Diocese of Raleigh
Catholic Schools

7200 Stonehenge Drive

Raleigh, NC 27613
www.dioceseofraleigh.org

Grade 1- English/Language Arts
Standards
Diocese of Raleigh
May 2019

English/Language Arts Philosophy

The language arts program is the foundation of academic instruction in the Catholic elementary school. In order for students to succeed in our ever-changing society, it is imperative to provide instruction in language arts that will provide a high level of literacy. In a culture where students are expected to interact with the English language across many written and digital formats, the ability to apply skills in reading, writing, listening, and speaking is paramount to the student's capacity to communicate effectively. Because of this, it is necessary for students to be provided with the opportunity to apply these skills in all content areas as language is one of the noblest manifestations of our creativity, and the means by which we communicate with and glorify God.
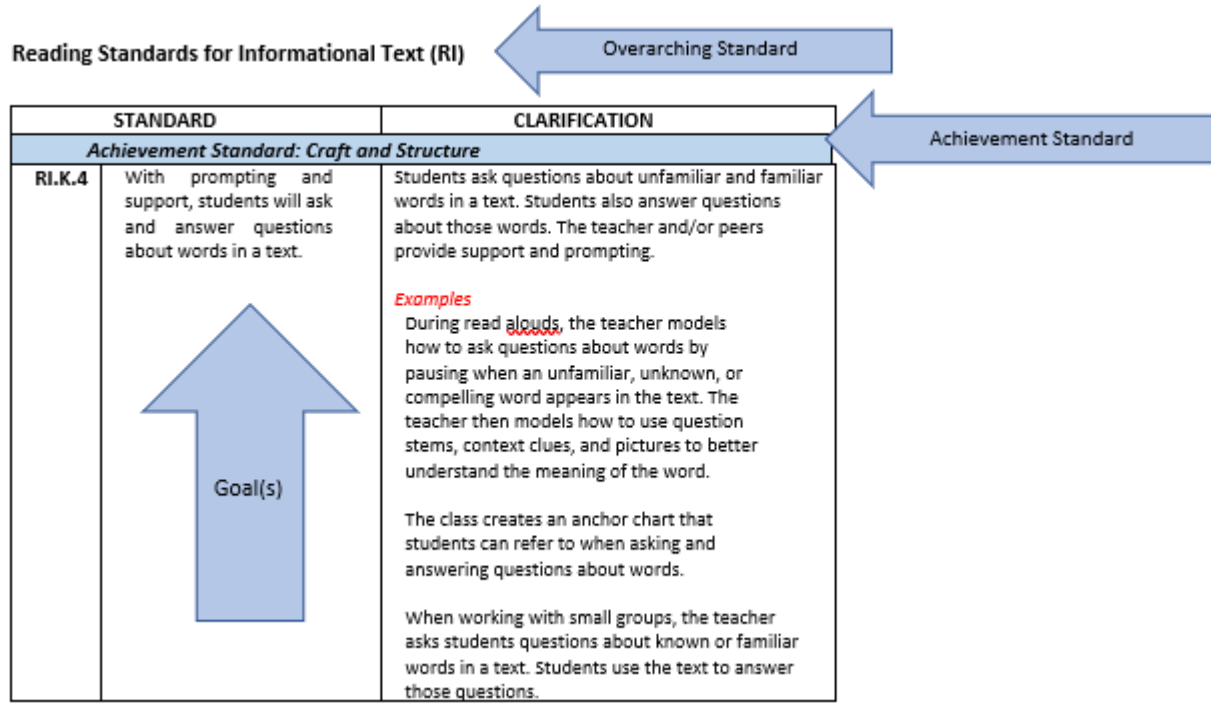
INTRODUCTION

The English Language Arts Standards are intended for use in in all Catholic elementary and middle schools in the Diocese of Raleigh. All students should have the opportunity and the support necessary to gain the skills necessary to excel in English Language Arts in all content areas. These standards are the framework for instruction that should assist teachers in identifying and implementing the appropriate instructional methodology in grades K-8. Effective Language Arts lessons require a teacher's understanding of what each student knows, what the student needs to learn, and then supporting them to learn it well. The primary goal of these Achievement Standards ensure that students are introduced to the language skills necessary to think critically, communicate effectively and reach high levels of literacy in all content areas. Assessments will support the learning of key Language Arts objectives and provide useful information for both the teacher and the student. The Standards outline the levels of competency that is expected of students at each grade level. The Standards are aligned to the North Carolina English Language Arts Standard Course of Study adopted by the North Carolina Department of Public Instruction.

