NC English Language Arts Standard Course of Study
1st Grade-Specific Standards

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.

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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.

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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.

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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.

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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 (W.1)

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.

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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.
   a. Follow agreed-upon rules for discussions.
   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.

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.

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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. (See Language Standards – Grammar Continuum page 8)

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. (See Language Standards – Conventions Continuum page 11)

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.

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Language Standards – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	● Use singular and plural nouns with matching verbs in basic sentences	● Ensure subject/verb agreement	● Continue to ensure subject/verb agreement	● Continue to ensure subject/verb agreement	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Nouns	● Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) ● Use common, proper, & possessive nouns	● Explain the function of nouns ● Use collective nouns (such as *group*) ● Form and use frequently occurring regular and irregular plural nouns	● Use abstract nouns (such as *courage*) ● Continue to use regular and irregular plural nouns		
Verbs	● Form frequently occurring verbs ● Convey sense of time	● Explain the function of verbs ● Form and use past tense of frequently occurring irregular verbs ● Form and use regular and irregular verbs ● Form and use simple verb tenses ● Form and use the perfect verb tenses ● Convey sense of various times, sequences ● Recognize inappropriate shifts in verb tense	● Form and use progressive verb tenses ● Use modal auxiliaries (such as *may* or *must*) ● Continue to form and use the perfect verb tenses ● Convey sense of various times, sequences, states, and conditions ● Recognize and correct inappropriate shifts in verb tense	● Explain the function of verbals (such as *gerunds* or *participles*) ● Form and use verbs in active & passive voice ● Form and use indicative, imperative, interrogative, conditional moods ● Recognize and correct inappropriate shifts in voice and mood ● Form and use transitive/intransitive verbs	
Adjectives	● Use frequently occurring adjectives	● Explain the function of adjectives ● Accurately choose which to use – adjective or adverb	● Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb ● Order adjectives within sentences according to conventional patterns	● Form and use compound adjectives	

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SKILL	K-1	2-3	4-5	6-8	9-12
Conjunctions	● Use frequently occurring conjunctions	● Explain the function of conjunctions ● Use coordinating and subordinating conjunctions	● Continue to use coordinating and subordinating conjunctions ● Use correlative conjunctions (such as *either/or*)		Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Adverbs		● Accurately choose which to use – adjective or adverb ● Explain the function of adverbs ● Form and use comparative adverbs	● Form and use comparative and superlative adverbs ● Use relative adverbs	● Use adverbs that modify adjectives ● Use adverbs that modify adverbs	
Sentences	● Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences ● Understand and use question words	● Produce, expand, and rearrange simple and compound sentences	● Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences ● Produce, expand, and rearrange simple, compound, and complex sentences	● Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences ● Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	
Prepositions	● Use frequently occurring prepositions	● Explain the function of prepositions	● Form and use prepositional phrases		
Pronouns	● Use personal, possessive, and indefinite pronouns	● Explain the function of pronouns ● Continue to use personal, possessive, and indefinite pronouns ● Use reflexive pronouns	● Ensure pronoun-antecedent agreement ● Use relative pronouns	● Ensure that pronouns are in the proper case (*subjective, objective, possessive*) ● Use intensive pronouns ● Recognize and correct inappropriate shifts in pronoun number and person	

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SKILL	K-1	2-3	4-5	6-8	9-12
				● Recognize and correct vague pronouns ● Continue to ensure pronoun-antecedent agreement ● Recognize and apply the nominative case and objective case	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Determiners	● Use determiners	● Correctly use *a, an,* and *the*			
Commonly Confused Words		● Correctly use common homophones	● Correctly use frequently confused words (such as *to, two, too*)	● Continue to correctly use frequently confused words	
Interjections		● Explain the function of and use interjections	● Continue to use interjections		
Phrases and Clauses			● Explain the function of phrases and clauses ● Recognize independent and dependent phrases and clauses	● Explain the function of phrases and clauses in general and their function in specific sentences ● Place phrases and clauses within a sentence and recognize/ correct misplaced and dangling modifiers ● Form and use indirect/direct objects	
Usage				● Recognize variations from standard English in their own and others' writing and speaking ● Identify and use strategies to improve expression in conventional language	

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Language Standards – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	● Capitalize the first word in a sentence ● Capitalize the pronoun "I" ● Capitalize dates and names of people	● Capitalize holidays ● Capitalize product names ● Capitalize geographic names ● Capitalize appropriate words in titles ● Use correct capitalization	● Capitalize appropriate words in titles ● Continue to use correct capitalization		Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Punctuation	● Recognize end punctuation ● Name end punctuation ● Use end punctuation for sentences ● Use commas in dates	● Use commas to separate single words in a series ● Use commas in greetings and closings of letters ● Use an apostrophe to form contractions ● Use an apostrophe to form frequently occurring possessives ● Use commas in addresses ● Use commas in dialogue ● Form and use possessives ● Use quotation marks in dialogue	● Use punctuation to separate items in a series ● Continue to use commas in addresses ● Continue to use commas in dialogue ● Continue to use quotation marks in dialogue ● Use a comma before a coordinating conjunction in a compound sentence ● Use commas and quotations to mark direct speech and quotations from a text ● Use a comma to separate an introductory element from the rest of a sentence ● Use a comma to set off the words yes and no ● Use a comma to set off a tag question from the rest of the sentence ● Use a comma to indicate a direct address ● Use underlining, quotation marks, or italics to indicate titles of works	● Use punctuation to set off nonrestrictive/parenthetical elements ● Use a comma to separate coordinate adjectives ● Use punctuation to indicate a pause or break ● Use an ellipsis to indicate an omission ● Use a semicolon to link two or more closely related independent clauses ● Use a colon to introduce a list or quotation ● Apply hyphen conventions	

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Skill	K-1	2-3	4-5	6-8	9-12
Spelling	● 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	● Use conventional spelling for high frequency and other studied words and for adding suffixes to base words ● Use spelling patterns and generalizations (such as *word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts*) when writing words	● Continue to use conventional spelling for high frequency words and other studied words ● Continue to use conventional spelling for adding suffixes to base words ● Continue to use spelling patterns and generalizations when writing words ● Spell grade-appropriate words correctly	● Consistently apply conventional rules to spell words correctly	Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
References		● Consult reference materials as needed to check and correct spellings	● Continue to consult reference materials as needed to check and correct spellings	● Continue to consult reference materials as needed to check and correct spellings	