**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 Questions  Monitor Comprehension  Key Details  Explicit Information  Implicit 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 asked  Identify key words within a question  Monitor 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 Message  Key Details  Retell/Summarize | Know stories can teach a lesson or send a message to help a student in their own life  Know a detail is a piece of information that helps me to understand what is being read  Retell a story, including key details  Know how to listen to a story and decide which parts are the most important  Know how to listen to a story and figure out what is the message or lesson  Explain 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 Literature  Key Details  Character  Setting  Plot – elements of plot | Know a character is a person or creature within a story  Know the setting is the time and location in which a story takes place  Know a major event is something important that happens in a story  Know a setting can be described based on the time and place  Know a major event can be described based on what happened  Know a key detail is a piece of information in a text that aids comprehension of the text  Describe a character using his/her traits, actions, thoughts, and interactions  Describe the setting in a story using key details  Describe 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 Words  Descriptive Words  Word Choice | Know feelings are emotions or attitudes  Know the five senses are sight, hearing, smell, taste and touch  Know sensory words use the five senses to describe  Describe feelings and senses using words or phrases  Identify sensory words in text  Explain 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/Contrast  Text Features | Know some books tell stories and some books give information  Know informational text is a piece of text that will teach some type of information  Know some informational texts have headings, tables of contents and glossaries  Know a heading is the beginning of a section of informational text  Know a table of contents explains how a book is organized  Know a glossary is an alphabetical list of vocabulary words and their definitions that is found at the back of the text  Know a story is told to entertain or to send a lesson or message  Know that fiction refers to a story about imaginary events or people  Tell 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. | Character  Narrator  Point of View | Know stories can be told by characters or narrators  Know stories can be told by different characters at different times in the story  Identify who is telling the story  Tell 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 Features  Elements of Literature | Know authors use illustrations to describe and identify characters, settings and events  Know authors use details to describe and identify characters, settings and events  Know a character is a person or creature in a story  Know the setting of a story if where and when the story takes place  Use illustrations in a story to identify and describe the characters  Use illustrations in a story to identify and describe the setting  Use illustrations in a story to describe the events  Use details in a story to identify and describe the character  Use details in a story to identify and describe the setting  Use 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/Contrast  Analyze/Analysis | Know that a character is a person or creature in a story  Know comparing is finding similarities between two or more ideas or objects  Know contrasting is finding differences between two or more ideas or objects  Know characters’ adventures and experiences in a story can be compared and contrasted  Identify the characters in a story  Identify the characters’ adventures and experiences in stories  Compare 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. | Fluency  Comprehension  Genre  Prose/Poetry  Elements of Literature  Author’s Purpose | Know the difference between prose and poetry  Know authors write their central message or lesson using key details  Know authors describe characters, settings and major events using key details  Know figurative language is used in text to create mood and appeal to the senses  Know different people tell the story at different points (point of view)  Know what characters, setting and events are in a story  Read and understand authors write their central message or lesson using key details in appropriately complex text  Read and understand authors describe characters, setting and major events using key details in appropriately complex text  Read and understand figurative language is used to create mood and appeal to the senses in appropriately complex text  Use illustrations and details to describe characters, setting, and events in appropriately complex text  Compare/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 Details  Explicit Information  Implicit Information  Ask/Answer Questions | Know how to ask questions about an informational text  Know many of the answers to questions can be found in the text  Know a key detail is a piece of information in a text that helps to understand it  Know key words in a question give clues about what information is being asked  Answer questions about an informational text  Use key details to respond to questions about an informational text  Ask questions about an informational text  Figure out what information is being asked in an informational text  Monitor comprehension of informational text by asking appropriate questions while reading  Identify 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 Topic  Summarize  Key Details | Know a main topic is what an informational text is about  Know a key detail is a piece of information that will help to understand the text  Decide which parts of an informational text are the most important  Pick out the main topic of an informational text  Retell 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 parts  Identify individuals, events, ideas and pieces of information from the text  Know that an author