The ELA Standards are enhanced by specific **Overarching Achievement Standards and Goals** unique to students in Catholic Schools. Teachers must reinforce Gospel truths and values so that students may serve as witness to their Catholic faith. The **Overarching Goals** will help students develop a critical conscience in every content area. **Achievement Standards** are not necessarily quantifiable, but rather identified in a student's respect toward the content area. **Specific targeted goals** for each standard ensure that each student gain the necessary literacy skills to be a successful 21st century learner. Assessments should support the learning of key Language Arts objectives and provide useful information for both the teacher and the student.

- All people are created with minds and the gift to reason.
- God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Recognize and articulate Gospel values in literature.
- Develop an appreciation for stories from other cultures and religions.
- Recognize social justice themes.
- Listen and speak with respect.
- Writing must reflect a respect for others consistent with Christian values.

SAMPLE

Reading Standards for Informational Text (RI) ← Overarching Standard

STANDARD		CLARIFICATION
Achievement Standard: Craft and Structure			← Achievement Standard
RI.K.4	With prompting and support, students will ask and answer questions about words in a text. ↑ Goal(s)	Students ask questions about unfamiliar and familiar words in a text. Students also answer questions about those words. The teacher and/or peers provide support and prompting. *Examples* During read alouds, the teacher models how to ask questions about words by pausing when an unfamiliar, unknown, or compelling word appears in the text. The teacher then models how to use question stems, context clues, and pictures to better understand the meaning of the word. The class creates an anchor chart that students can refer to when asking and answering questions about words. When working with small groups, the teacher asks students questions about known or familiar words in a text. Students use the text to answer those questions.

DOR Standards aligned with the North Carolina English Language Arts Standard Course of Study 2017

Curriculum Revision Team

Julie Sperrazza – The Franciscan School
Jamie Kirchhoff – The Franciscan School
Ann Giannini – The Franciscan School
Linda Sullivan – The Franciscan School
Courtney Coward – St. Thomas More Catholic School
Ann Weaver – St. Raphael Catholic School
Coley Adkins – St. Raphael Catholic School
Andrea Adams – St. Michael Catholic School
Trish Shrader – St. Michael Catholic School
Heidi Lawrence – St. Michael Catholic School
Sandra Munoz – St. Michael Catholic School
Laura Gallimore – St. Catherine of Siena Catholic School
Jennifer Stutz – Immaculata Catholic School
Christine Shea – St. Patrick Catholic School

Heather Lowery – St. Mary Catholic School-Wilmington
Susan Kirkpatrick – Our Lady of Lourdes Catholic School
Christa Devitt – Cathedral School
Kim Wheeler – Cathedral School
Wendy Bennett – St. Mary Magdalene Catholic School
Holly Almond – St. Mary Magdalene Catholic School
Nancy McElroy – St. Mary Magdalene Catholic School
Sarah Panter – St. Ann Catholic School
Leeann Felicetta – St. John Paul II Catholic School
Barbara Lamblin – St. John Paull II Catholic School
Laurie Balderson – St. Mark Catholic School
Kimberly Browning – Catholic Schools Office

Standards

ARE learning goals for what students should know and be able to do at each grade level.

Remain constant until revised by the Catholic Schools Office.

Curriculum

ARE detailed plans/units/resources used to teach students the learning goals embodied in the standards.

May be altered/changed by classroom teacher to ensure student success.

