

**COMMON CORE ESSENTIAL ELEMENTS
FOR
FIRST GRADE**

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First Grade English Language Arts Standards: Reading (Literature)	
CCSS Grade-Level Standards	Common Core Essential Elements
Key Ideas and Details.	
RL.1.1. Ask and answer questions about key details in a text.	EERL.1.1. Identify details in familiar stories.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	EERL.1.2. Retell details from a familiar story.
RL.1.3. Describe characters, settings, and major events in a story, using key details.	EERL.1.3. Identify characters and settings in a familiar story.
Craft and Structure.	
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	EERL.1.4. Identify sensory or feeling words in a familiar story.
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.	EERL.1.5. Classify reading materials into storybooks and informational books.
RL.1.6. Identify who is telling the story at various points in a text.	EERL.1.6. Identify a speaker in a familiar story.
Integration of Knowledge and Ideas.	
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	EERL.1.7. Identify details or illustrations that describe the characters or events in a familiar story.
RL.1.8. (Not applicable to literature)	EERL.1.8. N/A
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	EERL.1.9. Identify the adventures or experiences of characters in a familiar story.
Range of Reading and Level of Text Complexity.	
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	EERL.1.10. **This Literature Essential Element references all elements above.

First Grade English Language Arts Standards: Reading (Informational Text)	
CCSS Grade-Level Standards	Common Core Essential Elements
Key Ideas and Details.	
RI.1.1. Ask and answer questions about key details in a text.	EERI.1.1. Identify details in familiar text.
RI.1.2. Identify the main topic and retell key details of a text.	EERI.1.2. Retell details of a familiar text.
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	EERI.1.3. With guidance and support, identify events or ideas in a familiar text.
Craft and Structure.	
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	EERI.1.4. Respond to questions about a new word in familiar 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.	EERI.1.5. With guidance and support, recognize that books have titles.
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	EERI.1.6. With guidance and support, distinguish between text and illustrations in a text.
Integration of Knowledge and Ideas.	
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	EERI.1.7. Identify illustration that shows what the text is describing.
RI.1.8. Identify the reasons an author gives to support points in a text.	EERI.1.8. With guidance and support, identify details that match the topic of 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).	EERI.1.9. With guidance and support, match similar parts of two texts on the same topic.
Range of Reading and Level of Text Complexity.	
RI.1.10. With prompting and support read informational texts appropriately complex for grade 1.	EERI.1.10. **This Literature Essential Element references all elements above.

First Grade English Language Arts Standards: Reading (Foundational Skills)	
CCSS Grade-Level Standards	Common Core Essential Elements
Print Concepts.	
RF.1.1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	EERF.1.1. Demonstrate an understanding of the organization and basic features of print. a. Interact with books one page at a time from beginning to end.
	EERF.1.1.b. Follow print from left to right. EERF.1.1.c. Follow print from top to bottom.

First Grade English Language Arts Standards: Reading (Foundational Skills)	
CCSS Grade-Level Standards	Common Core Essential Elements
Phonological Awareness.	
RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.	EERF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Identify spoken rhyming words
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	EERF.1.2.b. With guidance and support, indicate the number of syllables in a spoken word.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	EERF.1.2.c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	EERF.1.2.d. Match orally presented segmented phonemes to pictures that are labeled orally first by an adult.
Phonics and Word Recognition.	
RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant.	EERF.1.3. Apply letter name and letter-sound knowledge when decoding words during shared activities. a. Identify words that begin with a single-consonant phoneme that is spoken by an adult.
b. Decode regularly spelled one-syllable words.	EERF.1.3.b. N/A
c. Know final -e and common vowel team conventions for representing long vowel sounds.	EERF.1.3.c. N/A
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	EERF.1.3.d. N/A
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	EERF.1.3.e. N/A
f. Read words with inflectional endings.	EERF.1.3.f. N/A
g. Recognize and read grade-appropriate irregularly	EERF.1.3.g. N/A
Fluency.	
RF.1.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	EERF.1.4. Engage in sustained independent study of books (e.g., studies a book one page at a time). a. Independently engage in exploring a book or navigating pages in a multimedia book.
b. Read grade-level text orally with accuracy, appropriate rate, and expression.	EERF.1.4.b. Sustain attention to a variety of reading materials reflecting a variety of text genre.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	EERF.1.4.c. N/A

First Grade English Language Arts Standards: Writing	
CCSS Grade-Level Standards	Common Core Essential Elements
Text Types and Purposes.	
W.1.1. 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.	EEW.1.1. Select a book and use drawing, dictating, or writing to state an opinion about it.
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	EEW.1.2. Select a topic and use drawing, dictating, or writing to share information about it.
W.1.3. 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.	EEW.1.3. Select an event and use drawing, dictating, or writing to share information about it.
Production and Distribution of Writing.	
W.1.4. (Begins in grade 3)	EEW.1.4. (Begins in grade 3)
W.1.5. 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.	EEW.1.5. With guidance and support from adults, add more information to own drawing, dictating, or writing to strengthen it.
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	EEW.1.6 With guidance and support from adults, use a variety of digital tools to produce writing, including in collaboration with peers.
Research to Build and Present Knowledge.	
W.1.7. 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).	EEW.1.7. Participate in shared research and writing projects.
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	EEW.1.8. With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.
W.1.9. (Begins in grade 4)	EEW.1.9. (Begins in grade 4)
Range of Writing.	
W.1.10. (Begins in grade 3)	EEW.1.10. (Begins in grade 3)

First Grade English Language Arts Standards: Speaking and Listening	
CCSS Grade-Level Standards	Common Core Essential Elements
Comprehension and Collaboration.	
SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> 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).	EESL.1.1. Participate in conversations with peers and adults. a. Engage in multiple-turn exchanges with peers.
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	EESL.1.1.b. Build on comments or topics initiated by an adult.
c. Ask questions to clear up any confusion about the topics and texts under discussion.	EESL.1.1.c. Uses one or two words to ask questions related to personally relevant topics.
SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	EESL.1.2. During shared reading activities, answer questions about details presented orally or through other media.
SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	EESL.1.3. Ask for help when needed.
Presentation of Knowledge and Ideas.	
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	EESL.1.4. With guidance and support, identify familiar people, places, things, and events.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	EESL.1.5. Communicate own thoughts, feelings, or ideas.
SL.1.6. Produce complete sentences when appropriate to task and situation.	EESL.1.6. With guidance and support, provide more information to clarify ideas, thoughts, and feelings.

First Grade English Language Arts Standards: Language	
CCSS Grade-Level Standards	Common Core Essential Elements
Conventions of Standard English.	
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	EEL.1.1. Demonstrate emerging understandings of standard English usage when communicating.
a. Print all upper- and lowercase letters.	a. Write letters from own name.
b. Use common, proper, and possessive nouns.	EEL.1.1.b. With guidance and support, use familiar nouns (e.g., own name, Mom, dog) in isolation.
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	EEL.1.1.c. With guidance and support, produce noun + verb or verb + noun combinations.
d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).	EEL.1.1.d. With guidance and support, use familiar personal pronouns (e.g., <i>I, me, and you</i>).
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).	EEL.1.1.e. With guidance and support, use familiar present tense verbs.
f. Use frequently occurring adjectives.	EEL.1.1.f. With guidance and support, use familiar frequently occurring adjectives. (e.g., <i>big, hot</i>).
g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	EEL.1.1.g. N/A
h. Use determiners (e.g., articles, demonstratives).	EEL.1.1.h. N/A
i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	EEL.1.1.i. With guidance and support, use frequently occurring prepositions: <i>in, out, on, off</i> .
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	EEL.1.1.j. With guidance and support, use simple question words (interrogatives) (e.g., <i>who, what</i>).
L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EEL.1.2. Demonstrate emerging understandings of the use of conventions of standard English during communication.
a. Capitalize dates and names of people.	a. Locate first letter in own name when presented with name.
b. Use end punctuation for sentences.	EEL.1.2.b. N/A
c. Use commas in dates and to separate single words in a series.	EEL.1.2.c. N/A
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	EEL.1.2.d. With guidance and support, recognize that letters are used to create words.
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	EEL.1.2.e. N/A
Knowledge of Language.	
L.1.3. (Begins in grade 2)	EEL.1.3. (Begins in grade 2)

First Grade English Language Arts Standards: Language	
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Vocabulary Acquisition and Use.	
L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	EEL.1.4.a. With guidance and support, demonstrate understanding of the meaning of newly acquired vocabulary.
b. Use frequently occurring affixes as a clue to the meaning of a word.	EEL.1.4.b. N/A
c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	EEL.1.4.c. N/A
L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, 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.	EEL.1.5. With guidance and support from adults, demonstrate emerging understandings of word relationships. a. With guidance and support from adults, sort common objects into familiar categories.
b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	EEL.1.5.b. With guidance and support from adults, identify attributes of familiar words.
c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	EEL.1.5.c. With guidance and support from adults, demonstrate understanding of words by identifying real-life connections between words and their use.
d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	EEL.1.5.d. N/A
L.1.6. 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., <i>because</i>).	EEL.1.6. N/A

