1st Grade
English/Language Arts Alignment—Common Core State Standards and CT Frameworks

NOTE; Standards shown in blue are bridging standards between CT Frameworks and CCSS.

CCSS Standards	CT Framework Grade Level Expectations
Reading Strands: Reading for Literature	
CC.1.R.L.1: Ask and answer questions about key details in a text.	CT.1.R.30: Ask and answer questions about text.
CC.1.R.L.2: Retell stories including key details and demonstrate understanding of their central message or lesson.	CT.K.R.35: Retell information from a story, using proper sequence.
	--Evidence understanding of the central message or lesson of a story.
CC.1.R.L.3: Describe characters, settings and major events in a story, using key details.	CT.1.R.41: Identify story elements (e.g., characters, setting, plot, theme, conflict and point of view) using key details.
CC 1.R.L.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	CT.1.R.48: Identify the words an author or orator uses to create an image in the reader's mind.
CC.1.R.L.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.	CT.1.R.26: Identify the elements of a genre to help understand the characteristics of different text.
	CT.1.R.28: Tell the purpose for reading a text when the objective is stated.
	CT.1.R.45: Identify whether text is fiction or nonfiction.
CC.1.R.L.6: Identify who is telling the story at various points in a text.	CT.2.R.30: Identify the speaker in a poem and the narrator in a story.
CC.1.R.L.7: Use illustrations and details in a story to describe its characters, setting or events.	CT.1.R.41: Identify story elements (e.g., characters, setting, plot, theme, conflict and point of view) using illustration and story details.
CC.1.R.L.9: Compare and contrast the adventures and experiences of characters in stories.	CT.1.R.47: Make text-to-self and text-to-text connections.
	--Compare and contrast events in stories.
CC.1.R.L.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	CT.1.R.51: Select "just right" books to independently read based on known criteria.
	CT.1.R.52: Choose a variety of genres to read.
	--By the end of 1st grade, read narrative texts at the upper end of the K-1 grade band (F & P Level I; DRA Level 18; Lexile Level 200-299)

Reading Strands: Reading for Information	
CC.1.R.I.1: Ask and answer questions about key details in a text.	CT.1.R.30: Ask and answer questions about text.
CC 1.R.I.2: Identify the main topic and retell key details of a text.	CT.1.R.32: Read nonfiction text to gain specific information (e.g., main idea and details).
	CT.1.R.42: Identify the topic of and two facts about nonfiction text.
CC.1.R.I.3: Describe the connection between two individuals, events, ideas or pieces of information in a text.	CT1.R.35: Make text-to-text and text-to-self connections.
	--Identify connections between individuals, events, ideas or pieces of information in a text.
CC.1.R.I.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	CT.1.R.39: Use cueing system to determine meaning of unknown words (e.g., meaning, structure, visual).
CC.1.R.I.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.	CT.1.R.31: Recognize and use text features, such as headings, tables of contents, glossaries, electronic menus, icons, maps, graphs) to find information.
CC.1.R.I.6: Distinguish between information provided by pictures and other illustrations and information provided by the words in a text.	CT.1.R.17: Use context clues and pictures to aid in the decoding of new words.
	CT.1.R.34: Create mental imagery about text when prompted by the teacher.
	CT.1.R.48: Identify the words an author or orator uses to create an image in the reader's mind.
	--Distinguish information provided by pictures or illustrations from information provided by words.
CC.1.R.I.7: Use the illustrations and details in a text to describe its key ideas.	CT.1.R.31: Recognize and use text features, such as headings, tables of contents, glossaries, electronic menus, icons, maps, graphs) to find information.
	CT.1.R.32: Read nonfiction text to gain specific information (e.g., main idea and details).
CC.1.R.I.8: Identify the reasons an author gives to support points in a text.	CT.1.R.48: Identify the words an author or orator uses to create an image in the reader's mind.
	--Identify evidence in the text of the author's reasoning or purpose.
CC.1.R.I.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	CT.2.R.42: Read several texts within a genre, about a single topic or by a single author and compare similarities and differences.
CC.1.R.I.10: With prompting and support, read informational texts appropriately complex for grade 1.	CT.1.R.51: Select "just right" books to independently read based on known criteria.

