



CCSS ELA-LITERACY Priority Standards: 1st Grade

CCSS RL: Reading Standards for Literature

Key Ideas and Details (CAS RW.1.2.1.a)

CCSS RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CAS RW.1.2.1.a.ii)

CCSS RL.1.3: Describe characters, settings, and major events in a story, using key details. (CAS RW.1.2.1.a.iii*)

No CCSS Code: Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. (CAS RW.1.2.1.a.iv*)

Craft and Structure (CAS RW.1.2.1.b)

CCSS RL 1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CAS RW.1.2.1.b.i)

CCSS RL 1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. (CAS RW.1.2.1.b.ii*)

CCSS RL.1.6: Identify who is telling the story at various points in a text. (CAS RW.1.2.1.b.iii*)

Integration of Knowledge and Ideas (CAS RW.1.2.1.c)

CCSS RL.1.9: Compare and contrast the adventures and experiences of characters in stories. (CAS RW.1.2.1.c.ii*)

CCSS RI: Reading Standards for Informational Text

Key Ideas and Details (CAS RW.1.2.2.a)

CCSS RI.1.2: Identify the main topic and retell key details of a text. (CAS RW.1.2.2.a.ii)

CCSS RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CAS RW.1.2.2.a.iii*)

Craft and Structure (CAS RW.1.2.2.b)

CCSS RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RW.1.2.2.b.i)

CCSS 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. (CAS RW.1.2.2.b.ii*)

Integration of Knowledge and Ideas (CAS RW.1.2.2.c)

CCSS RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CAS RW.1.2.2.c.iii*)

CCSS RF: Reading Standards Foundational Skills

Print Concepts

CCSS RF.1.1: Demonstrate understanding of the organization and basic features of print. (CAS RW.1.2.3.a)

RF.1.1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CAS RW.1.2.3.a.i*)

Phonological Awareness

CCSS RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CAS RW.1.2.3.b)

RF.1.2a: Distinguish long from short vowel sounds in spoken single-syllable words. (CAS RW.1.2.3.b.i*)

RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CAS RW.1.2.3.b.ii*)

RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CAS RW.1.2.3.b.iii)

RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CAS RW.1.2.3.b.iv*)

Phonics and Word Recognition

CCSS RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. (CAS RW.1.2.3.c)

RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
(CAS RW.1.2.3.c.i*)

RF.1.3b: Decode regularly spelled one-syllable words. (CAS RW.1.2.3.c.ii)

RF.1.3c: Know final -e and common vowel team conventions for representing long vowel sounds. (CAS RW.1.2.3.c.iii*)

RF.1.3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
(CAS RW.1.2.3.c.iv*)

RF.1.3e: Decode two-syllable words following basic patterns by breaking the words into syllables. (CAS RW.1.2.3.c.v*)

RF.1.3f: Read words with inflectional endings. (CAS RW.1.2.3.c.vi*)

RF.1.3g: Recognize and read grade-appropriate irregularly spelled words. (CAS RW.1.2.3.c.vii*)

No CCSS Code: Use onsets and rimes to create new words (e.g., ip to make dip, lip, slip, ship) (CAS RW.1.2.3.c.viii*)

No CCSS Code: Accurately decode unknown words that follow a predictable letter/sound relationship (CAS RW.1.2.3.c.ix*)

Fluency

CCSS RF.1.4: Read with sufficient accuracy and fluency to support comprehension. (CAS RW.1.2.3.d)

RF.1.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CAS RW.1.2.3.d.iii)

CCSS W: Writing Standards

Text Types and Purposes

CCSS 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. (CAS RW.1.3.1.a-d)

CCSS 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.
(CAS RW.1.3.2.a-c)

CCSS 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. (CAS RW.1.3.3.a-c)

CCSS SL: Speaking and Listening Standards

Comprehension and Collaboration

CCSS SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CAS RW.1.1.1.a)

CCSS SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CAS RW.1.1.1.b)

Presentation of Knowledge and Ideas

CCSS SL.1.4: Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CAS RW.1.1.2.a)

CCSS SL.1.6: Produce complete sentences when appropriate to task and situation. (CAS RW.1.1.2.c*)

CCSS L: Language Standards

Conventions of Standard English

CCSS L.1.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CAS RW.1.3.4.a)

L.1.1a: Print all upper- and lowercase letters. (CAS RW.1.3.4.a.i)

L.1.1b: Use common, proper and possessive nouns. (CAS RW.1.3.4.a.ii)

L.1.1c: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CAS RW.1.3.4.a.iii)

L.1.1d: Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). (CAS RW.1.3.4.a.iv)

L.1.1e: 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). (CAS RW.1.3.4.a.v)

L.1.1f: Use frequently occurring adjectives. (CAS RW.1.3.4.a.vi)

L.1.1g: Use frequently occurring conjunctions (for example: and, but, or, so, because). (CAS RW.1.3.4.a.vii)

CCSS L.1.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CAS RW.1.3.4.b)

L.1.2b: Use end punctuation for sentences. (CAS RW.1.3.4.b.iii)

No CCSS Code: Write complete simple sentences. (CAS RW.1.3.4.b.i)

Vocabulary Acquisition and Use

CCSS L.1.4: 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.

(CAS RW.1.2.3.e)

L.1.4a: Use sentence-level context as a clue to the meaning of a word or phrase. (CAS RW.1.2.3.e.i*)

CCSS L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (CAS RW.1.2.3.f)

L.1.5b: 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).

(CAS RW.1.2.3.f.ii)

**indicates a Colorado Academic Standard that is a minimum competency identified in the READ Act*