sometimes makes connections between two individuals, events, idea, or pieces of information  Describe 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 Questions  Context Clues  Vocabulary in Context  Word Choice | Know a question has an answer and the answer is a statement  Know the answer to a question may help to comprehend text  Know context clues are words or sentences around an unfamiliar word used to clarify its meaning  Ask and answer questions about unknown words or phrases  Use 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 information  Know authors use text features to point out important ideas  Know headings are words or groups of words used to break a page into sections and tell what the section is about  Know 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 section  Know glossaries are lists of important words and their meanings, found at the back of a text  Know electronic menus guide a reader to specific topics within an electronic text  Know icons are pictures representing specific files or software application  Use text features to locate specific facts or information in text  Explain 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. | Distinguish  Pictures/Illustrations  Text | Know illustrations are pictures that match the words the author has written  Know information that is learned from a text comes from the words or from the illustrations  Know many times the words in a text give different information than the illustrations give  Know sometimes the words and the illustrations work together to give information  Identify illustrations in a text  Explain what information is learned from an illustration  Explain what information is learned from words  Identify whether learned information comes from the words or illustrations in a text  Decide 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. | Media  Text Features  Purpose | Know informational text used many illustration types, including photographs and drawings, to show important information  Know informational text used details to support the main ideas  Know when informational text uses illustrations, like photographs, or drawing, they may be labeled and have captions to add details  Know captions are short explanations under a picture or visual that give more information  Use illustrations to explain key ideas from informational text  Use details to describe the key ideas from informational text  Read 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 Purpose  Textual Evidence | Know authors provide reasons to support their points  Identify the reasons an author gives to support points in a text  Know points are pieces of information an author gives the reader  Explain 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/Contrast  Similar/Different | Know that similarities are the ways in which two or more things are alike  Know that differences are the ways in which two or more things are not alike  Know that illustrations are pictures and diagrams that support the ideas presented in informational text  Know descriptions in informational text are words that describe ideas or things  Know that procedures are ordered steps to do or make something  Know a topic is what the text is mainly about  Identify similarities and differences between two informational texts on the same topic using the illustrations in the text  Identify similarities and differences between two informational texts on the same topic using the descriptions in the text  Identify 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. | Fluency  Comprehension  Genre  Prose/Poetry  Elements of Literature  Author’s Purpose | Know the difference between prose and poetry  Know authors write their central message or lesson using key details  Know authors describe characters, settings and major events using key details  Know figurative language is used in text to create mood and appeal to the senses  Know different people tell the story at different points (point of view)  Know what characters, setting and events are in a story  Read and understand authors write their central message or lesson using key details in appropriately complex text  Read and understand authors describe characters, setting and major events using key details in appropriately complex text  Read and understand figurative language is used to create mood and appeal to the senses in appropriately complex text  Use illustrations and details to describe characters, setting, and events in appropriately complex text  Compare/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). |  | 1.1  Identify a word  Know the meaning of first and last  Know the first word in a sentence begins with a capital letter  Know 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). | Vowels  Vowel Sounds  Letter Sound Correspondence  Word Recognition  Letter Sounds  Phonological Awareness | 1.2a  Know vowels have different sounds  Recognize short vowel sounds  Recognize long vowel sounds  Identify the vowel sound in a word  1.2b  Know how sounds work together to make words  Orally blend sounds in order (sequence) to make words  1.2c  Know words are made up of sounds  Know words can be segmented into sounds  Identify the first sound in words  Identify the middle vowel sound in words  Identify the last sound in words  Say the first sound in words  Say the middle vowel sound in words  Say the final sound in words  1.2d  Know sounds work together to make words  Know the order of sounds in a word is important  Know words can be segmented into individual sounds  Orally 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. | Consonants  Diagraphs  Syllables  Letter Sound Correspondence  Word Recognition  Phonics | Know consonant digraphs  Know each syllable has a vowel sound  Know inflectional endings  Recognize irregular words  Use knowledge of phonics and blending to decode words  Orally read regular and irregular words  1.3a:   * 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 |
| 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. | Fluency  Rate  Comprehension  Automaticity | 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 |