phonemes).	CCSS.ELA-LITERACY.RF.1.2 2.A 2.B 2.C 2.D				found here) Note:	ards for ELA <u>(pdf</u>
Phonics and Word Recognition	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every spillable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	CCSS.ELA-LITERACY.RF.1.3 3.A 3.C 3.D 3.E 3.F 3.G				Only "Reading: Informational Text," "Writing," and "Speaking and Listening" are included in this list because the FEP lesson plans primarily overlap with these standards. Literature, Foundational Skills, and Language have been excluded."	
	4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	CCSS.ELA-LITERACY.RF.1.4 4.A 4.B 4.C					
	Common Core State Standards for Writing	Common Core Code					
Text Types and	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 that opinion, and						
Purposes	provide some sense of closure	CCSS.ELA-LITERACY.W.1.1					
	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure 2. Write parenting in which they recound two as more appropriately converged quests, include some detail recording what happened use topport	CCSS.ELA-LITERACY.W.1.2					
	Write narratives in which they recount two or more appropriately sequenced events, include some detail regarding what happened, use temporal words to signal event order, and provide some sense of closure	CCSS.ELA-LITERACY.W.1.3					
Production and Distribution of Writing	4. (Begins in grade 2) (CA)	CCSS.ELA-LITERACY.W.1.4					
	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	CCSS.ELA-LITERACY.W.1.5					
	6. With guidance and support from adults, focus on a topic, use a variety of digital tools to produce and publish writing, including in collaboration with peers	CCSS.ELA-LITERACY.W.1.6					
Research to Build and Present	7. Participate in shared research and writing projects (e.g. explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)	CCSS.ELA-LITERACY.W.1.7					
Knowledge	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	CCSS.ELA-LITERACY.W.1.8					

Comprehension and Collaboration	 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Follow agreed-upon rules for discussion (e.g. listening to others with care, speaking one at a time about the topics and texts under discussion) Build on others' tak in conversations by responding to the comments of others three should be changes As questions to clear up any confusion about the topics and texts under discussion 	CCSSELA-UTERACYSL.1.1 1.1.A 1.1.B 1.1.B 1.1.C
	 Ask and answer questions about key details in a text read aloud or information presented orally or through other media a. Give, restate, and follow simple two-step directions (CA) 	CCSS.ELA-UTERACYSL.1.2
	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	CCSS.ELA-LITERACY.SL.1.3
Presentation of Knowledge and Ideas	 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly Memorize and recite poems, rhymes, and songs with expression (CA) 	CCSS.ELA-UITERACYSL.1.4
	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	CCSS.ELA-LITERACY.SL.1.5
	6. Produce complete sentences when appropriate to task and situation	CCSS.ELA-LITERACY.SL.1.6
	Common Core State Standards for Language	Common Core Code
Conventions of Standard English:	 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring propositions (e.g., during, beyond, toward). 	CCSS.ELA-UTERACYL.1.1 1.1A 1.1A 1.1B 1.1C 1.1D 1.1D 1.1F 1.1F 1.1F 1.1F 1.1H 1.1I 1.1I 1.1J
	 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 in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	CCSS.ELA-UTERACYL.1.2 1.2.A 1.2.B 1.2.C 1.2.D 1.2.L
Knowledge of Language	(L1.3 begins in grade 2)	
Vocabulary Acquisition and Use:	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). 	CCSS.ELA-UTERACY.L.1.4 1.4.A 1.4.B 1.4.C
	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., look, peek, glance, stare, glare, stare	CCSS ELA-UITERACYL1.S 1.S.A 1.S.B 1.S.C 1.S.D
	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	CCSS.ELA-UTERACYL.1.6