

North Dakota English Language Arts & Literacy Content Standards

Grade 1 Prioritized Standards

Northeast Education Services Cooperative (NESC) - 2017



How to Read This Document

Example: 1.RL.1

“1.RL.1” references the grade level followed by the content strand and then the code for the anchor. The code “RL.1” is taken directly from the North Dakota Department of Public Instruction’s standards document. The “1” at the beginning was added by the NESC for clear referencing of grade levels when working with the prioritized standards documents.

Prioritized Standards

Reading Standards for Literature/Fiction

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.RL.1	Ask and answer questions about key/supporting details in a text before, during, and after reading.	✓	✓	✓	✓	✓	5
1.RL.2	Retell stories, including key/supporting details, and demonstrate understanding of their central or main idea.	✓	✓	✓	✓		4
1.RL.3	Describe characters, settings, and major events in a story, using key/supporting details.	✓	✓	✓	✓	✓	5

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Craft and Structure:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓	✓	✓	✓	5

Integration of Knowledge and Ideas:

No standards were prioritized within this cluster.

Range of Reading and Level of Text Complexity:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.RL.10	Read prose and poetry on grade level proficiently and independently.	✓	✓	✓	✓	✓	5

Reading Standards for Informational/Nonfiction Text

Key Ideas and Details:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.RI.1	Ask and answer questions about key/supporting details in a text.	✓	✓	✓	✓	✓	5
1.RI.2	Identify the main topic and retell key/supporting details of a text.	✓	✓	✓	✓		4

Craft and Structure:

No standards were prioritized within this cluster.

Integration of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.RI.10	Proficiently read informational texts on grade level.	✓	✓	✓	✓	✓	5

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Reading Standards: Foundational Skills

Print Concepts:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.RF.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	✓	✓	✓	✓	✓	5

Phonological Awareness:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.RF.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).	✓	✓	✓	✓	✓	5

Phonics and Word Recognition:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.RF.3	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. Demonstrate use of beginning and ending blends. d. Know final -e and common vowel team conventions for representing long vowel sounds.	✓	✓	✓	✓	✓	5

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	<p>e. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>f. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>g. Read words with inflectional endings.</p> <p>h. Recognize and read grade-appropriate irregularly spelled words.</p>						
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Fluency:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	✓	✓	✓	✓		4

Writing

Text Types and Purposes:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.W.2	<p>Write informative/explanatory texts.</p> <p>a. Name a topic.</p> <p>b. Supply some facts about the topic.</p> <p>c. Provide some sense of closure.</p>	✓	✓	✓			3
1.W.3	<p>Write narratives.</p> <p>a. Recount two or more appropriately sequenced events.</p> <p>b. Include some details regarding what happened.</p> <p>c. Use transitional words to signal event order.</p> <p>d. Provide some sense of closure.</p>	✓	✓	✓		✓	4

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Production, Distribution, and Range of Writing:
No standards were prioritized within this cluster.

Research to Build and Present Knowledge:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓		✓	4

Speaking and Listening

Comprehension and Collaboration:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.SL.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 (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.	✓	✓	✓		✓	4

Presentation of Knowledge and Ideas:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓	✓		✓	4

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Language

Conventions of Standard English:

Code	Standard	Endurance	Leverage	Readiness	Assessment	Teacher Judgement	Total Score
1.L.1	<p>Within the context of authentic English writing and speaking...</p> <p><u>Introduce:</u></p> <p>a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>b. Correctly use common homophones (e.g., to, too, two, there, their).</p> <p>c. Ensure subject verb-agreement.</p> <p>d. Produce compound sentences.</p> <p>e. Use singular and plural nouns with matching verbs in basic sentences (simple subject/verb agreement).</p> <p>f. Form and use regular and irregular plural nouns.</p> <p>g. Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).</p> <p>h. Use personal, possessive, and indefinite pronouns.</p> <p>i. Use adjectives depending on what is to be modified.</p> <p>j. Use demonstratives (that, those, these, this).</p> <p><u>Practice:</u></p> <p>k. Use question words (interrogatives).</p> <p>l. Produce complete sentences in shared language activities.</p> <p>m. Common and proper nouns.</p> <p>n. Use regular plural nouns orally by adding /s/ or /es/.</p> <p>o. Use frequently occurring adjectives.</p> <p>p. Use articles.</p> <p><u>Display proficiency in:</u></p> <p>q. Uppercase and lowercase letters.</p> <p>r. Use frequently occurring conjunctions (and, or, but).</p>	✓	✓	✓	✓	✓	5

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	s. Use prepositions.						
1.L.2	<p>Within the context of authentic English writing and speaking...</p> <p><u>Introduce:</u></p> <p>a. Capitalize dates and names of people.</p> <p>b. Use commas in dates and to separate single words in a series.</p> <p>c. Capitalize holidays, product names, and geographic names.</p> <p>d. Use commas in greetings and closings of letters.</p> <p>e. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>f. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>g. Capitalize important words in titles.</p> <p>h. Form and use possessives.</p> <p>i. Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>j. Use punctuation to separate items in a series.</p> <p><u>Practice:</u></p> <p>k. Use end punctuation for sentences.</p> <p>l. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>m. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>n. Use conventional spelling for high-frequency and other studied words.</p> <p>o. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts),</p> <p><u>Display proficiency in:</u></p> <p>p. Recognize and name end punctuation.</p>	✓	✓	✓	✓	✓	5

Knowledge of Language:

No standards were prioritized within this cluster.

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Vocabulary Acquisition and Use:
No standards were prioritized within this cluster.

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