

Analysis of *California ELA standards to Common Core standards-1st grade*

Domain Reading	1.8 CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Concept About Print	1.1 Match oral words to printed words	Reading: Foundational Skills	Kinder: 1a,1b 1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Yes	CCS Kinder: 1a,1b
	1.2 Identify the title and author of a reading selection	Reading: Literature	Kinder: 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Yes	<i>Define role of author and illustrator</i>
	1.3 Identify letters, words, and sentences	Reading: Foundational Skills	Kinder: 1b,1c 1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. Grade 1: 1a 1. Demonstrate understanding of the organization and basic features of print.	Yes	CCS Kinder: 1b, 1c; letters & words Grade 1: 1a; sentences

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			a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		
Phonemic Awareness	1.4 Distinguish initial, medial, and final sounds in single syllable words	Reading: Foundational Skills	<p>Kinder: 2d</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	Yes	CCS Kinder: 2d Grade 1: 2c
Phonemic Awareness			<p>Grade 1: 2c</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</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>		

Domain Reading	1.8 CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).	Reading: Foundational Skills	Grade 1: 2a 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Yes	CCS Grade 1: 2a
	1.6 Create and state a series of rhyming words, including consonant blends.	Reading: Foundational Skills	Kinder: 2a 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Partial	CCS not specific in 2a about including consonant blends
	1.7 Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>).	Reading: Foundational Skills	Kinder: 2e 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words.	Yes	CCS Kinder: 2e

Domain Reading	1.8 CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			<ul style="list-style-type: none"> c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 		
Phonemic Awareness	1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/=cat; /f/l/a/t/=flat).	Reading: Foundational Skills	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	Yes	<p>Not specific about number of phonemes but include consonant blends which implies four phonemes (ccvc or cvcc)</p> <p>Grade 1: 2b</p>
	1.9 Segment single-syllable words into their components (e.g., cat =/c/a/t/; splat = /s/p/l/a/t/; rich = /r/i/ch/).	Reading: Foundational Skills	<p>Kinder: 2d (Isolate)</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	Yes	<p>CCS Kinder: 2d Grade 1: 2c, 2d</p>

Domain Reading	1.8 CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			<p>Grade 1: 2c, 2d</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 		
Decoding	1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short- vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	Reading: Foundational Skills	<p>Kinder: 3a, 3b</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>Grade 1: 3a, 3b, 3c</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. 	Yes	CCS Kinder: 3a, 3b Grade 1: 3a, 3b, 3c

Domain Reading	1.8 CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			<ul style="list-style-type: none"> b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 		
	1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of).	Reading: Foundational Skills	Grade 1: 3g 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 	Yes	CCS Grade 1: 3g

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
	1.12 Use knowledge of vowel digraphs and r-controlled letter-sound association to read words.	Reading: Foundational Skills	<p>Grade 1: 3c</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. <p>Grade 2: 3b</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. 	Partial	<p>CCS</p> <p>Grade 1: 3c -e and common long vowel team conventions, does not address r controlled letter-sound association</p> <p>Grade 2: 3b Additional common vowel teams (r-controlled is a common vowel team spelling)</p>

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			<ul style="list-style-type: none"> e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 		
Decoding	1.13 Read compound words and contractions.	Language	<p>Grade 2: Lang. 4d</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	Partial	<p>CCS Grade 2: 4d</p> <p>Not specifically address contractions.</p>
	1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., <i>look, looked, looking</i>).	Reading: Foundational Skills	<p>Grade 1: 3f</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. 	Yes	<p>CCS Grade 1: 3f</p> <p>Also found in Grade 1, Language 4c</p>

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			<ul style="list-style-type: none"> b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 		
Decoding	1.15 Read common word families (e.g., <i>-ite</i> , <i>-ate</i>).	Reading: Foundational Skills	<p>Grade 1: 3b</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. 	Yes	CCS Grade 1: 3b

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			g. Recognize and read grade-appropriate irregularly spelled words.		
	1.16 Read aloud with fluency in a manner that sounds like natural speech.	Reading: Foundational Skills	Grade 1: 4 4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Yes	Adds <i>purpose and understanding</i> and includes <i>rate, expression and self-correction</i> Fluency is also addressed in CCS Standard 10 of Reading: Literature and Reading: Informational Text
Vocabulary	1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, food, toys).	Language	Grade 1: 5a, 5b 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	Yes	Adds <i>purpose – to gain a sense of the concept</i>

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Comprehension	2.1 Identify text that uses sequence or other logical order	Reading: Informational Text	Grade 1: 9 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Grade 3: 8 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	No	Identifies basic similarities and differences between two texts -Use of text features -Retell key details Grade 3: Sequence specifically mentioned
	2.2 Respond to <i>who, what, when, where, and how</i> questions.	Reading: Literature Reading: Informational Text	Grade 1: 1 1. Ask and answer questions about key details in a text.	Yes	CCS Grade 1: 1
	2.3 Follow one-step written directions	Reading: Informational Text		No	CCS do not address following directions
	2.4 Use context to resolve ambiguities about word and sentence meanings.	Reading: Informational Text Language	Grade 1: Info. 4 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Lang:Vocab 4a 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their	Yes	CCS Grade 1: Reading Informational Text 4 and Language 4a

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			inflectional forms (e.g., <i>looks, looked, looking</i>).		
Comprehension	2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).			No	CCS do not highlight the use of strategies (e.g., prediction)
	2.6 Relate prior knowledge to textual information			No	California ELA Standards highlight strategy use, i.e., predict, confirm, visualize, summarize....
	2.7 Retell the central ideas of simple expository and narrative passages	Reading: Literature Reading: Informational Text	Grade 1: Lit. 2 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Info. 2 2. Identify the main topic and retell key details of a text.	Yes	CCS Grade 1 Reading: Literature and Informational Text 2
Literacy Response and Analysis	3.1 Identify and describe the elements of plot, setting, character(s) in a story, as well as the stories beginning, middle, and ending.	Reading: Literature	Grade 1: 3 3. Describe characters, settings, and major events in a story, using key details.	Yes	CCS Grade 1 Reading: Literature 3
	3.2 Describe the roles of authors and illustrators and their contribution to print materials	Reading: Literature Reading: Informational Text	Kinder: Lit. 6 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. Info. 6 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Yes	CCS Kinder: Reading Literature and Information 6
	3.3 Recollect, talk, and write about books read during the school year.	Reading: Literature	Grade 1: Lit 5 5. Explain major differences between books that tell stories and books that	Yes	Woven throughout CCS. Literature and Information standards are

English Language Arts, Grade 1

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		<p>Reading: Informational Text</p> <p>Writing</p> <p>Speaking and Listening</p>	<p>give information, drawing on a wide reading of a range of text types.</p> <p>Lit 9 9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>Info. 9 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Writing 7 7. 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).</p> <p>Speaking and Listening 2 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>		<p>more specific to comparing two different texts. <i>Listening and Speaking</i> is specific to a single text. CCS includes rules of discussion.</p>

Domain Writing	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
Organization and Focus	1.1 Select a focus when writing.	Writing	<p>Grade 1: 1, 2</p> <ol style="list-style-type: none"> 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. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 	Yes	CCS include specificity
	1.2 Use descriptive words when writing.	Language	<p>Grade 1: 1f</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). 	Yes	<p>CCS Grade 1: 1f</p> <p>Grade 2: includes <i>adjectives</i> and <i>adverbs</i></p>

Domain Writing	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
			i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). Grade 2: 1e (use adjectives, adverbs, expand)		
Penmanship	1.3 Print legibly and space letters, words, and sentences appropriately	Language	Grade 1:1a 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Partial	CCS do not address spacing

Domain Writing	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
Application	2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	Writing	Grade 1: 3 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.	Yes	CCS include specificity about sequence, details, use of temporal words, and closure
	2.2 Write expository descriptions of a real object, person, place, or event, using sensory details.	Writing	Grade 1: 2 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Partial	CCS include - <i>Write informative/explanatory with facts and closure.</i> Does not address sensory detail

Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
Sentences	1.1 Write and speak in complete, coherent sentences.	Language	<p>Grade 1: Lang. 1j</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	Yes	CCS Grade 1: Language 1j; Speaking and Listening 6

Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
		Speaking and Listening	Speaking & Listening 6 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)		
Grammar	1.2 Identify and correctly use single and plural nouns.	Language	Grade 1: 1c 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and 	Yes	CCS Grade 1: 1c adds <i>matching verbs</i>

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			exclamatory sentences in response to prompts.		
	1.3 Identify and correctly use contractions and single possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i>). in writing and speaking	Language	<p>Grade 1: 1d</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	Partial	CCS do not include contractions

Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
Punctuation	1.4 Distinguish between declarative, exclamatory, and interrogative sentences.	Language	Grade 1: 1j 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	Yes	CCS also include <i>imperative</i>

Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
	1.5 Use a period, exclamation point, or question mark at the end of sentences.	Language	Grade 1: 2b 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	Yes	CCS is not as specific: says <i>use end punctuation</i>
	1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.	Language	Grade 1: 2a-e 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	Yes	CCS: 2a-e - <i>Demonstrate command of conventions</i>

Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
Capitalization	1.7 Capitalize the first word of a sentence, names of people, and the common pronoun <i>I</i> .	Language	<p>Kinder: 2a (capitalize first word in sentence and I)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. <p>Grade 1: 2a (dates, names)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	Yes	CCS Kinder: 2a Grade 1: 2a

Domain Conventions	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
Spelling	1.8 Spell three- and four- letter short-vowel words and grade-level-appropriate sight words correctly.	Language	Grade 1: 2d 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	Yes	CCS Grade 1: 2d

Domain Listening Speaking	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
Listening	1.1 Listen attentively	Speaking and Listening	Grade 1: 1a 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Yes	
	1.2 Ask questions for clarification and understanding	Speaking and Listening	Grade 1: 1c, 3 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	Yes	

Domain Listening Speaking	CA ELA standard	Core Strand	Common Core standard	Alignment?	Comments
			3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
	1.3 Give, restate, and follow simple two-step directions.			No	CCS does not address following directions (receptive language). CCS references rules for discussion.
Oral Communication	1.4 Stay on the topic when speaking.	Speaking and Listening	Grade 1: 1a (about the topic) 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Yes	
	1.5 Use descriptive words when speaking about people, places, things, and events	Speaking and Listening	Grade 1: 4 4. Describe people, places, things, and events with relevant	Yes	
Speaking	2.1 Recite poems, rhymes, songs, and stories			No	
	2.2 Retell stories using basic story grammar and relating the sequence of events by answering <i>who, what, when, where, why</i> and <i>how</i> questions.	Reading: Literature	Grade 1: 2, 3 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Yes	CCS not specific to question words – uses <i>key details, characters, setting, major events</i>
	2.3 Relate an important life event or personal experience in a simple sequence.	Speaking and Listening	Grade 1: 4 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Implied	CCS not specific about personal experience in a simple sequence. CCS says <i>describe people, places, things, events... clearly</i>
	2.4 Provide descriptions with careful attention to sensory details.			No	CCS do not specifically address sensory details. See Language 1j (produce and expand sentences)

Common Core Standards not found in 1st Grade CA ELA standards

Strand	Common Core standard	Comments in reference to CA ELA standards
Literature	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	
	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.	
	6. Identify who is telling the story at various points in a text.	Point of view in later grades per CA standards
	9. Compare and contrast the adventures and experiences of characters in stories.	CA Grade 2: Literary Response 3.1
Informational Text	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	CA Grade 4: 2.5 Comprehension
	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.	CA Grade 5: 2.1 Comprehension
	7. Use the illustrations and details in a text to describe its key ideas.	CA Grade 4: 2.3 Comprehension
	8. Identify the reasons an author gives to support points in a text.	
	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	CA Grade 4: 2.1 Comprehension Grade 8: 2.3 Comprehension
Foundational Skills	3. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables.	CA standards do not address syllable understanding in Grade 1 per CCS 3d, 3e.
	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CA standards address fluency with less specificity
Writing	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.	

Strand	Common Core standard	Comments in reference to CA ELA standards
	5. 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.	CA includes revision in Grade 2.
	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	CA standards do not mention digital tools
	7. 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).	CA: Narrative description under Writing Applications 2.0 refers to research.
	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Gathering information from sources not part of CA Grade 1
Speaking and Listening	1. b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	CCS 1b, 1c: build on others conversation and ask questions not in CA standards Grade 1
Language	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
	1. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	CCS: 1c, 1e, 1f, 1g, 1h, 1i, 1j include grammar structures not referenced in CA Grade 1
	2. c. Use commas in dates and to separate single words in a series.	CCS 2c: Commas in series in CA Grade 3.
	5. b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	CCS 5b, 5c, 5d: not in CA Gr. 1

Strand	Common Core standard	Comments in reference to CA ELA standards
	d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	
	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., <i>because</i>).	

California Standards not included in the Common Core Standards

California ELA Standards	Comments related to the Common Core Standards
Reading 2.0 Reading Comprehension 2.1 Identify text that uses sequence or other logical order	CCS not specific to teaching text structure. Includes - <i>Basic similarities and differences between two texts</i> -Use of text features -Retell key details Grade 3: <i>Sequence</i> specifically mentioned
Reading 2.0 Reading Comprehension 2.3 Follow one-step written directions	CCS do not address following directions
Reading 2.0 Reading Comprehension 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	CCS do not highlight the use of strategies (e.g., prediction)
Reading 2.0 Reading Comprehension 2.6 Relate prior knowledge to textual information	CCS do not highlight the use of strategies (e.g., prior knowledge)
Listening and Speaking 1.0 Listening and Speaking Strategies 1.3 Give, restate, and follow simple two-step directions.	CCS do not address following directions
Listening and Speaking 2.0 Speaking Applications 2.1 Recite poems, rhymes, songs, and stories	CCS do not address reciting
Listening and Speaking 2.0 Speaking Applications 2.4 Provide descriptions with careful attention to sensory details.	CCS do not specifically address sensory details. See Language 1j (produce and expand sentences)