

# Common Core Skill Alignment

## 1ST GRADE: LANGUAGE



### Conventions of Standard English

**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.1.1.a** Print all upper- and lowercase letters.

**L.1.1.b** Use common, proper, and possessive nouns.

- ☐ **W.1** Complete the sentence with a noun to match the picture
- ☐ **FF.4** Sort common and proper nouns
- ☐ **FF.5** Identify proper nouns
- ☐ **FF.10** Select the possessive noun that matches the picture
- ☐ **FF.11** Form the singular possessive

**L.1.1.c** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

- ☐ **FF.6** Regular plurals: select the word that matches the picture
- ☐ **FF.7** Form regular plurals with -s and -es
- ☐ **FF.8** Use singular and plural nouns
- ☐ **FF.9** Irregular plurals: select the word that matches the picture
- ☐ **II.1** One or more than one?
- ☐ **II.2** Complete the sentence with the best verb
- ☐ **II.3** Complete the sentence with the best subject

**L.1.1.d** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

- ☐ **GG.1** Choose between subject and object personal pronouns

- ☐ **GG.2** Choose the correct personal pronoun
- ☐ **GG.3** Complete the sentence with the correct personal pronoun
- ☐ **GG.4** Choose the correct possessive pronoun
- ☐ **GG.5** Use the correct possessive pronoun
- ☐ **II.4** Pronoun-verb agreement: Complete the sentence with the best verb
- ☐ **II.5** Pronoun-verb agreement: Complete the sentence with the best subject
- ☐ **OO.2** Form pronoun-verb contractions

**L.1.1.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).

- ☐ **HH.3** Use action verbs
- ☐ **JJ.1** Select the sentence that tells about the present
- ☐ **JJ.2** Select the sentence that tells about the past
- ☐ **JJ.3** Select the sentence that tells about the future
- ☐ **JJ.4** Place sentences on a timeline
- ☐ **JJ.5** Form and use the regular past tense
- ☐ **JJ.6** Identify the irregular past tense
- ☐ **JJ.7** Place sentences with irregular verbs on a timeline

**L.1.1.f** Use frequently occurring adjectives.

- ☐ **W.2** Compare pictures using adjectives
- ☐ **W.3** Use number words
- ☐ **LL.1** Use sense words
- ☐ **LL.4** Compare pictures using comparative and superlative adjectives

**L.1.1.g** Use frequently occurring conjunctions (e.g., and, but, or, so, because).

- ☐ **NN.1** Use conjunctions

**L.1.1.h** Use determiners (e.g., articles, demonstratives).

☐ **KK.1** Use the correct article: a or an

☐ **KK.2** Identify articles

**L.1.1.i** Use frequently occurring prepositions (e.g., during, beyond, toward).

☐ **MM.1** Select the best preposition to match the picture

☐ **MM.2** Select the best preposition to complete the sentence

**L.1.1.j** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

☐ **EE.8** Is it the naming or action part of the sentence?

☐ **EE.9** Find the complete sentences

☐ **EE.10** Complete the sentence

☐ **EE.11** Unscramble the words to make a complete sentence

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.1.2.a** Capitalize dates and names of people.

☐ **PP.1** Capitalize the names of people and pets

☐ **PP.2** Capitalize days and months

**L.1.2.b** Use end punctuation for sentences.

☐ **EE.5** Choose the right end mark

☐ **EE.6** Statement, question, command, or exclamation?

**L.1.2.c** Use commas in dates and to separate single words in a series.

**L.1.2.d** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

- ☐ **FF.7** Form regular plurals with -s and -es
- ☐ **FF.9** Irregular plurals: select the word that matches the picture

**L.1.2.e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

- ☐ **D.3** Put the sounds in order
- ☐ **F.1** Complete the word with the right initial consonant blend
- ☐ **F.3** Complete the word with the right final consonant blend
- ☐ **F.6** Complete the word to match the picture: -ss, -ll, -ff, -zz, -ck
- ☐ **F.8** Complete the word with the right digraph
- ☐ **F.9** Spell the digraph word
- ☐ **G.2** Complete the short a word
- ☐ **H.2** Complete the short e word
- ☐ **I.2** Complete the short i words
- ☐ **J.2** Complete the short o word
- ☐ **K.2** Complete the short u word
- ☐ **L.2** Complete the word with the right short vowel
- ☐ **L.3** Spell the short vowel word
- ☐ **N.2** Complete the silent e words
- ☐ **N.3** Spell the silent e word
- ☐ **O.2** Complete the vowel team words
- ☐ **O.3** Complete the word with the right vowel team
- ☐ **P.2** Complete the word with the right r-controlled vowel: ar, er, ir, or, ur
- ☐ **Q.2** Complete the word with the right diphthong: oi, oy, ou, ow
- ☐ **R.2** Complete the two-syllable words

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## Knowledge of Language

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## Vocabulary Acquisition and Use

**L.1.4** 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.

**L.1.4.a** Use sentence-level context as a clue to the meaning of a word or phrase.

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**CC.1** Use context to identify the meaning of a word

**L.1.4.b** Use frequently occurring affixes as a clue to the meaning of a word.

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**BB.1** Use words with prefixes and suffixes

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**BB.2** Understand words with prefixes and suffixes

**L.1.4.c** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

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**JJ.9** Match the -ed and -ing sentences to the pictures

**L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

**L.1.5.a** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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**X.1** Sort words into categories

**L.1.5.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).

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**X.2** Which word is not like the others?

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**AA.1** Find the words with related meanings

**L.1.5.c** Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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**X.1** Sort words into categories

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**Z.1** Multiple-meaning words with pictures

- ☐ **AA.2** Describe the difference between related words
- ☐ **HH.3** Use action verbs
- ☐ **LL.1** Use sense words
- ☐ **LL.2** Does the adjective tell you what kind or how many?
- ☐ **LL.3** Identify adjectives
- ☐ **MM.1** Select the best preposition to match the picture

**L.1.5.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.

- ☐ **AA.1** Find the words with related meanings
- ☐ **AA.2** Describe the difference between related words
- ☐ **AA.3** Order related words based on meaning

**L.1.6** 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., because).

- ☐ **AA.2** Describe the difference between related words
- ☐ **LL.1** Use sense words
- ☐ **MM.1** Select the best preposition to match the picture
- ☐ **MM.2** Select the best preposition to complete the sentence

# Common Core Skill Alignment

## 1ST GRADE: READING: FOUNDATIONAL SKILLS



### Print Concepts

**RF.1.1** Demonstrate understanding of the organization and basic features of print.

- ☐ **C.2** Choose the sentence that is spaced correctly
- ☐ **C.3** Find a word in a sentence
- ☐ **R.1** Identify book parts and features

**RF.1.1.a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

- ☐ **EE.9** Find the complete sentences
- ☐ **EE.11** Unscramble the words to make a complete sentence
- ☐ **PP.3** Capitalize sentences and the pronoun "I"

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### Phonological Awareness

**RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- ☐ **B.1** How many syllables does the word have?
- ☐ **B.2** Sort by the number of syllables
- ☐ **C.1** Choose the picture that rhymes with the word
- ☐ **E.1** Which two words start with the same sound?
- ☐ **E.2** Which two words end with the same sound?
- ☐ **R.1** Put two syllables together to create a word

**RF.1.2.a** Distinguish long from short vowel sounds in spoken single-syllable words.

- ☐ **M.1** Sort short and long vowel words

- ☐ **M.2** Match the short a and long a words to pictures
- ☐ **M.3** Match the short e and long e words to pictures
- ☐ **M.4** Choose the short i or long i word that matches the picture
- ☐ **M.5** Choose the short o or long o word that matches the picture
- ☐ **M.6** Choose the short u or long u word that matches the picture
- ☐ **M.7** Use spelling patterns to sort long and short vowel words

**RF.1.2.b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

- ☐ **D.1** Blend the sounds together to make a word

**RF.1.2.c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

- ☐ **D.2** Identify each sound in a word
- ☐ **D.3** Put the sounds in order
- ☐ **E.3** Which letter does the word start with?
- ☐ **E.4** Which letter does the word end with?
- ☐ **F.1** Complete the word with the right initial consonant blend
- ☐ **F.3** Complete the word with the right final consonant blend
- ☐ **F.7** Choose the correct digraph
- ☐ **F.8** Complete the word with the right digraph
- ☐ **F.10** Sort by initial consonant blend or digraph
- ☐ **G.2** Complete the short a word
- ☐ **H.2** Complete the short e word
- ☐ **I.2** Complete the short i words
- ☐ **J.2** Complete the short o word
- ☐ **K.2** Complete the short u word
- ☐ **L.1** Identify the short vowel sound in a word
- ☐ **L.2** Complete the word with the right short vowel
- ☐ **N.2** Complete the silent e words



- ☐ O.2 Complete the vowel team words
- ☐ P.2 Complete the word with the right r-controlled vowel: ar, er, ir, or, ur
- ☐ Q.2 Complete the word with the right diphthong: oi, oy, ou, ow

**RF.1.2.d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

- ☐ D.2 Identify each sound in a word
- ☐ D.3 Put the sounds in order

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## Phonics and Word Recognition

**RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.

- ☐ F.1 Complete the word with the right initial consonant blend
- ☐ F.3 Complete the word with the right final consonant blend
- ☐ F.5 Fill in the missing consonant blend
- ☐ G.2 Complete the short a word
- ☐ G.3 Choose the short a sentence that matches the picture
- ☐ H.2 Complete the short e word
- ☐ H.3 Choose the short e sentence that matches the picture
- ☐ I.2 Complete the short i words
- ☐ I.3 Choose the short i sentence that matches the picture
- ☐ J.2 Complete the short o word
- ☐ J.3 Choose the short o sentence that matches the picture
- ☐ K.2 Complete the short u word
- ☐ K.3 Choose the short u sentence that matches the picture
- ☐ L.1 Identify the short vowel sound in a word
- ☐ L.2 Complete the word with the right short vowel
- ☐ L.4 Complete the sentence with the correct short vowel word
- ☐ P.2 Complete the word with the right r-controlled vowel: ar, er, ir, or, ur