	Ct.1.R.52: Choose a variety of genres to read.
	--By the end of 1st grade, read informational texts at the upper end of the K-1 grade band (F & P Level I; DRA Level 18; Lexile Level 200-299)

Reading Foundational Skills:	
CC.1.R.F.1: Demonstrate understanding of the organization and basic features of print.	
CC.1.R.F.1.a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	CT.PK.R.1: Demonstrate book awareness (e.g., hold book upright, turn pages from front of book to the back, scan pages from top to bottom and left to right).
	CT.PK.R.2: Recognize printed letters (e.g., letters in child's name).
	CT.PK.R.3: Recognize print conveys meaning.
	CT.1.R.2: Distinguish words from sentences.
	--Identifies features of a sentence (e.g., first word capitalization, ending punctuation).
CC.1.R.F.2: Demonstrate understanding of spoken words, syllables and sounds.	CT.1.R.7: Delete, add and substitute letter sounds in initial position to make different words.
	CT.1.R.12: Match sounds to letters to read words.
CC.1.R.F.2.a: Distinguish long from short vowel sounds in spoken, single-syllable words.	CT.1.R.6: Distinguish long and short vowel sounds in spoken one syllable words.
CC.1.R.F.2.b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	CT.1.R.9: Blend up to four orally presented phonemes into a correct word.
CC.1.R.F.2.c: Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.	CT.1.R.5: Identify initial, medial and final sounds in words.
CC.1.R.F.2.d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	CT.1.R.8: Identify the number of syllables in a spoken word.
	CT.1.R.10: Segment one-syllable spoken words into phonemes.
CC.1.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.	CT.1.R.12: Match sounds to letters to read words.
	CT.1.R.16: Decode compound words, contractions and words with common inflectional endings (e.g., -s, -es, -ed, -ing).
	CT.1.R.17: Use context clues and pictures to aid in the decoding of new words.
CC.1.R.F.3.a: Know the spelling-sound correspondences for common consonant digraphs.	CT.1.R.13: Know sounds for common letter patterns (e.g., sh, th, eh, oo, ee, igh, ing, ed).
CC.1.R.F.3.b: Decode regularly spelled one-syllable words.	CT.1.R.14: Decode words with common letter patterns (e.g., -ake, ick).
	CT.1.R.15: Decode orthographically regular one-syllable words (e.g., sit, take, need and nonsense words).
CC.1.R.F.3.c: Know final –e and common vowel team conventions	CT.1.R.14: Decode words with common letter patterns (e.g., -ake,

for representing long vowel sounds.	ick).
	CT.1.R.13: Know sounds for common letter patterns (e.g., sh, th, eh, oo, ee, igh, ing, ed).
CC.1.R.F.3.d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	CT.1.R.8: Identify the number of syllables in a spoken word.
	--Evidences understanding that every syllable includes a vowel.
CC.1.R.F.3.e: Decode two-syllable words following basic patterns by breaking the words into syllables.	CT.2.R.8: Decode orthographically regular two-syllable words by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle.
CC.1.R.F.3.f: Read words with inflectional endings.	CT.1.R.16: Decode compound words, contractions and words with common inflectional endings (e.g., -s, -es, -ed, -ing).
CC.1.R.F.3.g: Recognize and read grade appropriate irregularly spelled words.	CT.1.R.18: Read at least 110 high-frequency words (1st Grade Sight Word List).
CC.1.R.F.4: Read with sufficient accuracy and fluency to support comprehension.	
CC.1.R.F.4.a: Read grade-level text with purpose and understanding.	CT.1.R.19: Read aloud, attending to punctuation (e.g., pause at commas and periods, use inflection with questions marks, use excitement with exclamation marks).
	CT.1.R.20: Read aloud familiar informational/expository text and literary/narrative text in a manner that sounds like natural speech.
CC.1.R.F.4.b: Read grade-level text orally with accuracy, appropriate rate and expression.	CT.1.R.21: Read aloud while comprehending unpracticed text with fluency at 55-85 WPM and accuracy of 95% -98% (DRA Level 18).
CC.1.R.F.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CT.1.R.39: Use cueing system to determine meaning of unknown words (e.g., meaning, structure and visual).
	--Uses context and decoding skills to identify words, self-correcting when necessary.

