

Pennsylvania, Grade 1

Pennsylvania Strand/Standard	Focus of Pennsylvania Standard	For More Information
Foundational Skills		
CC.1.1.B	Print Concepts: Demonstrate understanding of the organization and basic features of print	RF1 pp. 72–77
CC.1.1.C	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	RF2 pp. 78–83
CC.1.1.D	Phonics: Know and apply grade-level phonics and word analysis skills in decoding words	RF3 pp. 84–89
CC.1.1.E	Fluency: Read level-appropriate texts with purpose and understanding	RF4 pp. 90–95
Reading Informational Text		
CC.1.2.A	Identify the main topic and retell key details of a text	R2 pp. 12–17
CC.1.2.B	Ask and answer questions about key details in a text	R1 pp. 6–11
CC.1.2.C	Describe the connection between two individuals, events, ideas, or pieces of information in a text	R3 pp. 18–23
CC.1.2.E	Use text features to locate information in a text	R5 pp. 30–35
CC.1.2.F	Ask and answer questions to clarify the meaning of words in a text	R4 pp. 24–29
CC.1.2.G	Use illustrations and details to describe key ideas in a text	R7 pp. 42–47
CC.1.2.H	Identify the reasons an author gives to support points in a text	R8 pp. 48–53
CC.1.2.I	Identify basic similarities and differences between two texts on the same topic	R9 pp. 54–59
CC.1.2.J	Use words and phrases acquired through conversations, reading, being read to, and responding to texts	L6 pp. 216–221
CC.1.2.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L4 pp. 204–209
CC.1.2.I	Read and comprehend level-appropriate informational text	R10 pp. 60–65
Reading Literature		
CC.1.3.A	Retell stories, including key details	R2 pp. 12–17
CC.1.3.B	Ask and answer questions about key details in a text	R1 pp. 6–11
CC.1.3.C	Describe characters, settings, and major events in a story	R3 pp. 18–23
CC.1.3.D	Identify who is telling the story at various points in a text	R6 pp. 36–41
CC.1.3.E	Explain major differences between stories and informative texts	R5 pp. 30–35
CC.1.3.F	Identify words or phrases that suggest feelings or appeal to the senses	R4 pp. 24–29
CC.1.3.G	Use illustrations to describe elements of a story	R7 pp. 42–47
CC.1.3.H	Compare and contrast the experiences of characters in stories	R9 pp. 54–59
CC.1.3.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L4 pp. 204–209
CC.1.3.J	Use words and phrases acquired through conversations, reading, being read to, and responding to texts	L6 pp. 216–221
CC.1.3.K	Read and comprehend level-appropriate literature	R10 pp. 60–65
Writing		
CC.1.4.A-F	Write informative/explanatory texts: name a topic, supply facts, and provide closure; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	W2 pp. 106–111 L2 pp. 192–197
CC.1.4.G-L	Write opinion pieces: introduce the topic, state an opinion, supply reasons, and provide closure; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	W1 pp. 100–105 L2 pp. 192–197

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Writing		
CC1.4.M-R	Write narratives: sequence events, include details, use temporal words, and provide closure; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	W3 pp. 112–117 L2 pp. 192–197
CC1.4.T	Focus on a topic, respond to questions and add details to strengthen writing as needed	W5 pp. 118–123
CC1.4.U	Use a variety of digital tools to produce and publish writing	W6 pp. 124–129
CC1.4.V	Participate in individual or shared research and writing projects	W7 pp. 130–135
CC1.4.W	Recall information from experiences or gather information from provided sources to answer a question	W8 pp. 136–141
CC1.4.X	Write routinely over extended time frames	NA
Speaking and Listening		
CC1.5.A	Participate in collaborative conversations with peers and adults about topics and texts in small and larger groups	SL1 pp. 146–151
CC1.5.B	Ask and answer questions about key details to demonstrate understanding of a topic, requesting clarification if something is not understood	SL2 pp. 152–157
CC1.5.C	Ask and answer questions about what the speaker says in order to seek help, get information, or clarify something that is not understood	SL3 pp. 158–163
CC1.5.D	Clearly describe people, places, things, and events	SL4 pp. 164–169
CC1.5.E	Produce complete sentences when appropriate to task and situation	SL6 pp. 176–181
CC1.5.F	Add drawings or other visual displays to descriptions to clarify thoughts, ideas, or feelings	SL5 pp. 162–167
CC1.5.G	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 186–191