Diocese of Raleigh Standards

Achievement Standard

RL.2.1

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of **key details** in a **text**.

Standards created by Diocese of Raleigh Catholic Schools Office

Curriculum

National Geographic Kids: Ants.

Lesson Plan/Unit

The student will be able to demonstrate an understanding of key details in the text *National Geographic Kids: Ants* by answering who, what, when, where and how questions about the text.

GRADE 1

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.

Achievement Standards for Reading

Key Ideas and Evidence
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and *Structure*
4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity
10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature (RL)

STANDARD		CLARIFICATION
Achievement Standard: Key Ideas and Evidence		
RL.1.1	Demonstrate the ability to ask and answer questions about the **key details** in a **text**.	Students ask and answer questions about the important details in the text. *Examples:* ● Model how to answer a text-dependent question while using a graphic organizer for textual evidence. ● Discuss key details from the text and create a story map, sequencing of events/facts learned in an illustrated fashion. After a period of discussion, they share their thoughts as a group. ● Read a text and take turns asking each other text-dependent questions. ● Provide possible text-dependent questions.
RL.1.2	**Retell** stories, using **key details**, and demonstrate understanding of a **central message** or lesson**.**	Students retell stories using important details from the text. They identify the central message or lesson of the stories. *Examples:* ● Model retelling using key details and how to use the key details from the text to determine the central message or lesson. ● Use the Five Finger Retell strategy of identifying the characters, setting, problem, main events, and solution/resolution. ● Determine the central message or lesson, students track characters from the beginning of the text to the end of the text, and then determine what the characters learned.
RL.1.3	**Identify** and **describe** characters, **settings**, and **major events** in a story, using **key details**.	Students use important details from the text to identify and describe characters, settings, or important events in a story. *Examples:* ● Model how to describe characters, citing key details. Students complete character maps based on what the characters say, do, and think. Students identify key details that help them understand and describe the characters. ● Model how to identify the setting of the story and note what happened at that place on a T Chart. Students can then work with partners to create two column notes, noting the setting in the first column and an event that happened in that setting in the second column. ● Complete B-M-E graphic organizers detailing major events from the beginning, middle, and end. The organizers include the setting, major events, and what the characters say, do, and think.

STANDARD	CLARIFICATION
Achievement Standard: Craft and Structure	
RL.1.4 Recall words and **phrases** in stories and **poems** that suggest feelings and/or appeal to the senses.	Students identify words or phrases in a story or poem that suggest feelings or appeal to the senses. *Examples:* ● Mark words with highlighter tape that suggest feelings throughout the story. ● Review the five senses and create a chart with these columns: sight, smell, taste, touch, and sound. During read aloud, highlight words or phrases that appeal to the senses and place them in the appropriate columns. Students can add to the chart throughout the year as they read words that appeal to the senses.
RL.1.5 Identify and explain major differences between fiction and non-fiction stories.	Students will be able to identify and explain the different characteristics of fiction and nonfiction texts. *Examples:* ● Explain that authors write books for different reasons. Students will understand that literature includes characters, setting(s), and events written in sequential order. They also understand that informational texts are written to provide information on a specific topic, and that informational texts often include text features such as headings, indexes, glossaries, bold words, and photographs. This can be accomplished through a KWL chart or through read alouds of each type of text. ● Sort books into two groups- fiction and nonfiction. When finished, brainstorm characteristics noticed about each group and write their observations on T-Charts. After, the teacher goes over the students' findings and addresses any misconceptions. ● Read two books on the same topic – one fiction and one non-fiction. Model thinking aloud about the differences noticed in both texts, and then students share additional differences they notice. Observations are written on a class anchor chart.

| RL.1.6 | Identify who is telling the story at different points in a **text.** | Students identify who is telling the story in different parts of the text.

