

# First Grade

## Common Core State Standards for Literacy



Broward County Public Schools

Office of Instruction and Interventions

Department of Literacy

Benchmark#	Grade	Strand	Description	Cluster	Subject	Cognitive Complexity Rating
LACC.1.L.1.1	1	Language Standards	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>e. 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).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	Conventions of Standard English	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.L.1.2	1	Language Standards	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	Conventions of Standard English	CCSS: English Language Arts	Level 1: Recall

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LACC.1.L.3.4	1	Language Standards	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul>	Vocabulary Acquisition and Use	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.L.3.5	1	Language Standards	<p>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>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).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>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.</li> </ul>	Vocabulary Acquisition and Use	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.L.3.6	1	Language Standards	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibbles because she nibbles too much because she likes that</i>).</p>	Vocabulary Acquisition and Use	CCSS: English Language Arts	Level 1: Recall
LACC.1.RF.1.1	1	Reading Standards: Foundational Skills (K-5)	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word,</li> </ul>	Print Concepts	CCSS: English Language Arts	Level 1: Recall

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			capitalization, ending punctuation).			
LACC.1.RF.2.2	1	Reading Standards: Foundational Skills (K-5)	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	Phonological Awareness	CCSS: English Language Arts	Level 1: Recall
LACC.1.RF.3.3	1	Reading Standards: Foundational Skills (K-5)	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	Phonics and Word Recognition	CCSS: English Language Arts	Level 1: Recall
LACC.1.RF.4.4	1	Reading Standards: Foundational Skills (K-5)	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level text orally with accuracy, appropriate rate, and expression</li> </ul>	Fluency	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts

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			on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
LACC.1.RI.1.1	1	Reading Standards for Informational Text	Ask and answer questions about key details in a text.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RI.1.2	1	Reading Standards for Informational Text	Identify the main topic and retell key details of a text.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RI.1.3	1	Reading Standards for Informational Text	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RI.2.4	1	Reading Standards for Informational Text	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Craft and Structure	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RI.2.5	1	Reading Standards for Informational Text	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.	Craft and Structure	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RI.2.6	1	Reading Standards for Informational Text	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Craft and Structure	CCSS: English Language Arts	Level 1: Recall
LACC.1.RI.3.7	1	Reading	Use the illustrations and details in a text to describe its key ideas.	Integration of	CCSS:	Level 2: Basic

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		Standards for Informational Text		Knowledge and Ideas	English Language Arts	Application of Skills & Concepts
LACC.1.RI.3.8	1	Reading Standards for Informational Text	Identify the reasons an author gives to support points in a text.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RI.3.9	1	Reading Standards for Informational Text	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1.RI.4.10	1	Reading Standards for Informational Text	With prompting and support, read informational texts appropriately complex for grade 1.	Range of Reading and Level of Text Complexity	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RL.1.1	1	Reading Standards for Literature	Ask and answer questions about key details in a text.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RL.1.2	1	Reading Standards for Literature	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RL.1.3	1	Reading Standards for Literature	Describe characters, settings, and major events in a story, using key details.	Key Ideas and Details	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RL.2.4	1	Reading Standards for Literature	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Craft and Structure	CCSS: English Language	Level 2: Basic Application of Skills & Concepts

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					Arts	
LACC.1.RL.2.5	1	Reading Standards for Literature	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Craft and Structure	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RL.2.6	1	Reading Standards for Literature	Identify who is telling the story at various points in a text.	Craft and Structure	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RL.3.7	1	Reading Standards for Literature	Use illustrations and details in a story to describe its characters, setting, or events.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.RL.3.9	1	Reading Standards for Literature	Compare and contrast the adventures and experiences of characters in stories.	Integration of Knowledge and Ideas	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1.RL.4.10	1	Reading Standards for Literature	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Range of Reading and Level of Text Complexity	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.SL.1.1	1	Standards for Speaking and Listening	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>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).</li> <li>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under</li> </ul>	Comprehension and Collaboration	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts

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			discussion.			
LACC.1.SL.1.2	1	Standards for Speaking and Listening	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Comprehension and Collaboration	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.SL.1.3	1	Standards for Speaking and Listening	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Comprehension and Collaboration	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.SL.2.4	1	Standards for Speaking and Listening	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Presentation of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.SL.2.5	1	Standards for Speaking and Listening	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Presentation of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.SL.2.6	1	Standards for Speaking and Listening	Produce complete sentences when appropriate to task and situation.	Presentation of Knowledge and Ideas	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.W.1.1	1	Writing Standards	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.	Text Types and Purposes	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1.W.1.2	1	Writing Standards	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Text Types and Purposes	CCSS: English Language	Level 3: Strategic Thinking & Complex Reasoning



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					Arts	
LACC.1.W.1.3	1	Writing Standards	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.	Text Types and Purposes	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1.W.2.5	1	Writing Standards	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.	Production and Distribution of Writing	CCSS: English Language Arts	Level 3: Strategic Thinking & Complex Reasoning
LACC.1.W.2.6	1	Writing Standards	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Production and Distribution of Writing	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts
LACC.1.W.3.7	1	Writing Standards	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).	Research to Build and Present Knowledge	CCSS: English Language Arts	Level 4: Extended Thinking & Complex Reasoning
LACC.1.W.3.8	1	Writing Standards	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Research to Build and Present Knowledge	CCSS: English Language Arts	Level 2: Basic Application of Skills & Concepts