Common Core Reading Standards for Grade 1

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

What does this mean and what can I do at home to help my child develop these skills?

- Ask my child about what we read, and have him ask me questions too.
- Ask my child to tell me about the story – the main idea, characters, events, where the story took place, and who is talking in the story.
- Ask my child to find words and phrases that describe feelings or that make her think of the senses (touch, taste, sight, smells, hearing).
- Help my child understand the difference between books that tell stories and those that give information.
- Ask my child to draw pictures to tell about the story.
- Ask my child to tell me what is different from and the same as in the characters in different stories.
- Get a book of poetry from the library and have fun with it!
Common Core Reading Standards Foundational Skills Grade 1

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

What does this mean and what can I do at home to help my child develop these skills?

• Help my child understand which letters and letter combinations go with which sounds in whatever we are reading
• Help my child to decode (take apart) common words so that she becomes familiar with how to sound words out
• Help my child to break words into syllables so that he can more easily hear the sounds and decode the words
• Help my child to recognize common vowel combinations, such as words that end with a silent e or those that have two vowels together
• Help my child to read aloud text that is at his grade level, reading with accuracy, appropriate speed, and expression
• Read higher levels of text to my child so that he can hear me read with accuracy, appropriate speed, and expression

Grade 1 students:

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.

4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-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.
Common Core Writing Standards Grade 1

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

What does this mean and what can I do at home to help my child develop these skills?

• Help my child to give his opinion about a topic or book by stating his opinion and giving a reason for his thinking. “My favorite book is ... because ...”
• Help my child to write about a topic, supply some facts about the topic, and find a way to close/end the narrative
• Help my child see that order is important in writing about a story or happening, using a proper sequence of events
• Help my child to improve on her original writing by responding to suggestions and adding details
• Help my child to use the computer, pens, crayons, paint, etc. to produce and publish what he and others have written/drawn
• Help my child to work with others to do simple research about a given topic – and write and organize the facts they find
• Help my child to recall information about his own experiences, or what he has read or researched, to answer questions
Speaking and Listening Standards First Grade

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

**What does this mean and what can I do at home to help my child develop these skills?**

- At dinner time or in the car, have conversations with my child to allow him to practice the art of conversation.
- Respond to my child in sentences to model for him the correct way to talk.
- Ask for details about books, movies, and television shows I am viewing with my child.
- Ask my child to tell me in his own words about what he hears and sees.
- Encourage my child to describe his feelings and ideas in phrases and sentences that are more descriptive than just one word.
- Use complete sentences when I talk to my child and encourage him to speak in the same way.

**Grade 1 students:**

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
   - 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).
   - Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
   - Ask questions to clear up any confusion about the topics and texts under discussion.

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.

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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 standards 1 and 3 on page 26 for specific expectations.)
Language Standards Grade 1

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

What does this mean and what can I do at home to help my child develop these skills?

- Help my child practice printing and pointing out upper case and lower case letters
- Help my child correctly use nouns (singular and plural), verbs (past, present, future), pronouns (I, me, my, they, them...), adjectives (bigger, best), adverbs (quickly, slowly) conjunctions (and, or, but, because), prepositions (during, beyond), and complete sentences
- Give my child opportunities to write and to practice using punctuation and good spelling
- Show my child how to figure out the meaning of words by looking at the root (main part of word), the prefix (beginning), suffix (ending) and how it fits into the sentence
- Help my child to understand how words are related by helping him to see how they fit into categories, how they connect with other words, how they are similar or different, and how they help us to better understand what we are reading
- Ask my child to find ways to use new words and phrases he has heard or read in his own conversations or writing