Writing Standards:	
CC.1.W.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.	CT.1.W.21: Write reasons for liking something.
	--Write opinion pieces that include the topic or title of the book, state an opinion about the book, provide a reason for their opinion and provide an ending for the reader.
CC.1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.	--Write personal correspondence (e.g., email, thank you note, friendly letter).
	CT.1.W.20: Write to explain a process.
	--Write informative/explanatory pieces that include a topic, supply some facts about the topic and provide an ending for the reader.
CC.1.W.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.	CT.1.W.16: Write personal and fictional narratives that consist of three or more related sentences.
	CT.1.W.17: Use action verbs.
	CT.1.W.18: Demonstrate voice (e.g., tone, expressive language).
	--Use temporal words to signal event order.
	--Write narrative pieces that include two or more sequenced events, details regarding what happened and provide an ending for the reader.
CC.1.W.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.	CT.1.W.10: Revise a completed draft by adding, deleting and/or rearranging words.
	CT.1.W.11: Edit drafts for errors in beginning, capitalization and ending punctuation.
	--Use feedback from adults and peers to revise and strengthen writing by adding details when needed.
CC.1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	CT.1.W.12: Publish and present completed drafts (e.g., Author's Chair, PowerPoint, Kid Pix, Kidspiration, reading aloud).
	CT.1.W.13: State the way in which changes to the writing made it better.
CC.1.W.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).	CT.1.W.20: Write to explain a process.
CC.1.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	CT.1.W.8: Plan; generate ideas from experiences or provided sources.

Speaking & Listening Standards:	
CC.1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	CT.1.OL.3: Listen for specific information in order to respond to questions.
	CT.1.OL.4: Listen to acquire information from a variety of sources.
	CT.1.OL.5: Ask questions for clarification and understanding.
CC.1.SL.1.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).	CT.1.OL.1: Listen attentively to others without interrupting.
	CT.1.OL.2: Maintain eye contact, in line with cultural traditions, when listening to others.
	CT.1.OL.7: Stay on topic.
CC.1.SL.1.b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	CT.1.OL.7: Stay on topic.
	CT.1.OL.9: Express ideas in logical sequence.
	--Engage in reciprocal conversations by responding to the comments of others.
CC.1.SL.1.c: Ask questions to clear up any confusion about the topics and texts under discussion.	CT.1.OL.5: Ask and answer questions for clarification and understanding.
CC.1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	CT.1.R.30: Ask and answer questions about text and information presented.
CC.1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	CT.1.OL.5: Ask and answer questions for clarification and understanding.
CC.1.Sl.4: Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.	CT.1.OL.8: Use descriptive words when speaking about familiar people, places, things and events.
	CT.1.OL.13: Tell personal narratives using organizational patterns, including beginning, middle and end.
	CT.1.OL.14: Retell stories using story grammar and relating the sequence of story elements by answering who, what, when, where and how questions.
CC.1.SL.6: Produce complete sentences when appropriate to task and situation.	CT.1.OL.11: Use English language syntax for simple sentences (may inappropriately use plural and past tense).

Language Standards:	
CC.1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CT.1.W.3: Use period, question marks and exclamation points.
	CT.1.W.6: Use capital letters for the first word in a sentence.
CC.1.L.1.a: Print all upper- and lowercase letters.	--Legibly print all upper- and lowercase letter.
CC.1.L.1.b: Use common, proper and possessive nouns.	CT.1.W.5: Use simple singular and plural nouns.
	CT.2.W.12: Use nouns in sentences (e.g., singular, plural, common, proper, possessive).
CC.1.L.1.c: Use singular and plural nouns with matching verbs in basic sentences.	CT.1.W.4: Use nouns, verbs and adjectives.
	CT.1.W.5: Use simple singular and plural nouns.
CC.1.L.1.d: Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	CT.1.OL.10: Use vocabulary that is accurate and reasonably specific.
	--Use pronouns to refer to self and others.
CC.1.L.1.e: Use verbs to convey a sense of past, present and future.	CT.1.W.4: Use nouns, verbs and adjectives.
	--Use verbs to convey time (e.g., past, present, future).
CC.1.L.1.f: Use frequently occurring adjectives.	CT.1.W.4: Use nouns, verbs and adjectives.
CC.1.L.1.g: Use frequently occurring conjunctions.	CT.1.OL.9: Express ideas in logical sequence.
	CT.2.W.17: Combine simple sentences into compound sentences by using and/or/but.
CC.1.L.1.h: Use determiners (e.g., articles, demonstratives).	--Use articles and demonstratives (e.g., a, the, this, that, these, those, each, some, either, my, your).
CC.1.L.1.i: Use frequently occurring prepositions (e.g., during, beyond, toward).	--Use frequently occurring prepositions (e.g., during, beyond, toward).
CC.1.L.1.j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	--Produce and expand simple declarative, interrogative, imperative and exclamatory sentences in response to prompts.
	CT.2.W.17: Combine simple sentences into compound sentences by using and/or/but.
CC.1.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	CT.1.W.4: Use nouns, verbs and adjectives.
	CT.1.W.5: Use simple singular and plural nouns.
	CT.1.W.6: Use capital letters for the first word in a sentence.
CC.1.L.2.a: Capitalize dates and names of people.	CT.2.W.10: Capitalize names, pronoun "I", proper nouns, days, months, holidays, and salutation and closing of a letter.
CC.1.L.2.b: Use end punctuation for sentences.	CT.1.W.3: Use periods, question marks and exclamation points.
CC.1.L.2.c: Use commas in dates and to separate single words in a series.	CT.2.W.8: Use commas in a series (e.g., after greeting and closing of a letter, in a date, between city and state).

CC.1.L.2.d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	CT.1.W.2: Use spelling approximations including beginning, middle and ending sounds and conventional spelling of common words (i.e., onset and rime, short vowel patterns, blends, digraphs, long vowel silent –e).
	--Spell high frequency sight words.
CC.1.L.2.e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	CT.1.W.2: Use spelling approximations including beginning, middle and ending sounds and conventional spelling of common words (i.e., onset and rime, short vowel patterns, blends, digraphs, long vowel silent –e).
	--Spell nonsense words and previously untaught words by identifying beginning, middle and ending sounds and applying conventions spelling patterns.
CC.1.L.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.	CT.1.R.22: Recognize words that have more than one meaning.
	CT.2.R.16: Explain multiple meanings of common words.
CC.1.L.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.	CT.2.R.19: Reread and read on to determine meaning of unknown words.
CC.1.L.4.b: Use frequently occurring affixes as a clue to the meaning of a word.	CT.2.R.18: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.
CC.1.L.4.c: Identify frequently occurring root words and their inflectional forms.	CT.2.R.18: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.
CC.1.L.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
CC.1.L.5.a: Sort words into categories to gain a sense of the concepts the categories represent.	CT.1.R.23: Classify categories of words.
CC.1.L.5.b: Define words by category and by one or more key attributes.	--Define category members by one or more key attributes.
CC.1.L.5.c: Identify real-life connections between words and their use.	--Make connections between target vocabulary words and previous experience or background knowledge.
CC.1.L.5.d: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.	--Distinguish between manner of doing something (e.g., run vs. jog vs. sprint).
	--Distinguish between intensity of describing words (e.g., wet vs. moist vs. soaking).
CC.1.L.6: Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using	CT.1.OL.14: Retell stories and informational text using text grammar and relating the sequence of elements by answering who, what, when,

| frequently occurring conjunctions to signal simple relationships. | where and how questions. |
| | CT.1.OL.8: Use descriptive words when speaking about familiar people, places, things and events. |