Examples:
- Divide a short passage into sections and give each student a copy. Read aloud one section at a time, calling attention to who is speaking. Identify when the author is telling the story and when a character is.
- Read aloud a story, thinking aloud how dialogue is used to signal a change in a speaker. The class is given a copy of the story with a list of the characters and assigns each character a color. As the teacher rereads the story aloud, students highlight what each character says, using that character's color. |

	STANDARD	CLARIFICATION
Achievement Standard: Integration of Ideas		
RL.1.7	Use **illustrations** and details in a story to **describe** the characters, **setting,** or **events.**	Students describe the characters, settings, or events in a story by using the illustrations and details from the story in their explanations.

Examples:
- Read a story aloud highlighting the words, sentences, and pictures in the text that provide clues or information about the setting(s). The teacher models his/her thinking regarding how the illustrations confirm and/or add details about the setting.
- Create a chart. On the left side of chart, list the characters. Across the top, using three columns: details from the text, details from the illustrations, and details from both. The teacher reads aloud a mentor text - asking students to identify details about the characters - how they look, how they feel, how they act. The teacher records the students' comments in the appropriate columns. |
| RL.1.8 | Not applicable to literature. | |
| RL.1.9 | **Compare and contrast** the adventures and experiences of characters in various stories. | Students recognize the similarities and differences between the adventures and experiences of characters in various texts.

Examples:
- Read aloud two texts with different main characters. Students write an event from one of the books on a post-it. Using a Venn diagram with the name of the two main characters at the top. Each student places his or her post-it under the character that experienced that event. As a group, students read through the chart and discuss how the experiences of |

		each character were alike and different. ● Complete a graphic organizer to record events that happened to two different characters. ● Provide support to help students compare the adventures and/or experiences of multiple characters. (e.g. "The characters of and are similar because…." and "The characters of ___ and _____ are different because…."). Students independently write sentences comparing and contrasting the adventures.
**Achievement Standard: Range of Reading and Level of Complexity**
RL.1.10	With support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.	Students read and understand various types of literature appropriately complex for grade 1 for extended periods of time. *Examples:* ● Read aloud complex texts to model what good readers do as they read. ● Demonstrate understanding through discussions and/or written responses.

Reading Standards for Informational Text (RI)

	STANDARD	CLARIFICATION
**Achievement Standard: Key Ideas and Evidence**
RI.1.1	Demonstrate the ability to ask and answer questions about **key details** in a **text**.	Students ask and answer questions about the important details in the text. *Examples:* ● Model how to answer a text-dependent question while using a graphic organizer for textual evidence. ● Discuss and organize key details from the text with a graphic organizer. Share thoughts as a group. ● Read a text with a partner and take turns asking text-dependent questions. The teacher provides possible text-dependent questions.

STANDARD		CLARIFICATION
RI.1.2	Identify the **main topic** and state **key details** of a **text.**	Students state the main topic and important details of an informational text. *Examples:* ● Read a non-fiction text and model how to create a graphic organizer with the main topic and key details. The main topic will be in the center of the map with key details around the center. ● Read a leveled text in small groups. Using the book, complete a main topic graphic organizer, noting the main topic and three to four important key details which help the reader understand the topic.
RI.1.3	**Describe** the connection between two individuals, **events**, ideas, or pieces of information in a **text.**	Students explain the connection between two individuals, events, ideas, or pieces of information from a text. *Examples:* ● Read-aloud above level informational texts. Models through a think aloud how to ask questions about the text to determine how individuals, ideas, events, or pieces of information are related. The teacher uses guided questions such as:" How are_____and ____ connected?" Or "How is one event related to another event?" ● Demonstrate how to determine the connection of events, (i.e. how plants grow). The class creates a chart showing the cause and effect relationships between events, like the connections between sunlight, water, and good soil for growing plants.