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**Q.2** Complete the word with the right diphthong: oi, oy, ou, ow

**RF.1.3.a** Know the spelling-sound correspondences for common consonant digraphs.

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**F.6** Complete the word to match the picture: -ss, -ll, -ff, -zz, -ck

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**F.7** Choose the correct digraph

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**F.8** Complete the word with the right digraph

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**F.9** Spell the digraph word

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**F.10** Sort by initial consonant blend or digraph

**RF.1.3.b** Decode regularly spelled one-syllable words.

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**F.2** Does the word start with a consonant blend?

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**F.4** Does the word end with a consonant blend?

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**G.1** Choose the short a word that matches the picture

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**H.1** Choose the picture that matches the short e word

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**I.1** Choose the short i word that matches the picture

☐

**J.1** Choose the short o word that matches the picture

☐

**K.1** Choose the picture that matches the short u word

☐

**M.2** Match the short a and long a words to pictures

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**M.3** Match the short e and long e words to pictures

☐

**M.4** Choose the short i or long i word that matches the picture

☐

**M.5** Choose the short o or long o word that matches the picture

☐

**M.6** Choose the short u or long u word that matches the picture

☐

**N.1** Choose the silent e word that matches the picture

☐

**O.1** Choose the picture that matches the vowel team word

☐

**P.1** Choose the r-control word that matches the picture

☐

**Q.1** Choose the diphthong word that matches the picture

**RF.1.3.c** Know final -e and common vowel team conventions for representing long vowel sounds.

- ☐ **M.2** Match the short a and long a words to pictures
- ☐ **M.3** Match the short e and long e words to pictures
- ☐ **M.4** Choose the short i or long i word that matches the picture
- ☐ **M.5** Choose the short o or long o word that matches the picture
- ☐ **M.6** Choose the short u or long u word that matches the picture
- ☐ **M.7** Use spelling patterns to sort long and short vowel words
- ☐ **N.1** Choose the silent e word that matches the picture
- ☐ **N.2** Complete the silent e words
- ☐ **N.3** Spell the silent e word
- ☐ **N.4** Choose the silent e sentence that matches the picture
- ☐ **O.1** Choose the picture that matches the vowel team word
- ☐ **O.2** Complete the vowel team words
- ☐ **O.3** Complete the word with the right vowel team
- ☐ **O.4** Choose the vowel team sentence that matches the picture

**RF.1.3.d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- ☐ **A.2** Find the vowels in a word
- ☐ **B.1** How many syllables does the word have?
- ☐ **R.1** Put two syllables together to create a word

**RF.1.3.e** Decode two-syllable words following basic patterns by breaking the words into syllables.

- ☐ **R.2** Complete the two-syllable words
- ☐ **R.3** Complete the sentence with a two-syllable word

**RF.1.3.f** Read words with inflectional endings.

- ☐ **JJ.2** Select the sentence that tells about the past
- ☐ **JJ.8** Complete the verb with the ending that you hear
- ☐ **JJ.9** Match the -ed and -ing sentences to the pictures

**RF.1.3.g** Recognize and read grade-appropriate irregularly spelled words.

- ☐ **S.1** Choose the sight word that you hear
- ☐ **S.2** Complete the sentence with the correct sight word

## Fluency

**RF.1.4** Read with sufficient accuracy and fluency to support comprehension.

**RF.1.4.a** Read grade-level text with purpose and understanding.

- ☐ **C.3** Complete the rhyme
- ☐ **C.4** Complete the poem with a word that rhymes
- ☐ **G.3** Choose the short a sentence that matches the picture
- ☐ **H.3** Choose the short e sentence that matches the picture
- ☐ **I.3** Choose the short i sentence that matches the picture
- ☐ **J.3** Choose the short o sentence that matches the picture
- ☐ **K.3** Choose the short u sentence that matches the picture
- ☐ **L.4** Complete the sentence with the correct short vowel word
- ☐ **N.4** Choose the silent e sentence that matches the picture
- ☐ **O.4** Choose the vowel team sentence that matches the picture
- ☐ **V.3** What am I?

**RF.1.4.b** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

**RF.1.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- ☐ **N.4** Choose the silent e sentence that matches the picture
- ☐ **O.4** Choose the vowel team sentence that matches the picture
- ☐ **R.3** Complete the sentence with a two-syllable word

- ☐ **S.2** Complete the sentence with the correct sight word
- ☐ **CC.1** Use context to identify the meaning of a word
- ☐ **HH.3** Use action verbs
- ☐ **LL.1** Use sense words