

Common Core Reading Standards for Grade 1

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Grade 1 students:	
1.	Ask and answer questions about key details in a text.
2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3.	Describe characters, settings, and major events in a story, using key details.
4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
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.
6.	Identify who is telling the story at various points in a text.
7.	Use illustrations and details in a story to describe its characters, setting, or events.
8.	(Not applicable to literature)
9.	Compare and contrast the adventures and experiences of characters in stories.
10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.

What does this mean and what can I do at home to help my child develop these skills?

- Ask my child about what we read, and have him ask me questions too
- Ask my child to tell me about the story – the main idea, characters, events, where the story took place, and who is talking in the story
- Ask my child to find words and phrases that describe feelings or that make her think of the senses (touch, taste, sight, smells, hearing)
- Help my child understand the difference between books that tell stories and those that give information
- Ask my child to draw pictures to tell about the story
- Ask my child to tell me what is different from and the same as in the characters in different stories
- Get a book of poetry from the library and have fun with it!



Common Core Reading Standards Foundational Skills Grade 1

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.



Grade 1 students:

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 syllable 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.
4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-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.

What does this mean and what can I do at home to help my child develop these skills?

- Help my child understand which letters and letter combinations go with which sounds in whatever we are reading
- Help my child to decode (take apart) common words so that she becomes familiar with how to sound words out
- Help my child to break words into syllables so that he can more easily hear the sounds and decode the words
- Help my child to recognize common vowel combinations, such as words that end with a silent e or those that have two vowels together
- Help my child to read aloud text that is at his grade level, reading with accuracy, appropriate speed, and expression
- Read higher levels of text to my child so that he can hear me read with accuracy, appropriate speed, and expression

Common Core Writing Standards Grade 1

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Grade 1 students:	
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 the opinion, and provide some sense of closure.
2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
4.	(Begins in grade 3)
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.
6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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).
8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
9.	(Begins in grade 4)
10.	(Begins in grade 3)

What does this mean and what can I do at home to help my child develop these skills?

- Help my child to give his opinion about a topic or book by stating his opinion and giving a reason for his thinking. "My favorite book is ... because ..."
- Help my child to write about a topic, supply some facts about the topic, and find a way to close/end the narrative
- Help my child see that order is important in writing about a story or happening, using a proper sequence of events
- Help my child to improve on her original writing by responding to suggestions and adding details
- Help my child to use the computer, pens, crayons, paint, etc. to produce and publish what he and others have written/drawn
- Help my child to work with others to do simple research about a given topic – and write and organize the facts they find
- Help my child to recall information about his own experiences, or what he has read or researched, to answer questions



Speaking and Listening Standards First Grade

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.



Grade 1 students:

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

What does this mean and what can I do at home to help my child develop these skills?

- At dinner time or in the car, have conversations with my child to allow him to practice the art of conversation
- Respond to my child in sentences to model for him the correct way to talk
- Ask for details about books, movies, and television shows I am viewing with my child
- Ask my child to tell me in his own words about what he hears and sees
- Encourage my child to describe his feelings and ideas in phrases and sentences that are more descriptive than just one word
- Use complete sentences when I talk to my child and encourage him to speak in the same way

Language Standards Grade 1

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Grade 1 students:

1. 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 prepositions (e.g., *during, beyond, toward*).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. 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.



Grade 1 students:

3. (Begins in grade 2)
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*).
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., *large, gigantic*) by defining or choosing them or by acting out the meanings.
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*).

What does this mean and what can I do at home to help my child develop these skills?

- Help my child practice printing and pointing out upper case and lower case letters
- Help my child correctly use nouns (singular and plural), verbs (past, present, future), pronouns (I, me, my, they, them...), adjectives (bigger, best), adverbs (quickly, slowly) conjunctions (and, or, but, because), prepositions (during, beyond), and complete sentences
- Give my child opportunities to write and to practice using punctuation and good spelling
- Show my child how to figure out the meaning of words by looking at the root (main part of word), the prefix (beginning), suffix (ending) and how it fits into the sentence
- Help my child to understand how words are related by helping him to see how they fit into categories, how they connect with other words, how they are similar or different, and how they help us to better understand what we are reading
- Ask my child to find ways to use new words and phrases he has heard or read in his own conversations or writing