STANDARD	CLARIFICATION
Achievement Standard: Craft and Structure	
RI.1.4 Ask and answer questions to determine or clarify the meaning of words and **phrases** in a **text.**	Students ask and answer questions about words or phrases to further understand or clarify meaning. *Examples:* ● Read aloud a non-fiction text, pause at specified words or phrases to ask students about their meanings. Students Think-Pair-Share. Model how to use context clues, illustrations/photos, text features, etc. to determine the meaning of the words or phrases. ● Brainstorm possible questions to ask when students come to an unknown word or phrase. Examples: "How does the illustration help me understand this word?", "Do the words around it help me understand?", and "Have I seen this word or a word that looks similar to this before?" ● Place sticky notes on words or phrases they have questions about or need more information to understand. Put sticky notes on a chart. Discuss what the words mean.
RI.1.5 Know and use various **text features** to locate key facts or information in a **text**.	Students identify and demonstrate the use of text features such as headings, tables of content, glossaries, electronic menus, icons, and captions to find key information or facts. *Examples:* ● Read aloud an informational/nonfiction passage thinking aloud how the text feature helps readers understand the text. Adds each feature to a class anchor chart. The anchor chart includes a visual representation, definition, and purpose. Ex. This is a glossary… A glossary lists the definitions of tricky words from the text. Its purpose is to help readers understand what those tricky words mean within the text. ● Work in pairs or small groups to locate different text features within a text. As they read, place highlighter tape over different text features within the text. Name the text feature and write one sentence explaining how it helped them understand the text. Ex. This is a heading. The heading described what the section is about.

| RI.1.6 | Differentiate between information provided by pictures or other **illustrations** and information provided by the **text**. | Students differentiate between information learned from images and words in the text.

Examples:
● Choose a short passage and direct attention to the illustrations in the text. Stop at each illustration and asks students what they notice and what they learned from each illustration. Point out the importance of stopping to pay attention to illustrations, explaining that often times, there might be additional information in the illustrations that is not mentioned in the text.
● Given a nonfiction passage with an illustration, students locate the answer to various questions and note whether the answer was found in the illustration or text. Remind students that sometimes the illustration extends the information learned in the text. |

STANDARD	CLARIFICATION
Achievement Standard: Integration of Ideas and Analysis	
RI.1.7 Use the **illustrations** and details in a **text** to **describe** its **key ideas**.	Students provide descriptions of key ideas in informational texts. They use the illustrations and details from the text in their descriptions. *Examples:* ● Read a short nonfiction paragraph and draw pictures to show key ideas from the text. Students then return to the paragraph and using highlighter tape mark the part(s) of the text that match their pictures. ● Show an illustration from an informational/nonfiction text. Independently or in pairs, students write key ideas they learned from the pictures. Students share how both the illustration and the words provide a clearer understanding of the text. ● Read an informational/nonfiction text. Provides a key idea from the text. Students use two different colors of highlighter tape to mark what part of the text supports the assigned key idea. They use one color to mark the words and the other color to mark the illustrations.

RI.1.8	With guidance and support, identify the **reasons** an author gives to support ideas within a **text**.	With guidance and support, students recognize the ideas an author is providing in a text. They can name what points in the text the author uses to develop or clarify those ideas. *Examples:* ● Read aloud a text and state the author's idea by writing it across the top of the chart paper. The teacher then demonstrates returning to the text to find two or three reasons that support this idea. Write these reasons under the author's idea on the chart paper. This is the beginning of a graphic organizer. As additional practice, students can be given another idea from the same text. In pairs or small groups, they will come up with two or three reasons to support that idea and record their thinking on a graphic organizer. ● Highlight one of the author's ideas within a text. As the teacher reads aloud, students listen for reasons that support the author's idea. The teacher marks the reasons provided by the students with a post-it note. The teacher then returns to each reason and discusses with students how each one directly relates back to the author's idea.
RI.1.9	Identify similarities and differences between two **texts** on the same **topic**.	Students recognize the similarities and differences of two texts with the same topic. Including: illustrations, descriptions, or procedures. *Examples:* ● Read aloud two texts on the same topic and then models a think-aloud in which he/she asks what information can be learned from only one text and what information can be learned from both texts. ● Read aloud two texts on the same topic. Students write one fact from each book. Create a T-chart with the title of each text at the top, and then record each student's response under the matching title. As a class, students read through each fact and identify any facts that are in both books. ● Complete a Venn diagram to record the information learned in two texts that were read independently.

STANDARD	CLARIFICATION
Achievement Standard: Range of Reading and Level of Complexity	
RI.1.10 With prompting and support, read and understand **informational texts** with appropriate complexity for grade 1 for sustained periods of time.	With support students will read various types of informational texts appropriately complex for grade 1 for extended periods of time. *Examples:* - Read aloud texts to model what good readers do as they read. - Demonstrate understanding through discussion with partners and/or written responses. - Help and support students to self-select books of interest and to read independently for sustained amounts of time.

GRADE 1

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.

Achievement Standards for Reading Foundational Skills

Print Concepts

Handwriting

Phonological Awareness

Phonics and Word Recognition

Fluency

Reading Standards for Foundational Skills (RF)

STANDARD		CLARIFICATION
Achievement Standard: Print Concepts		
RF.1.1	Demonstrate understanding of the organization and basic features of print. a. Recognize and use capitalization and ending **punctuation**.	Use capitals, periods, exclamation points, and question marks in print. Examples: ● Given a selection of subjects and verbs, students independently create a sentence with correct punctuation. ● Edit sentences with incorrect punctuation.
Achievement Standard: Handwriting		
RF.1.2	Print all upper- and lowercase letters legibly.	Write all upper and lowercase letters so they are easily readable. Examples: ● Use a verbal path to describe how to form each letter (e.g. begin at the top, pull down, the around). ● Model correct formation and orientation (begin formation at the top or mid line, and no reversals).
Achievement Standard: Phonological Awareness		
RF.1.3	Demonstrate understanding of spoken words, syllables, and phonemes (sounds). 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	Students demonstrate phonological awareness at the word level, syllable level, and sound level. ● Recognize the difference between long and short vowel sounds in single syllable words. (CVC) (CVCe) ● Blend orally sounds, including consonant blends, to create words. ● Break words down into a sequence of sounds (e.g. slip is /sl/ /i/ /p/). Students tap fingers for each sound heard. Examples: ● Tap out single syllable words on arm for each sound heard (e.g. (e.g. /f/ (tap shoulder), /r/ (tap upper arm), /o/ (tap crook of arm), /g/ (tap wrist). ● Connect snap cubes for each sound in a single syllable word.

	spoken single- syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	

STANDARD		CLARIFICATION
Achievement Standard: Phonics and Word Recognition		
RF.1.4	Know and apply grade level phonics and word **analysis** skills when 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	Students read words using grade-level appropriate strategies. ● Identify and spell common consonant digraphs (two consonant letters together stand for one sound - e.g. ch, sh, th, wh, ph). ● Read common, one-syllable words that have regular spelling patterns. ● Recognize that when a word ends with an e, the vowel sound is long. They also know other common vowel combinations that represent a long vowel sound (CVVC). ● Understand that every syllable must contain a vowel. ● Determine the number of syllables and break apart simple two-syllable words that have regular spelling patterns. ● Read words that have inflectional endings (e.g. -s, -es, -ing, -ed). ● Identify and read grade appropriate words that do not follow normal spelling patterns including sight and high frequency words. *Examples:* ● Find different word features (specific digraphs, CVC, CVCe, CVVC words, inflectional endings, etc.) in various types of passages (fiction, non-fiction, poetry). ● Add final -e to CVC words to create long vowel words (CVCe).

		words into syllables.	
		f. Read words with inflectional endings.	
		g. Recognize and read grade- appropriate irregularly spelled words (sight and high frequency words).	

