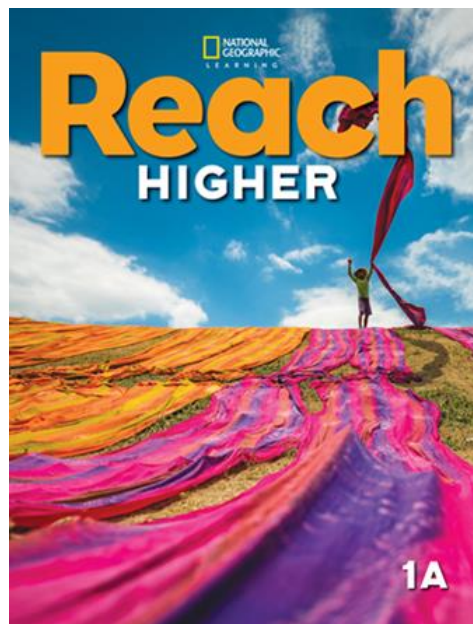


Common Core State Standards for English Language Arts
Grade 1

correlated to

Level 1A

Reach
HIGHER



 **NATIONAL
GEOGRAPHIC**
LEARNING

A part of Cengage

Common Core State Standards for English Language Arts
Grade 1
correlated to
REACH HIGHER
Level 1A

Grade 1 Common Core State Standards	REACH HIGHER Level 1A Student's Edition Page References
Reading Standards for Literature	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	REACH HIGHER Level 1A SE Page References: 178, 180-181, 186-187, 190-191
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	REACH HIGHER Level 1A SE Page References: 100-101, 102,127
3. Describe characters, settings, and major events in a story, using key details.	REACH HIGHER Level 1A SE Page References: 43, 48, 59, 102, 108, 112-113, 120-121, 127
Craft and Structure	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	REACH HIGHER Level 1A SE Page References:
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	REACH HIGHER Level 1A SE Page References: 134, 206
6. Identify who is telling the story at various points in a text.	REACH HIGHER Level 1A SE Page References:
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story to describe its characters, setting, or events.	REACH HIGHER Level 1A SE Page References:
8. Compare and contrast the adventures and experiences of characters in stories.	REACH HIGHER Level 1A SE Page References:

Grade 1 Common Core State Standards	REACH HIGHER Level 1A Student's Edition Page References
Range of Reading and Level of Text Complexity	
9. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	REACH HIGHER Level 1A SE Page References: This objective is addressed extensively throughout. See, for example: 41-57, 107-124, 178-197
Reading Standards for Informational Text	
Key Ideas and Details	
1. Ask and answer questions about key details in a text.	REACH HIGHER Level 1A SE Page References: 178-181, 186-187, 190
2. Identify the main topic and retell key details of a text.	REACH HIGHER Level 1A SE Page References:
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	REACH HIGHER Level 1A SE Page References: 96, 97, 156-157, 204, 205
Craft and Structure	
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	REACH HIGHER Level 1A SE Page References: The opportunity to address this objective is available. See, for example: 61, 156
5. 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.	REACH HIGHER Level 1A SE Page References: 97, 132, 150, 204
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	REACH HIGHER Level 1A SE Page References: 14-15, 63, 131, 150-151, 204
Integration of Knowledge and Ideas	
7. Use the illustrations and details in a text to describe its key ideas.	REACH HIGHER Level 1A SE Page References: 61, 63, 203

Grade 1 Common Core State Standards	REACH HIGHER Level 1A Student's Edition Page References
8. Identify the reasons an author gives to support points in a text.	REACH HIGHER Level 1A SE Page References:
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	REACH HIGHER Level 1A SE Page References: 98, 134
Range of Reading and Level of Text Complexity	
10. With prompting and support, read informational texts appropriately complex for grade 1.	REACH HIGHER Level 1A SE Page References: This objective is addressed extensively throughout. See, for example: 11-23, 95-97, 149-163, 203-205
Reading Standards: Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	REACH HIGHER Level 1A SE Page References:
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.	REACH HIGHER Level 1A SE Page References: 86 - 90
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	REACH HIGHER Level 1A SE Page References: 8-9, 38-39, 76-77, 130, 156, 168-169
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	REACH HIGHER Level 1A SE Page References: 4
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	REACH HIGHER Level 1A SE Page References:

Grade 1 Common Core State Standards	REACH HIGHER Level 1A Student's Edition Page References
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs.	REACH HIGHER Level 1A SE Page References: 184 - 186
b. Decode regularly spelled one-syllable words.	REACH HIGHER Level 1A SE Page References: 8-9, 38-39, 76-77, 104-105, 146-147, 176-177, 218-219, 250-251
c. Know final -e and common vowel team conventions for representing long vowel sounds.	REACH HIGHER Level 1A SE Page References: 146-147, 176-177, 218-219, 250-251
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	REACH HIGHER Level 1A SE Page References: The opportunity to address this objective is available. See, for example: 37
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	REACH HIGHER Level 1A SE Page References:
f. Read words with inflectional endings.	REACH HIGHER Level 1A SE Page References: 171
g. Recognize and read grade-appropriate irregularly spelled words.	REACH HIGHER Level 1A SE Page References:
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	REACH HIGHER Level 1A SE Page References: 81, 95, 108, 150, 167, 180, 203
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	REACH HIGHER Level 1A SE Page References: 18-19, 90-91, 118-119, 162-163
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	REACH HIGHER Level 1A SE Page References:

