First Grade Reading State Standards

Fiction

Key Ideas and Details:

[ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/)
 Ask and answer questions about key details in a text.

[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.

[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.

Craft and Structure:

[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.

[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.

[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.

Integration of Knowledge and Ideas:

[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.

[ELA-Literacy.RL.1.8](http://www.corestandards.org/ELA-Literacy/RL/1/8/)
(RL.1.8 not applicable to literature)

[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.

Range of Reading and Level of Text Complexity:

[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.

First Grade Reading: Non-Fiction (Informational Text)

Key Ideas and Details:

[ELA-Literacy.RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1/)
 Ask and answer questions about key details in a text.

[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.

[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.

Craft and Structure:

[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.

[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.

[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.

Integration of Knowledge and Ideas:

 [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.

[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.

[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).

Range of Reading and Level of Text Complexity:

[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.

First Grade Writing

Text Types and Purposes:

[ELA-Literacy.W.1.1](http://www.corestandards.org/ELA-Literacy/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.

[ELA-Literacy.W.1.2](http://www.corestandards.org/ELA-Literacy/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.

[ELA-Literacy.W.1.3](http://www.corestandards.org/ELA-Literacy/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.

Production and Distribution of Writing:

[ELA-Literacy.W.1.4](http://www.corestandards.org/ELA-Literacy/W/1/4/)
(W.1.4 begins in grade 3)

[ELA-Literacy.W.1.5](http://www.corestandards.org/ELA-Literacy/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.

[ELA-Literacy.W.1.6](http://www.corestandards.org/ELA-Literacy/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.

Research to Build and Present Knowledge:

[ELA-Literacy.W.1.7](http://www.corestandards.org/ELA-Literacy/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).

[ELA-Literacy.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/)
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

[ELA-Literacy.W.1.9](http://www.corestandards.org/ELA-Literacy/W/1/9/)
W.1.9 begins in grade 4 Range of Writing:[ELA W.1.10](http://www.corestandards.org/ELA-Literacy/W/1/10/) begins in grade 3