

# Grade 1 Reading Standards

## Grade 1 Reading Standards for Literature [RL]

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Key Ideas and Details

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.

### Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
5. Identify characteristics of common types of stories, including folktales and fairy tales.

*For example, in a study of folktales as a genre, students listen to and read along with the teacher the traditional poem, "The Fox's Foray," noting the repetition, rhythm, and rhyme. After performing a choral reading of another version of the poem, "The Fox Went Out One Chilly Night," they read more traditional tales featuring foxes and write opinion pieces about the character of the fox in the tales they have read. (RL.1.5, RL.1.9, W.1.1, L.1.6)*

6. Identify who is telling the story at various points in a text.

### Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable. For expectations regarding central messages or lessons in stories, see RL.2.)
9. Compare and contrast the adventures and experiences of characters in stories.

*For example, students read or listen to audiobooks of several picture books by one author/illustrator, such as Beatrix Potter, Dr. Seuss, William Steig, Eric Carle, Ezra Jack Keats, Jerry Pinkney, or Mo Willems, and make a list of the similarities they notice in the books. (RL.1.9, W.1.10)*

### Range of Reading and Level of Text Complexity

10. With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See [more on qualitative and quantitative dimensions of text complexity](#).)

## Grade 1 Reading Standards for Informational Text [RI]

### Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

*Students read and listen to the teacher read biographies of individuals who were courageous in the pursuit of justice for a variety of reasons throughout United States history. Among the books read are Elizabeth Leads the Way (about Elizabeth Cady Stanton) by Margot Theis Raven, Side by Side: the Story of Dolores Huerta and Carlos Chavez by Monica Brown, Jackie Robinson by Wil Mara, and Ruby*

**Bridges by Robert Coles.** After reading these true stories, students write their own biography of a person who worked for justice. (RI.1.3, W.1.2, W.1.3)

## Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

## Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
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

10. With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See [more on qualitative and quantitative dimensions of text complexity](#).)

# Grade 1 Reading Standards for Foundational Skills [RF]

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. A research- and evidence-based scope and sequence for phonological and phonics development and the complete range of foundational skills are not ends in and of themselves. They are necessary and important components of an effective, comprehensive reading curriculum designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: as students become skilled readers, they will need much less practice with these concepts. Struggling readers may need more or different kinds of practice. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

## Print Concepts

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).

## Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - a. Distinguish long from short vowel sounds in spoken single-syllable words.
  - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

## Phonics and Word Recognition

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.

## Fluency

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

## Grade 1 Writing Standards [W]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collections of annotated student writing samples in [Appendix C of the Common Core State Standards](#) and the [Massachusetts Writing Standards in Action Project](#).

### Text Types and Purposes

**Note:** The intent of Writing Standards 1–3 is to ensure flexibility, not rigidity, in student writing. Many effective pieces of writing blend elements of more than one text type in service of a single purpose: for example, an argument may rely on anecdotal evidence, a short story may function to explain some phenomenon, or a literary analysis may use explication to develop an argument. In addition, each of the three types of writing is itself a broad category encompassing a variety of texts: for example, narrative poems, short stories, and memoirs represent three distinct forms of narrative writing. Finally, although the bulk of writing assigned in school should address the purposes described below, other forms of writing—for example, lists and notes, descriptive letters, personal reflections—should have a place in the classroom as well. To develop flexibility and nuance in their writing, students need to engage with a wide range of complex model texts (see Reading Literature Standard 10 and Reading Informational Text Standard 10) and study authors who have written successfully across genres (see [Appendix B: A Literary Heritage](#)).

1. Write opinion pieces that 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.

***“Legos are great toys,” writes a first grader, “Keep reading and find out why.” With detailed drawings and expressive language to support an opinion, a student makes the case for what one can build with these blocks and a little imagination. See “Legos,” an opinion/argument essay (W.1.1, W.1.5, L.1.1, L.1.2, L.1.6). Another student writes a restaurant review, stating an opinion about a favorite place to eat out, including recommended dishes. See “Panara Bread,” a sample first grade opinion/argument essay (W.1.1, W.1.5, W.1.8, L.1.1, L.1.2, L.1.5) [Massachusetts Writing Standards in Action](#)***

*In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.*

**Connections to the Standards for Mathematical Practice**

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See the [pre-K–5 resource section in this Framework](#) or the Massachusetts Curriculum Framework for Mathematics.

2. Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

***A student introduces a distinct topic, explains facts about it, provides an emphatic closure, and maintains a formal tone in “Weather in the Polar Region,” an informational essay, [Massachusetts Writing Standards in Action](#). (W.1.2, W.1.5, W.1.8, L.1.1, L.1.2)***

3. Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, and provide some sense of closure.
  - a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills Standard 2a).

### Production and Distribution of Writing

4. Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
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.
  - a. (Begins in grade 3.)
  - b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 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

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.

***For example, in science, students explore sources of light and how light is important. They investigate how shadows are made and look at reflections using mirrors to redirect a light beam. They write and perform skits to explain what they have learned about the interaction of light and materials. (W.1.2, W.1.8, Science Standards)***

9. (Begins in grade 4.)

### Range of Writing

10. Write routinely for a range of tasks, purposes, and audiences.

## Grade 1 Speaking and Listening Standards [SL]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

## Comprehension and Collaboration

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.

***For example, students explore the theme, "A true friend helps us when we are in trouble" in poems, pictures, and stories and discuss the examples in small groups, where they practice listening and building on one another's ideas. (RL.1.2, SL.1.1)***

### **Connections to the Standards for Mathematical Practice**

2. Reason abstractly and quantitatively.

3. Construct viable arguments and respond to the reasoning of others.

See the [pre-K–5 resource section in this Framework](#) or the *Massachusetts Curriculum Framework for Mathematics*.

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.

## Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language Standards 4–6 for specific expectations regarding vocabulary.)
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 Standard 1 for specific expectations.)

## Grade 1 Language Standards [L]

The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. For example, though sentence fragments may receive the most attention in grade 4, more nuanced discussions of the topic should develop throughout the later grades as students continue to analyze speakers' and authors' sentence structure, vary syntax for effect in their own speaking and writing, and more.*

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

#### *Sentence Structure and Meaning*

- a. Produce and expand simple and compound sentences.
- b. Demonstrate understanding that a question is a type of sentence.
- c. Use singular and plural nouns with matching verbs in sentences.
- d. Use verbs in sentences to convey a sense of past, present, and future.

#### *Word Usage*

- e. Use common, proper, and possessive nouns.
- f. Use personal, possessive, and indefinite pronouns.

- g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Print legibly all upper- and lowercase letters.
  - b. Use end punctuation for sentences.
  - c. Capitalize the names of months and people.
  - d. Use commas in dates and to separate individual words in a series.
  - e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
  - g. Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base Ten); understand that numbers are also written as words; write words for numbers from one to ten.

## Knowledge of Language

- 3. (Begins in grade 2.)

## Vocabulary Acquisition and Use

- 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, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., *because*) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

***For example, building on their knowledge of literary terms from kindergarten, students explain to their families that a fairy tale is a kind of story with special characters. When they go to the public library, they select books that are fairy tales, folktales, realistic stories, or informational books and show their families how they can tell who is the author or illustrator of a book. (RL.1.5, SL.1.4, L.1.6)***

### **Connections to the Standards for Mathematical Practice**

6. Attend to precision.

See the [pre-K–5 resource section in this Framework](#) or the *Massachusetts Curriculum Framework for Mathematics*.