**CCSS ELA – Reading: Literature**

Unpacking the Standards – Grade 1

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS****Students will know…** | **SKILLS****Students will be able to…** |
| 1 | **Key Ideas and Details:**[CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text. | Ask/Answer QuestionsMonitor ComprehensionKey DetailsExplicit InformationImplicit Information | Know how to ask questions about a literary text* Ask questions about a literary text

Know answers to questions can be found in the literary text* Answer questions about a literary text

Know a key detail is a piece of information in a literary text that helps the reader better understand it* Recall and use key details to respond to questions about a literary text
* Figure out what information is being asked to recall or find in a literary text

Know key words in a question give the reader clues about what information is being askedIdentify key words within a questionMonitor comprehension of a literary text by asking appropriate questions while reading |
| 2 | **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/) Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Lesson/Central MessageKey DetailsRetell/Summarize | Know stories can teach a lesson or send a message to help a student in their own lifeKnow a detail is a piece of information that helps me to understand what is being readRetell a story, including key detailsKnow how to listen to a story and decide which parts are the most importantKnow how to listen to a story and figure out what is the message or lessonExplain how the key details reflect the central message or lesson |
| 3 | * **Key Ideas and Details:**
* [CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/) Describe characters, settings, and major events in a story, using key details.
 | Elements of LiteratureKey DetailsCharacterSettingPlot – elements of plot | Know a character is a person or creature within a storyKnow the setting is the time and location in which a story takes placeKnow a major event is something important that happens in a storyKnow a setting can be described based on the time and placeKnow a major event can be described based on what happenedKnow a key detail is a piece of information in a text that aids comprehension of the textDescribe a character using his/her traits, actions, thoughts, and interactionsDescribe the setting in a story using key detailsDescribe the major events in a story using key details |
| 4 | **Craft and Structure:*** [CCSS.ELA-Literacy.RL.1.4](http://www.corestandards.org/ELA-Literacy/RL/1/4/) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 | Sensory WordsDescriptive WordsWord Choice | Know feelings are emotions or attitudes Know the five senses are sight, hearing, smell, taste and touchKnow sensory words use the five senses to describeDescribe feelings and senses using words or phrasesIdentify sensory words in textExplain how words in a text suggest or describe feelings |
| 5 | * **Craft and Structure:**
* [CCSS.ELA-Literacy.RL.1.5](http://www.corestandards.org/ELA-Literacy/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.
 | Compare/ContrastText Features | Know some books tell stories and some books give informationKnow informational text is a piece of text that will teach some type of informationKnow some informational texts have headings, tables of contents and glossariesKnow a heading is the beginning of a section of informational textKnow a table of contents explains how a book is organizedKnow a glossary is an alphabetical list of vocabulary words and their definitions that is found at the back of the textKnow a story is told to entertain or to send a lesson or messageKnow that fiction refers to a story about imaginary events or peopleTell the difference between books that tell stories that give information from many types of text |
|  6 | * **Craft and Structure:**
* [CCSS.ELA-Literacy.RL.1.6](http://www.corestandards.org/ELA-Literacy/RL/1/6/) Identify who is telling the story at various points in a text.
 | CharacterNarratorPoint of View | Know stories can be told by characters or narratorsKnow stories can be told by different characters at different times in the storyIdentify who is telling the storyTell when the character or narrator telling the story changes |
| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7/) Use illustrations and details in a story to describe its characters, setting, or events.
 | Text FeaturesElements of Literature | Know authors use illustrations to describe and identify characters, settings and eventsKnow authors use details to describe and identify characters, settings and eventsKnow a character is a person or creature in a storyKnow the setting of a story if where and when the story takes placeUse illustrations in a story to identify and describe the charactersUse illustrations in a story to identify and describe the settingUse illustrations in a story to describe the eventsUse details in a story to identify and describe the characterUse details in a story to identify and describe the settingUse details to describe the events in a story |
| 8 | **(RL.1.8 not applicable to literature)** |  |  |
| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.1.9](http://www.corestandards.org/ELA-Literacy/RL/1/9/) Compare and contrast the adventures and experiences of characters in stories.
 | Compare/ContrastAnalyze/Analysis | Know that a character is a person or creature in a storyKnow comparing is finding similarities between two or more ideas or objectsKnow contrasting is finding differences between two or more ideas or objectsKnow characters’ adventures and experiences in a story can be compared and contrastedIdentify the characters in a storyIdentify the characters’ adventures and experiences in storiesCompare and contrast the adventures and experiences of characters in stories |
| 10 | **Range of Reading and Level of Text Complexity:**[CCSS.ELA-Literacy.RL.1.10](http://www.corestandards.org/ELA-Literacy/RL/1/10/) With prompting and support, read prose and poetry of appropriate complexity for grade 1. | FluencyComprehensionGenreProse/PoetryElements of LiteratureAuthor’s Purpose | Know the difference between prose and poetryKnow authors write their central message or lesson using key detailsKnow authors describe characters, settings and major events using key detailsKnow figurative language is used in text to create mood and appeal to the sensesKnow different people tell the story at different points (point of view)Know what characters, setting and events are in a storyRead and understand authors write their central message or lesson using key details in appropriately complex textRead and understand authors describe characters, setting and major events using key details in appropriately complex textRead and understand figurative language is used to create mood and appeal to the senses in appropriately complex textUse illustrations and details to describe characters, setting, and events in appropriately complex textCompare/Contrast the experiences of the characters in appropriately complex text |

**CCSS ELA – Reading: Informational Text**

Unpacking the Standards – Grade 1

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| --- | --- | --- | --- |
| **Number** | **STANDARD and CCR Category** | **CONCEPTS****Students will know…** | **SKILLS****Students will be able to…** |
| 1 | **Key Ideas and Details:**[CCSS.ELA-Literacy.RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1/) Ask and answer questions about key details in a text. | Key DetailsExplicit InformationImplicit InformationAsk/Answer Questions | Know how to ask questions about an informational textKnow many of the answers to questions can be found in the textKnow a key detail is a piece of information in a text that helps to understand itKnow key words in a question give clues about what information is being askedAnswer questions about an informational textUse key details to respond to questions about an informational textAsk questions about an informational textFigure out what information is being asked in an informational textMonitor comprehension of informational text by asking appropriate questions while readingIdentify key words within a question |
| 2 | **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/) Identify the main topic and retell key details of a text. | Main TopicSummarizeKey Details | Know a main topic is what an informational text is aboutKnow a key detail is a piece of information that will help to understand the textDecide which parts of an informational text are the most importantPick out the main topic of an informational textRetell key details of an informational text |
| 3 | **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.1.3](http://www.corestandards.org/ELA-Literacy/RI/1/3/) Describe the connection between two individuals, events, ideas, or pieces of information in a text. | Making Connections (text-to-text, text-to-self, text-to-world) | Know a connection is a relationship between two partsIdentify individuals, events, ideas and pieces of information from the textKnow that an author sometimes makes connections between two individuals, events, idea, or pieces of informationDescribe how two individuals, events, ideas or pieces of information in a text are connected |
| 4 | **Craft and Structure:** [CCSS.ELA-Literacy.RI.1.4](http://www.corestandards.org/ELA-Literacy/RI/1/4/) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | Ask/Answer QuestionsContext CluesVocabulary in ContextWord Choice | Know a question has an answer and the answer is a statementKnow the answer to a question may help to comprehend textKnow context clues are words or sentences around an unfamiliar word used to clarify its meaningAsk and answer questions about unknown words or phrasesUse context clues to help answer questions or explain a word or phrase |
| 5 | **Craft and Structure:** [CCSS.ELA-Literacy.RI.1.5](http://www.corestandards.org/ELA-Literacy/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. | Text Features | Know text features are used to find key facts and informationKnow authors use text features to point out important ideasKnow headings are words or groups of words used to break a page into sections and tell what the section is aboutKnow the table of contents is a list at the beginning of the book that tells the reader where to find things – provides the reader with titles of different sections of the book and the page number for each sectionKnow glossaries are lists of important words and their meanings, found at the back of a textKnow electronic menus guide a reader to specific topics within an electronic textKnow icons are pictures representing specific files or software applicationUse text features to locate specific facts or information in textExplain how various text features help readers gain information from a text |
| 6 | **Craft and Structure:** [CCSS.ELA-Literacy.RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6/) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | DistinguishPictures/IllustrationsText | Know illustrations are pictures that match the words the author has writtenKnow information that is learned from a text comes from the words or from the illustrationsKnow many times the words in a text give different information than the illustrations giveKnow sometimes the words and the illustrations work together to give informationIdentify illustrations in a textExplain what information is learned from an illustrationExplain what information is learned from wordsIdentify whether learned information comes from the words or illustrations in a textDecide if there is a need to look at the illustrations or the words to find out a particular piece of information |
| 7 | **Integration of Knowledge and Ideas:**[CCSS.ELA-Literacy.RI.1.7](http://www.corestandards.org/ELA-Literacy/RI/1/7/) Use the illustrations and details in a text to describe its key ideas. | MediaText FeaturesPurpose | Know informational text used many illustration types, including photographs and drawings, to show important informationKnow informational text used details to support the main ideasKnow when informational text uses illustrations, like photographs, or drawing, they may be labeled and have captions to add detailsKnow captions are short explanations under a picture or visual that give more informationUse illustrations to explain key ideas from informational textUse details to describe the key ideas from informational textRead and understand labels and captions that go with the illustrations to explain the key ideas from informational text |
| 8 | **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.1.8](http://www.corestandards.org/ELA-Literacy/RI/1/8/) Identify the reasons an author gives to support points in a text. | Author’s PurposeTextual Evidence | Know authors provide reasons to support their pointsIdentify the reasons an author gives to support points in a textKnow points are pieces of information an author gives the readerExplain how an author gives support for their points |
| 9 | **Integration of Knowledge and Ideas:**[CCSS.ELA-Literacy.RI.1.9](http://www.corestandards.org/ELA-Literacy/RI/1/9/) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Compare/ContrastSimilar/Different | Know that similarities are the ways in which two or more things are alikeKnow that differences are the ways in which two or more things are not alikeKnow that illustrations are pictures and diagrams that support the ideas presented in informational textKnow descriptions in informational text are words that describe ideas or thingsKnow that procedures are ordered steps to do or make somethingKnow a topic is what the text is mainly aboutIdentify similarities and differences between two informational texts on the same topic using the illustrations in the textIdentify similarities and differences between two informational texts on the same topic using the descriptions in the textIdentify similarities and differences between two informational texts on the same topic using the procedures in the text |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RI.1.10](http://www.corestandards.org/ELA-Literacy/RI/1/10/) With prompting and support, read informational texts appropriately complex for grade 1. | FluencyComprehensionGenreProse/PoetryElements of LiteratureAuthor’s Purpose | Know the difference between prose and poetryKnow authors write their central message or lesson using key detailsKnow authors describe characters, settings and major events using key detailsKnow figurative language is used in text to create mood and appeal to the sensesKnow different people tell the story at different points (point of view)Know what characters, setting and events are in a storyRead and understand authors write their central message or lesson using key details in appropriately complex textRead and understand authors describe characters, setting and major events using key details in appropriately complex textRead and understand figurative language is used to create mood and appeal to the senses in appropriately complex textUse illustrations and details to describe characters, setting, and events in appropriately complex textCompare/Contrast the experiences of the characters in appropriately complex text |

**CCSS ELA – Reading: Foundational Skills**

Unpacking the Standards – Grade 1

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS****Students will know…** | **SKILLS****Students will be able to…** |
| 1 | **Print Concepts:**[CCSS.ELA-Literacy.RF.1.1](http://www.corestandards.org/ELA-Literacy/RF/1/1/) Demonstrate understanding of the organization and basic features of print.* [CCSS.ELA-Literacy.RF.1.1a](http://www.corestandards.org/ELA-Literacy/RF/1/1/a/) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
 |  | 1.1Identify a wordKnow the meaning of first and lastKnow the first word in a sentence begins with a capital letterKnow sentences have an ending mark |
| 2 | **Phonological Awareness:**[CCSS.ELA-Literacy.RF.1.2](http://www.corestandards.org/ELA-Literacy/RF/1/2/) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).* [CCSS.ELA-Literacy.RF.1.2a](http://www.corestandards.org/ELA-Literacy/RF/1/2/a/) Distinguish long from short vowel sounds in spoken single-syllable words.
* [CCSS.ELA-Literacy.RF.1.2b](http://www.corestandards.org/ELA-Literacy/RF/1/2/b/) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
* [CCSS.ELA-Literacy.RF.1.2c](http://www.corestandards.org/ELA-Literacy/RF/1/2/c/) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
* [CCSS.ELA-Literacy.RF.1.2d](http://www.corestandards.org/ELA-Literacy/RF/1/2/d/) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
 | VowelsVowel SoundsLetter Sound CorrespondenceWord RecognitionLetter SoundsPhonological Awareness | 1.2aKnow vowels have different soundsRecognize short vowel soundsRecognize long vowel soundsIdentify the vowel sound in a word1.2bKnow how sounds work together to make wordsOrally blend sounds in order (sequence) to make words1.2cKnow words are made up of soundsKnow words can be segmented into soundsIdentify the first sound in wordsIdentify the middle vowel sound in wordsIdentify the last sound in wordsSay the first sound in wordsSay the middle vowel sound in wordsSay the final sound in words1.2dKnow sounds work together to make wordsKnow the order of sounds in a word is importantKnow words can be segmented into individual soundsOrally segment all the sounds in words |
| 3 | **Phonics and Word Recognition:**[CCSS.ELA-Literacy.RF.1.3](http://www.corestandards.org/ELA-Literacy/RF/1/3/) Know and apply grade-level phonics and word analysis skills in decoding words.* + [CCSS.ELA-Literacy.RF.1.3a](http://www.corestandards.org/ELA-Literacy/RF/1/3/a/) Know the spelling-sound correspondences for common consonant digraphs.
	+ [CCSS.ELA-Literacy.RF.1.3b](http://www.corestandards.org/ELA-Literacy/RF/1/3/b/) Decode regularly spelled one-syllable words.
	+ [CCSS.ELA-Literacy.RF.1.3c](http://www.corestandards.org/ELA-Literacy/RF/1/3/c/) Know final -e and common vowel team conventions for representing long vowel sounds.
	+ [CCSS.ELA-Literacy.RF.1.3d](http://www.corestandards.org/ELA-Literacy/RF/1/3/d/) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	+ [CCSS.ELA-Literacy.RF.1.3e](http://www.corestandards.org/ELA-Literacy/RF/1/3/e/) Decode two-syllable words following basic patterns by breaking the words into syllables.
	+ [CCSS.ELA-Literacy.RF.1.3f](http://www.corestandards.org/ELA-Literacy/RF/1/3/f/) Read words with inflectional endings.
	+ [CCSS.ELA-Literacy.RF.1.3g](http://www.corestandards.org/ELA-Literacy/RF/1/3/g/) Recognize and read grade-appropriate irregularly spelled words.
 | ConsonantsDiagraphsSyllablesLetter Sound CorrespondenceWord RecognitionPhonics | Know consonant digraphsKnow each syllable has a vowel soundKnow inflectional endingsRecognize irregular wordsUse knowledge of phonics and blending to decode wordsOrally read regular and irregular words1.3a:* Know that sometimes two consonant letter can go together to make one sound
* Identify which two consonant letters go together to make one sound

1.3b:* Blend sounds together to read words
* Know all consonant sounds
* Know all short vowel sounds
* Know all long vowel sounds
* Recognize short and long vowel patterns
* Know the sound(s) of common spelling
* Identify common spelling in words
* Orally read one-syllable words

1.3c:* Know long vowel sounds can be spelled in different ways
* Recognize the final –e spelling pattern
* Know two or more letters can make one vowel sound
* Recognize vowel teams
* Identify vowels in words

1.3d:* Know a syllable is a word or part of a word
* Identify a syllable
* Know every syllable has only one vowel sound
* Identify the vowel pattern in a syllable
* Use what is known about syllables to identify the number of syllables in a word

1.3f:* Know inflectional endings change the form of the word, but not the meaning
* Know inflectional endings are word parts attached to the root/base word
* Know endings at the end of a root/base word are suffixes
* Identify inflectional endings in words
* Know three different pronunciations for –ed
* Blend words with inflectional endings
* Read words with inflectional endings

1.3g:* Know some spelling patterns do not occur often in words
* Know some words cannot be decoded
* Recognize words with irregular spellings
* Orally read irregularly spelled words
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| 4 | **Fluency:**[CCSS.ELA-Literacy.RF.1.4](http://www.corestandards.org/ELA-Literacy/RF/1/4/) Read with sufficient accuracy and fluency to support comprehension.* [CCSS.ELA-Literacy.RF.1.4a](http://www.corestandards.org/ELA-Literacy/RF/1/4/a/) Read grade-level text with purpose and understanding.
* [CCSS.ELA-Literacy.RF.1.4b](http://www.corestandards.org/ELA-Literacy/RF/1/4/b/) Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
* [CCSS.ELA-Literacy.RF.1.4c](http://www.corestandards.org/ELA-Literacy/RF/1/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 | FluencyRateComprehensionAutomaticity | 1.4a:* Know that print has a message
* Know there are different reasons for reading
* Determine a purpose for reading
* Orally read first grade text for a specific purpose
* Tell or explain about what is read

1.4b:* Know fluency includes reading with few or no errors
* Know fluency includes reading at an appropriate rate
* Know fluency includes reading with expression
* Know fluency improves with repeated readings
* Know automaticity means to read words quickly and easily
* Adjust rate of reading to match the purpose
* Read orally with automaticity (accuracy and rate)
* Read orally with expression

1.4c:* Know strategies for decoding words
* Know rereading can improve understanding of a text
* Use context to confirm the pronunciation of a word
* Use context to confirm what is read makes sense
* Reread if something does not make sense
* Make changes to improve understanding after reading
* Make corrections while reading orally
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