



**Community Consolidated
School District 46**

565 Frederick Road, Grayslake, IL 60030

24-25 First Grade Literacy Priority Standards

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Trimester 1	Trimester 2	Trimester 3
Foundational Skills	Foundational Skills	Foundational Skills
<p>RF.1.2 Student can show that they know how words and their parts go together.</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>RF.1.2 Student can show that they know how words and their parts go together.</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>
<p>RF.1.3 Student can show what they have learned about letters and sounds by reading words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>RF.1.3 Student can show what they have learned about letters and sounds by reading words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>RF.1.4 Student can read and understand books at their level well.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
<p>RF.1.4 Student can read and understand books at their level well.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF.1.4 Student can read and understand books at their level well.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Literature</p>
Literature	Literature	Literature
<p>RL.1.1 Student can ask and answer questions about important details in stories.</p>	<p>RL.1.1 Student can ask and answer questions about important details in stories.</p>	<p>RL.1.1 Student can ask and answer questions about important details in stories.</p>
<p>RL.1.2 Student can retell a story they know using important details and show that they know the author is trying to teach them.</p>	<p>RL.1.2 Student can retell a story they know using important details and show that they know the author is trying to teach them.</p>	<p>RL.1.3 Student can tell the characters, setting and what happens in stories.</p>
<p>RL.1.3 Student can tell the characters, setting and what happens in stories.</p>	<p>RL.1.3 Student can tell the characters, setting and what happens in stories.</p>	<p>RL.1.9 Student can compare what happens to characters in stories.</p>
Writing	Informational Text	Informational Text
<p>W.1.2 Student can write to teach about a topic by giving facts about it.</p>	<p>RI.1.1 Student can ask and answer questions about important details in nonfiction books.</p>	<p>RI.1.1 Student can ask and answer questions about important details in nonfiction books.</p>
Language	Informational Text	Informational Text
<p>L.1.2 Student can show that they know how to write sentences correctly.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>RI.1.2 Student can tell the main topic and important details in nonfiction books.</p>	<p>RI.1.2 Student can tell the main topic and important details in nonfiction books.</p>
Speaking & Listening	Writing	Writing
	<p>W.1.2 Student can write to teach about a topic by giving facts about it.</p>	<p>W.1.2 Student can write to teach about a topic by giving facts about it.</p>

<p>SL.1.1 Student can show that they know how to have good conversations with their friends and teachers.</p> <p>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).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>W.1.1 Student can write my opinion about a topic and give reasons for their thinking.</p>	<p>W.1.3 Student can write to tell an organized story with details.</p>
	<p>W.1.3 Student can write to tell an organized story with details.</p>	<p>Language</p>
	<p>Language</p>	<p>L.1.2 Student can show that they know how to write sentences correctly.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>
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