**Introduction**

The ELA Standard Division Documents (SDD) for Elementary English Language Arts are designed to provide teachers with a framework of the North Carolina Standard Course of Study for ELA (Common Core Standards) for progression through the standards over the course of a year. The standards are divided into four nine week periods, indicating areas of focused instruction, followed by development and mastery of the standards.

Standards are introduced for *“focused instruction”* as outlined in the SDD. Focus standards instruction may be implemented earlier than indicated on the SDD. *Please note: Focused Instruction is not “teaching in isolation”.* Reading Literature and Reading Informational Text have paired objectives that could be taught together. These paired objectives, as well as complementary standards in Writing, Speaking and Listening, and Language, should be taught and practiced together to ensure a well-rounded literacy experience, and to build toward effective completion of culminating performance tasks.

Each SDD has accompanying *Standards at a Glance for Focused Instruction and Assessments.* The *Standards at a Glance: Assessments* provides an overview of where specific standards will be assessed at the school, district, and state level. Beginning with grade 3, the district offers benchmark assessments for each nine week grading period as well as for the beginning, middle, and end of year. **Assessed standards in grades 3-5 are marked BM when they are to be benchmarked.** The SDD provides a guide for what standards will be included on the district benchmark assessments. In Kindergarten through 2nd grade, beginning, middle, and end of year benchmarks, as well as ongoing progress monitoring, are completed using mCLASS Reading 3D and other appropriate K-2 assessments. Writing in grades K-2 should be benchmarked each 9 weeks. School-based common assessments should be collaboratively developed by departments to be used for assessing the standards not covered by district or state assessments. These school-based assessments may include performance tasks that ask students to demonstrate their acquisition of skills, knowledge and understandings described in the standards (e.g., portfolios, research projects, products, presentations, etc.).

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| First Nine Weeks Standards: **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.**RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.**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.**RF.1.1** Demonstrate understanding of the organization and basic features of print.1. Recognize the distinguishing feature of a sentence (e.g., first word, capitalization, ending punctuation).

**RF.1.2** 1. Distinguish long from short vowel sounds in spoken single-syllable words
2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
3. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
4. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.1. Decode regularly spelled one-syllable words.

**RF.1.4** Read with sufficient accuracy and fluency to support comprehension1. Read on-level text with purpose and understanding.
2. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.1.3** 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.**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.1. 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.
2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
3. 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.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.**SL.1.6** Produce complete sentences when appropriate to task and situation.**L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.1. Print all upper- and lowercase letters.

**L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.1. Capitalize dates and names of people.
2. Use end punctuation for sentences.

**L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.** 1. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 | Second Nine Weeks Standards:**Developing****Developing****Developing****RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**Developing****RL.1.9** Compare and contrast the adventures and experiences of characters in stories.**RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.**Developing** **Developing****RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.**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 (e.g., headings, tables of contents, glossaries, electronic menus, icons) 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.**RI.1.7** Use the illustrations and details in a text to describe its key ideas.**RI.1.8** Identify the reasons an author gives to support points in a text.**RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.**Developing****Developing****RF.1.3** (continue previous)1. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
2. Know final -e and common vowel team conventions for representing long vowel sounds.

**Developing****W.1.2** Write informative / explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **Developing****W.1.5** 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.**Developing****Developing****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.**SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**Developing****Developing****L.1.1** (continue previous)b.)Use common, proper, and possessive nouns.c.)Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).d)Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).**L.1.2** (continue b)1. Use commas in dates and to separate single words in a series.
2. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
3. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**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.1. Use sentence-level context as a clue to the meaning of a word or phrase.
2. Use frequently occurring affixes as a clue to the meaning of a word.

**L.1.5** (continue a)1. 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).
2. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
 | Third Nine Weeks Standards:**Developing****Developing****Developing****RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**Developing****RL.1.6** Identify who is telling the story at various points in a text.**Developing****Developing****Developing****Developing****Developing****Developing****Developing****Developing****Developing****Developing****Developing****RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**Developing****Developing****Developing****Developing****RF.1.3** (continue previous)1. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
2. Decode two-syllable words following basic patterns by breaking the words into syllables.

**Developing****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 some sense of closure.**Developing****Developing****Developing****W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**Developing****Developing****Developing****Developing****L.1.1** (continue previous)f.)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).g.)Use frequently occurring adjectives.h.)Use frequently occurring conjunctions (e.g., and, but, or, so, because).**Developing****Developing****L.1.5** (continue a, b, c)1. 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.

**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**).** | Fourth Nine Weeks Standards:**Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery****RF.1.3** (continue previous)1. Read words with inflectional endings.
2. Recognize and read grade-appropriate irregularly spelled words.

**Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery** **Developing/Mastery** **Developing/Mastery****W.1.7** 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).**W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**Developing/Mastery****Developing/Mastery****Developing/Mastery****Developing/Mastery** **Developing/Mastery****L.1.1** (continue previous)i.)Use determiners (e.g., articles, demonstratives).j.)Use frequently occurring prepositions (e.g., during, beyond, toward). k.)Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.**Developing/Mastery****L.1.4** (Continue a, b)1. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
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| **1st Grade ELA Standards At a Glance: Focused Instruction** |

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| Strand | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
| Reading Literature | 1.1, 1.2, 1.7 | 1.3, 1.5, 1.6, 1.9, 1.10 | 1.4 |  |
| Reading Information | 1.1, 1.2 | 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10 |  |  |
| Reading Foundational Skills | 1.1, 1.2, 1.3(b), 1.4 | 1.3(a,c) | 1.3(d,e) | 1.3(f,g) |
| Writing | 1.3 | 1.2, 1.5 | 1.1, 1.6 | 1.7, 1.8 |
| Speaking and Listening | 1.1, 1.5, 1.6 | 1.3, 1.4 | 1.1(f,g,h) |  |
| Language | 1.1(a), 1.2(a,b), 1.5(a) | 1.1(b,c,d), 1.2(c,d,e), 1.4, 1.5(b,c) | 1.5(d), 1.6 | 1.1(I,j,k) |

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| Year Long Standards(Objectives that may take the full year to teach)**Please note, once ELA objectives are introduced they will be taught for the remainder of the year.** |

**Proposed Benchmark Frequency:** BOY, MOY, EOY through Reading 3D and K-2 Assessments. Writing should be benchmarked each 9 weeks.

**Comments (optional):** Many of the Standards for 1st grade ELA are developmental and will be taught throughout the year. Students are expected to have mastered these standards by the end of the year. Students are benchmarked on progress toward mastery through the Reading 3D program along with the K-2 assessments and/or DIBELS at the beginning, middle, and end of the school year. Please note that standards from previous grade are reinforced until grade level standards are introduced.

Name of Person/People Submitting this form: 1st Grade Teacher Leadership Council