

Common Core Tracking Chart

First Grade: ELA

READING

| | Date: | Date: | Date: | Date: | Notes |
|--|-------|-------|-------|-------|-------|
| Reading for Literature: Key Ideas and Details | | | | | |
| Ask and answer questions about key details in a text. | | | | | |
| Retell stories, including key details, and demonstrate understanding of their central message or lesson. | | | | | |
| Describe characters, setting, and major events in a story, using key details. | | | | | |
| Reading for Literature: Craft and Structure | | | | | |
| Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | | | | | |
| Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | | | | | |
| Identify who is telling the story at various points in a text. | | | | | |
| Reading for Literature: Integration of Knowledge and Ideas | | | | | |
| Use illustrations and details in a story to describe its characters, setting, or events. | | | | | |
| Compare and contrast the adventure and experiences of characters in stories. | | | | | |
| Reading for Literature: Range of Reading and Level of Text Complexity | | | | | |
| With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | | | | |

Common Core Tracking Chart

First Grade: ELA

| Reading for Informational Text: Key Ideas and Details | | | | | |
|--|--|--|--|--|--|
| Ask and answer questions about key details in a text. | | | | | |
| Identify the main topic and retell key details of a text. | | | | | |
| Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | | | | |
| Reading for Informational Text: Craft and Structure | | | | | |
| Ask and answer questions to help determine or clarify the meaning of words and phrases in a 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. | | | | | |
| Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | | | | | |
| Informational Text: Integration of Knowledge and Ideas | | | | | |
| Use the illustrations and details in a text to describe its key ideas. | | | | | |
| Identify the reasons an author gives to support points in a text. | | | | | |
| Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | | | | |

Common Core Tracking Chart

First Grade: ELA

Informational Text: Range of Reading Level of Text Complexity

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|--|--|--|--|--|--|
| With prompting and support, read prose and poetry of appropriate complexity for grade 1. | | | | | |
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Foundational Skills: Print Concepts

Demonstrate understanding of the organization and basic features of print.

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| Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | | | | | |
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Foundational Skills: Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

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| Distinguish long from short vowel sounds in spoken single-syllable words. | | | | | |
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| Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | | | | | |
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| Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | | | | | |
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| Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | | | | | |
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Foundational Skills: Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words.

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| Know the spelling-sound correspondences for common consonant digraphs. | | | | | |
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| Decode regularly spelled one-syllable words. | | | | | |
| Know final -e and common vowel team conventions for representing long vowel sounds. | | | | | |
| Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | | | | | |
| Decode two-syllable words following basic patterns by breaking the words into syllables. | | | | | |
| Read words with inflectional endings. | | | | | |
| Recognize and read grade-appropriate irregularly spelled words. | | | | | |
| Foundational Skills: Fluency | | | | | |
| Read with sufficient accuracy and fluency to support comprehension. | | | | | |
| Read grade-level text with purpose and understanding. | | | | | |
| Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. | | | | | |
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | | | |
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Common Core Tracking Chart

First Grade: ELA

WRITING

| | Date: | Date: | Date: | Date: | Notes: |
|---|-------|-------|-------|-------|--------|
| Text Types and Purposes | | | | | |
| Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). | | | | | |
| Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | | | | | |
| Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | | | | | |
| Production and Distribution of Writing | | | | | |
| With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | | | | |
| With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | | | | | |
| Research to Build and Present Knowledge | | | | | |
| Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | | | | | |
| With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | | | | | |

Common Core Tracking Chart

First Grade: ELA

SPEAKING AND LISTENING

| | Date: | Date: | Date: | Date: | Notes: |
|--|-------|-------|-------|-------|--------|
| Comprehensive and Collaboration | | | | | |
| Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | | | | | |
| Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | | | | | |
| Continue a conversation through multiple exchanges. | | | | | |
| Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | | | | | |
| Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | | | | | |
| Presentation and Knowledge of Ideas | | | | | |
| Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | | | | | |
| Add drawings or other visual displays to descriptions as desired to provide additional detail. | | | | | |
| Speak audibly and express thoughts, feelings, and ideas clearly. | | | | | |

Common Core Tracking Chart

First Grade: ELA

LANGUAGE STANDARDS

| | Date: | Date: | Date: | Date: | Notes: |
|--|-------|-------|-------|-------|--------|
| Conventions of Standards English | | | | | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | | |
| Print many upper- and lowercase letters. | | | | | |
| Use frequently occurring nouns and verbs. | | | | | |
| Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). | | | | | |
| Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | | | | | |
| Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | | | | | |
| Produce and expand complete sentences in shared language activities. | | | | | |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | |
| Capitalize the first word in a sentence and the pronoun I. | | | | | |
| Recognize and name end punctuation. | | | | | |
| Write a letter or letters for most consonant and short-vowel sounds (phonemes). | | | | | |

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| Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | | | | |
| Vocabulary Acquisition and Use | | | | | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | | | | | |
| Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | | | | | |
| Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | | | | | |
| With guidance and support from adults, explore word relationships and nuances in word meanings. | | | | | |
| Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | | | | | |
| Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | | | | | |
| Identify real-life connections between words and their use (e.g., note places at school that are colorful). | | | | | |
| Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | | | | | |
| Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | | | | | |