**Napa Valley Unified School District**

**Common Core Standards**

**Grade 1 – Reading and Speaking & Listening Standards On-A-Page**

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| **Reading Literature** | **Reading Information** | **Speaking & Listening** |
| **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**1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 Language standards 4-6 for additional expectations.) CA
2. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
3. Identify who is telling the story at various points in a text

**Integration of Knowledge and Ideas**1. Use illustrations and details in a story to describe its characters, setting, or events
2. (Not applicable to literature)
3. Compare and contrast the adventures and experiences of characters in stories.

**Range of Reading and Level of Text Complexity**10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.a. Activate prior knowledge related to the information and events in a text. CAb. Confirm predictions about what will happen next in a text. CA | **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.

**Craft and Structure**1. 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 for additional expectations.) CA
2. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. CA
3. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Integration of Knowledge and Ideas**1. Use the illustrations and details in a text to describe its key ideas.
2. Identify the reasons an author gives to support points in a text.
3. 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 informational texts appropriately complex for grade 1.1. Activate prior knowledge related to the information and events in a text. CA
2. Confirm predictions about what will happen next in a text. CA
 | **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.1. 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).
2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
3. 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.1. Give, restate, and follow simple two-step directions. CA
2. 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.a. Memorize and recite poems, rhymes, and songs with expression. CA5. 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 for specific expectations.) |

NVUSD instructional coaches 8-13