Grade 1 Common Core State Standards	REACH HIGHER Level 1A Student's Edition Page References
Writing Standards	
Text Types and Purposes	
1. 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.	REACH HIGHER Level 1A SE Page References:
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	REACH HIGHER Level 1A SE Page References: 136 - 137
3. 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.	REACH HIGHER Level 1A SE Page References:
Production and Distribution of Writing	
4. 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.	REACH HIGHER Level 1A SE Page References: 67, 137, 209
5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	REACH HIGHER Level 1A SE Page References: This objective is beyond the scope of REACH HIGHER Level 1A.
Research to Build and Present Knowledge	
6. 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).	REACH HIGHER Level 1A SE Page References: The opportunity to address this objective is available. See, for example: 136
7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	REACH HIGHER Level 1A SE Page References: 67, 137

Grade 1 Common Core State Standards	REACH HIGHER Level 1A Student's Edition Page References
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</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>	REACH HIGHER Level 1A SE Page References:
<p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	REACH HIGHER Level 1A SE Page References:
<p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	REACH HIGHER Level 1A SE Page References:
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	REACH HIGHER Level 1A SE Page References: 150-151, 152, 158, 168, 169, 181, 186, 190, 204, 205
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	REACH HIGHER Level 1A SE Page References:
Presentation of Knowledge and Ideas	
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	REACH HIGHER Level 1A SE Page References: 4-5, 72-73, 127
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	REACH HIGHER Level 1A SE Page References:
<p>6. Produce complete sentences when appropriate to task and situation.</p>	REACH HIGHER Level 1A SE Page References:

Grade 1 Common Core State Standards	REACH HIGHER Level 1A Student's Edition Page References
Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters.	REACH HIGHER Level 1A SE Page References: This objective is addressed extensively throughout. See, for example: 67, 209
b. Use common, proper, and possessive nouns.	REACH HIGHER Level 1A SE Page References: 33, 65, 67
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	REACH HIGHER Level 1A SE Page References: 207, 209
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	REACH HIGHER Level 1A SE Page References:
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).	REACH HIGHER Level 1A SE Page References: 171
f. Use frequently occurring adjectives.	REACH HIGHER Level 1A SE Page References: 99, 135, 137
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	REACH HIGHER Level 1A SE Page References: This objective is beyond the scope of REACH HIGHER Level 1A.
h. Use determiners (e.g., articles, demonstratives).	REACH HIGHER Level 1A SE Page References: This objective is beyond the scope of REACH HIGHER Level 1A.
i. Use frequently occurring prepositions (e.g., during, beyond, toward).	REACH HIGHER Level 1A SE Page References:
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	REACH HIGHER Level 1A SE Page References: 164

<p style="text-align: center;">Grade 1 Common Core State Standards</p>	<p style="text-align: center;">REACH HIGHER Level 1A Student's Edition Page References</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p>	<p>REACH HIGHER Level 1A SE Page References: 65, 67</p>
<p>b. Use end punctuation for sentences.</p>	<p>REACH HIGHER Level 1A SE Page References:</p>
<p>c. Use commas in dates and to separate single words in a series.</p>	<p>REACH HIGHER Level 1A SE Page References: This objective is beyond the scope of REACH HIGHER Level 1A.</p>
<p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p>	<p>REACH HIGHER Level 1A SE Page References:</p>
<p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	<p>REACH HIGHER Level 1A SE Page References:</p>
<p>Vocabulary Acquisition and Use</p>	
<p>3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>REACH HIGHER Level 1A SE Page References:</p>
<p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p>	<p>REACH HIGHER Level 1A SE Page References:</p>
<p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>REACH HIGHER Level 1A SE Page References: 171</p>
<p>4. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>REACH HIGHER Level 1A SE Page References:</p>

Grade 1 Common Core State Standards	REACH HIGHER Level 1A Student's Edition Page References
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).	REACH HIGHER Level 1A SE Page References: 35, 73, 142-143, 172-173
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	REACH HIGHER Level 1A SE Page References: 7, 37, 75, 103, 145, 175
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.	REACH HIGHER Level 1A SE Page References: The opportunity to address this objective is available. See, for example: 135, 166, 207
5. 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 named my hamster Nibblet because she nibbles too much because she likes that).	REACH HIGHER Level 1A SE Page References: