**GRADE 1-Key Ideas and Details**

**Literary Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (1):** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | |
| **CCSS – Grade Specific Reading Standard 1 (Literary)** | | |
| **Grade K:** With prompting and support, ask and answer questions about key details in a text. | **Grade 1: Ask and answer questions about key details in a text**. | **Grade 2**: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in the text. |
| KNOW **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Texts * Questions * Answers * Key details * Predictions * Inferences * Background knowledge * 5 W’s + H questions (who, what, where, when, why and how) | * Authors include key details in literary texts which can help a reader ask and answer questions. * Good readers know a question is different from a statement and requires an answer. | * Make reasonable predictions as they read * Use information from the text and background knowledge and information from the text to make inferences * Ask and answer questions which begin with who, what, where, when why, and how * Ask and answer questions about key details in a text |
| **CCSS- Grade Specific Reading Standard 10 (Grade 1)**  With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | |

**GRADE 1- Key Ideas and Details**

**Literary Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):**  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | |
| **CCSS – Grade Level Reading Standard 2 (Literary)** | | |
| **Grade K:** With prompting and support, retell familiar stories, including key details. | **Grade 1: Retell stories, including key details, and demonstrate understanding of their central message or lesson**. | **Grade 2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Literary texts * How to retell literary stories * Characteristics of stories (e.g., beginning, middle, end) * Differences between central message and lesson * Differences between key ideas and details in a story * Characteristics of an effective retelling/recounting. * Methods for demonstrating understanding of story message or lesson. | * Authors of literary texts include details that help readers make sense of stories. * Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details. | * Recognize key details in a story * Recount/retell (or graphically represent) key details from literary texts * Recognize that key details show a central message, lesson or moral * Demonstrate (e.g., visual, auditory, tactile, kinesthetic) understanding of central message or lesson * Retell stories, including key details, and demonstrate understanding of their central message or lesson |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 1)**  With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | |

**GRADE 1-Key Ideas and Details**

**Literary Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):**  Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | |
| **CCSS – Grade Level Reading Standard 3 (Literary)** | | |
| **Grade K:** With prompting and support, identify characters, settings, and major events in a story. | **Grade 1: Describe characters, settings, and major events in a story, using key details**. | **Grade 2:** Describe how characters in a story respond to major events and challenges. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Literary texts * Major events in a story * Important/supporting key details * Story & Play elements * Plot (e.g., major events) * Beginning, middle and end * Problem/Solution * Character * Setting (e.g., time, place) * How to describe | * Authors choose key details to describe characters, setting, and events that will help readers understand stories. * Good readers identify characters, settings and major events in a story in order to understand literary text(s). | * Identify the major events in a story or play * Identify the characters in a story or play * Identify the beginning, middle and end of a story or play * Describe or graphically represent characters, setting and major events in a story or play * Use key details to support descriptions of characters, setting and major events * Describe characters, settings, and major events in a story, using key details |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 1)**  With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | |

**GRADE 1-Craft and Structure**

**Literary Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Reading Standard (4):**  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | | |
| **CCSS – Grade Level Reading Standard 4 (Literary)** | | |
| **Grade K:** Ask and answer questions about unknown words in a text. | **Grade 1: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.** | **Grade 2:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Literary text * How to identify * Picture clues * Words and phrases * Word choice * Context clues * Literal and non-literal meaning * Simple figurative language (e.g., simile, metaphor) * Simple literary devices (e.g., alliteration, repetition, rhythm, rhyme) * Feeling words * Sensory words | * Authors make purposeful language choices to create meaning in stories, poems, and songs. * Good readers actively seek the meaning of unknown words/phrases to clarify understanding of stories, poems, and songs. | * Read and reread other sentences and non-linguistic images (e.g., illustrations) in the text to identify context clues * Use context clues to help unlock the meaning of unknown words/phrases * Recognize words and phrases that have literal and non-literal meanings * Identify figurative language and literary devices * Identify words and phrases in stories, poems, and songs that suggest feelings or appeal to the senses |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 1)**  With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | |

**GRADE 1-Craft and Structure**

**Literary Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):** Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | | |
| **CCSS – Grade Level Reading Standard 5 (Literary)** | | |
| **Grade K:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | **Grade 1: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.** | **Grade 2:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application**  **and Extended Thinking)** |
| * Literary text * How to explain * Types of text (e.g., informational/non-fiction, literary/fiction, fantasy, fable) * Same (compare) * Different (contrast) | * Authors write various types of texts; some texts tell stories and others provide information to the reader. * Good readers understand that some texts are written to give information. * Good readers understand that some texts are written to tell a story. | * Identify stories * Identify informational texts * Explain the major differences between books that tell stories and books that give information |
| **CCSS- Grade Specific Reading Standard 10 (Grade 1)**  With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | |

**GRADE 1-Craft and Structure**

**Literary Reading Standard 6**

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| **College and Career Ready (CCR) Anchor Reading Standard (6):**  Assess how point of view or purpose shapes the content and style of a text. | | |
| **CCSS – Grade Level Reading Standard 6 (Literary)** | | |
| **Grade K:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | **Grade 1: Identify who is telling the story at various points in a text.** | **Grade 2:** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| **Know**  **(factual)** | **Understand**  **(conceptual)** | **Do**  **(procedural & application)** |
| * Literary text(s) * Story * How to identify * Who is telling the story/point of view * Author’s purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text * Narrator/Speaker | * An author’s purpose for writing a piece of text affects what he/she writes (including who is telling the story/point of view). * Good readers know that the speaker in a story affects how the story is told. * Good readers know that the narrator or speaker in a story sometimes changes. | * Recognize the author’s purpose for writing a text * Recognize when the narrator/speaker of the story changes * Identify who is telling a story at various points in the text |
| **CCSS- Grade Specific Reading Standard 10 (Grade 1)**  With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | |

**GRADE 1- Integration of Knowledge and Ideas**

**Literary Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):**  Integrate and evaluate content presented in diverse media and formats, including visually and  quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Literary)** | | | | |
| **Grade K:** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | **Grade 1: Use illustrations and details in a story to describe its characters, setting, or events.** | | | **Grade 2:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * How to describe * Illustrations (e.g., photos, pictures, drawings) * Story details (e.g., character, setting, events) | | * Authors use illustrations and details in a text to tell a story. * Good readers use illustrations/pictures to enhance their understanding of a story. | * Identify important story details * Identify information obtained from illustrations * Describe the relationship between illustrations and the story in which they appear * Use illustrations and details in a story to describe its characters, setting, or events | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 1)**  With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | | | |

**There is no Standard 8 for 1st Grade.**

**GRADE 1- Integration of Knowledge and Ideas**

**Literary Reading Standard 9**

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| **College and Career Ready (CCR) Anchor Reading Standard (9):**  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | | |
| **CCSS – Grade Level Reading Standard 9 (Literary)** | | |
| **Grade K:** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | **Grade 1: Compare and contrast the adventures and experiences of characters in stories.** | **Grade 2:** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Compare * Contrast * Characters * Stories * Plot (e.g., main events, main problem/solution) * Adventures and experiences | * Authors develop their stories with the adventures and experiences of characters. * Good readers understand stories by learning about characters’ adventures and experiences. | * Identify the characters within and between texts * Identify the plots (including adventures and experiences) within and between texts * Compare and contrast the adventures and experiences of characters in stories |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 1)**  With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | |