

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.1.1 Ask and answer questions about key details in a text.
- RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5 Explain major differences between books that tell stories and books that give information.
- RL.1.6 Identify who is telling the story at various points in a text.

Integration of Ideas and Analysis

- RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.8 Not applicable to literature.
- RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

- RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 Know and use various text features to locate key facts or information in a text.
- RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Ideas and Analysis

- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.
- RI.1.9 Identify basic similarities in and differences between two texts on the same topic.

Range of Reading and Level of Complexity

- RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.

READING FOUNDATIONAL SKILLS

The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Print Concepts

- RF.1.1 Demonstrate understanding of the organization and basic features of print.
 - a. Recognize and use capitalization and ending punctuation.

Handwriting

- RF.1.2 Print all upper- and lowercase letters legibly.

Phonological Awareness

- RF.1.3 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).

Phonics and Word Recognition

- RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.
 - 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.

Fluency

- RF.1.5 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.

WRITING STRAND

To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by the *end of each grade*.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.1.1 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 closure.
 - a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - b. 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.
- W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.
 - a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - b. 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.
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.
 - a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
 - b. 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.
- W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

Research

- W.1.5 Participate in shared research and writing projects.
- W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STRAND

The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE STRAND

Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

LANGUAGE STANDARDS

Conventions of Standard English

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.

Language Standards – Grammar Continuum

Skill	K-1
Subject/Verb Agreement	<ul style="list-style-type: none">Use singular and plural nouns with matching verbs in basic sentences
Nouns	<ul style="list-style-type: none">Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)Use common, proper, and possessive nouns
Verbs	<ul style="list-style-type: none">Form frequently occurring verbsConvey sense of time

Adjectives	• Use frequently occurring adjectives
Conjunctions	• Use frequently occurring conjunctions
Adverbs	
Sentences	• Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences • Understand and use question words
Prepositions	• Use frequently occurring prepositions
Pronouns	• Use personal, possessive, and indefinite pronouns
Determiners	• Use determiners
Commonly Confused Words	
Interjections	
Phrases & Clauses	
Usage	

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

Language Standards – Conventions Continuum

Skill	K-1
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun "I" • Capitalize dates and names of people
Punctuation	<ul style="list-style-type: none"> • Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates
Spelling	<ul style="list-style-type: none"> • Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words
References	

Knowledge of Language

L.1.3 (Begins in grade 2)

Vocabulary Acquisition and Use

L.1.4 Determine and/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: context clues, word parts and word relationships.

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

- a. Sort words into categories to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes.
- c. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.1.1 Identify details in familiar stories.
- RL.1.2 With guidance and support, recount key details in familiar stories.
- RL.1.3 Identify characters and settings in a familiar story.

Craft and Structure

- RL.1.4 With guidance and support, identify sensory or feeling words in a familiar story.
- RL.1.5 With guidance and support, identify a text as telling a story.
- RL.1.6 With guidance and support, identify the speaker in a familiar story.

Integration of Ideas and Analysis

- RL.1.7 Identify illustrations or objects/tactual information that go with a familiar story.
- RL.1.8 K-12 Not applicable to literature.
- RL.1.9 With guidance and support, identify experiences of characters in familiar stories as same or different.

Range of Reading and Level of Complexity

- RL.1.10 Actively engage in group reading activities for a clearly stated purpose.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.1.1 Identify details in familiar text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.3 Identify individuals, events, or details in a familiar informational text.

Craft and Structure

- RI.1.4 With guidance and support, ask a reader to clarify the meaning of words in a text.
- RI.1.5 With guidance and support, identify various text features such as print, pictures, and titles.
- RI.1.6 Distinguish between words and illustrations in a familiar information text.

Integration of Ideas and Analysis

- RI.1.7 Identify illustrations or objects/tactual information that go with a familiar text.
- RI.1.8 With guidance and support, identify points the author makes in a familiar informational text.
- RI.1.9 With guidance and support, compare two familiar texts on the same topic.

Range of Reading and Level of Complexity

- RI.1.10 Actively engage in group reading of information text for a clearly stated purpose.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

- RF.1.1 Demonstrate emerging understanding of the organization of print.
 - a. Demonstrate understanding that print is read left-to-right and top-to-bottom.
 - b. Demonstrate understanding of orientation of print.
 - c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.

- RF.1.2 Selects or produces letters when asked to write.
- RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize rhyming words.
 - b. With guidance and support, identify the picture or word that corresponds to orally presented segmented phonemes (e.g., C-A-T).
 - c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.
 - d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Craft and Structure

- RF.1.4 Demonstrate emerging letter and word identification skills.
 - a. Identify upper case letters of the alphabet.
 - b. With guidance and support, recognize familiar words that are used in every day routines.
- RF.1.5 Begin to attend to words in print.
 - a. Engage in sustained, independent study of books.
 - b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.1.1 With guidance and support, select a topic and use drawing, dictation, or writing to state an option about it.
- W.1.2 Select a familiar topic and use drawing, dictating, or writing to share information about it.
- W.1.3 Select a familiar event and use drawing, dictating, or writing to share information about it.
- W.1.4 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.

Research

- W.1.5 With guidance and support, participate in shared research and writing projects.
- W.1.6 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.1.1 Communicate with others.
 - a. Engage in multiple-turn exchanges with supportive adults.
 - b. Build on comments or topics initiated by an adult.
 - c. Use one or two words to ask questions related to personally relevant topics.
- SL.1.2 During shared reading, identify key details in the text.
- SL.1.3 With guidance and support communicate confusion, lack of understanding or a need for help.
- SL.1.4 Combine two or more words when communicating.
- SL.1.5 Add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.

LANGUAGE

Conventions of Standard English

- L.1.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.
- L.1.2 Demonstrate emerging understanding of conventions of standard English during shared writing within K-1 conventions continuum when writing.
- L.1.3 Begins in grade 2.
- L.1.4 Demonstrate knowledge of word meanings used in every day routines.
- L.1.5 With guidance and support, demonstrate emerging understanding of word relationships.
 - a. Sort common objects into familiar categories
 - b. Identify attributes of familiar words
 - c. Demonstrate an understanding of present tense verbs
- L.1.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.