STANDARD		CLARIFICATION
Achievement Standard: Fluency		
RF.1.5	Read with sufficient accuracy and **fluency** to support and develop 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.	Students read grade-level text smoothly and with enough accuracy so that they understand the text. ● Read independently and understand a variety of texts with purpose (fiction, non-fiction, poetry). ● Maintain a suitable rate while reading words correctly and students use their voices to show changes (! and ?) and feelings on consecutive readings. ● Use surrounding pictures and words to confirm, self-correct, and/or understand a word. Examples: ● Listen to audio recordings of texts that have voices to reflect punctuation, meaningful phrasing, changes, and feelings. Students follow along with a copy of the text as they listen. ● Use reader's theater scripts to encourage accuracy, appropriate rate, and expression.

GRADE 1

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 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.*

Achievement Standards for Writing

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Standards (W)

STANDARD		CLARIFICATION
Achievement Standard: 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 or preference, provide a **reason** for the opinion, ad give **closure** using the *6+1 Traits of Writing***.** a. With guidance and support from adults, organize ideas around a topic and 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 supporting details to **strengthen** writing as needed.	Refer to the NC ELA Standards Writing Guide resource (Located in the Diocese of Raleigh ELA Standards Live Binder-resources). All writing instruction should be based on the *6+1 Traits of Writing*. Refer to the DOR Student Writing Journey Live Binder.
W.1.2	Write informative/explanatory texts in which writers name a **topic**, supply relevant facts about the topic, and give **closure** using the *6+1 Traits of Writing***.** a. With guidance and support from adults, organize facts about the 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 supporting details to **strengthen** writing as needed.	Refer to the NC ELA Standards Writing Guide resource (Located in the Diocese of Raleigh ELA Standards Live Binder-resources). All writing instruction should be based on the *6+1 Traits of Writing*. Refer to the DOR Student Writing Journey Live Binder.

	STANDARD	CLARIFICATION
W.1.3	Write narratives in which they **recount** two or more appropriately **sequenced events**, include details regarding the events, use **temporal transition words** to provide event order, and give **closure** using the *6+1 Traits of Writing*. 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.	Refer to the NC ELA Standards Writing Guide resource (Located in the Diocese of Raleigh ELA Standards Live Binder- resources). All writing instruction should be based on the *6+1 Traits of Writing*. Refer to the DOR Student Writing Journey Live Binder.
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 using the *6+1 Traits of Writing*.	All writing instruction should be based on the *6+1 Traits of Writing*. Refer to the DOR Student Writing Journey Live Binder. Students Use an assortment of digital tools and resources to compose and publish original writing as small groups, with partners, or independently. The teacher provides support and guidance. *Examples:* ● Type their piece of writing into a digital tool such as a Word document or Google Docs. ● Complete a group research project on a topic and publish their work using a Google document, class blog, green screen video or other online space.

STANDARD		CLARIFICATION
Achievement Standard: Research		
W.1.5	Participate in **shared research** and writing projects using the *6+1 Traits of Writing***.**	All writing instruction should be based on the *6+1 Traits of Writing*. Refer to the DOR Student Writing Journey Live Binder. Students take part in research and writing projects as a class or in small groups. *Examples:* ● Listen to books about a how-to topic. Students work in groups to review the steps needed to complete that how-to. They then produce a piece of writing, as a group, in sequential order. ● Complete a shared research project about a studied topic. In groups, students choose one aspect of the topic to research using materials and digital tools provided by the teacher. Students complete graphic organizers, gathering the information they learned. Then they write their piece cooperatively.
W.1.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to reply to a question using the *6+1 Traits of Writing***.**	All writing instruction should be based on the *6+1 Traits of Writing*. Refer to the DOR Student Writing Journey Live Binder. Students think about and use personal experience and/or collected information to provide answers to a specific question. The teacher provides support and guidance. *Examples:* ● Read a mentor text to students and models using graphic organizers to note important information from the texts and organize ideas. Students use the information when writing answers to questions about the text. ● Complete graphic organizers such as a KWL chart to gather the information they know about a specific question. After reading multiple sources including digital tools, they add their new learning to their graphic organizers to organize their writing.

GRADE 1

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.

Achievement Standards for Speaking and Listening

Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards (SL)

STANDARD		CLARIFICATION
Achievement Standard: 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.	Students Discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings. ● Develop, understand, and agree to follow discussion rules and norms such as listening to others with care and speaking one at a time about the topics and texts under discussion. Examples: ● Role play the rules and discuss why it is important to follow these during conversations. ● Provide sentence stems, such as "I agree with" or "I also like." ● Create question stems to assist with the discussion process that begin with how, why, or when.
SL.1.2	Ask and answer questions about **key details** in a **text** read aloud or information presented orally or through media, and other digital tools.	Students listen to a text read aloud, information presented by others, or information presented in various ways. Students ask questions about important information. Examples: ● Conduct a think aloud during a video presentation and listen carefully for the most important information stopping periodically to ask questions about what has been heard. ● Use sticky notes to record key words, ideas, or questions they have as they listen to a read aloud or presentation. After the read aloud or presentation is completed, they use these notes to ask or answer questions.

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.	Students ask a speaker questions if they need more information or if they do not understand information presented. They also answer questions about the speaker's presentation. Examples: ● After a presentation, students write down what they learned. The speaker then asks the students questions based on what was presented. ● Before attending a presentation, the students complete a brainstorming activity listing all of the things they already know about the topic. In a whole class share out, the teacher lists any questions the students have and encourages them to ask questions after the presentation.

	STANDARD	CLARIFICATION
Achievement Standard: 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.	Students use complete sentences to describe a person, place, thing, or experience. They include appropriate details and communicate their ideas and feelings so that others understand. Examples: ● Select one item to share with their peers, whether a book, a toy from home, an important photograph, etc. In small groups, students practice presenting their items in clear, complete sentences. ● Show a photo of a recognizable event to the students, the teacher models writing the relevant details. ● Using a different photo, students work in small groups to practice writing relevant details.
SL.1.5	Add drawings or other visual displays found digitally or in print to written descriptions when appropriate to clarify ideas, thoughts, and feelings.	Students add pictures or other visuals to provide more information to a description. The visual should clarify ideas, thoughts, or feelings. Examples: ● The teacher shares a short-written description of a topic students are studying, without sharing any images. Students discuss what drawing or visual would appropriately clarify an idea or thought in that description. They then work in groups to add a drawing or visual.

GRADE 1

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 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*.

Achievement Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards (L)

STANDARD		CLARIFICATION
Achievement Standard: Conventions of Standard English		

L.1.1	Demonstrate command of the **standard English grammar** and **usage** when writing or speaking.
	  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., He hops: We hop).
	  d. Use personal possessive and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
	  e. 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).
	  f. Use frequently occurring adjectives.
	  g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
	
	  h. Use determiners (e.g., articles, demonstratives).
	  i. Use frequently occurring prepositions (e.g., during, beyond, toward).
		Refer to the NC ELA Standards Grammar Continuum Resource (Located in the Diocese of Raleigh ELA Standards Live Binder- resources).

	j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. k. Identify the naming and action part of a given sentence. (DOR).	
L.1.2	Demonstrate command of the **conventions of standard English** capitalization, **punctuation**, and spelling when writing. a. Capitalize first word in a sentence, 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.	Refer to the NC ELA Standards Conventions Continuum Resource (Located in the Diocese of Raleigh ELA Standards Live Binder- resources).	

STANDARD		CLARIFICATION
Achievement Standard: Knowledge of Language		
L.1.3	(Begins in grade 2)	
Achievement Standard: 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.** 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., look) and their inflectional forms (e.g., looks, looked, looking). d. Identify real-life connections between words and their use (e.g., note places at home that are snug).	Students figure out and confirm the meaning of grade 1 words/phrases that are unfamiliar or have multiple meanings. When figuring out and confirming the meaning of words/phrases, students choose from several strategies: context clues, word parts, and word relationships. *Examples:* ● Model coming across an unknown word or multiple meaning word or phrase. The teacher then models using the words around the unknown word (sentence level context clues) to identify the meaning of that word. ● Model breaking a word down into the root word and affix to determine meaning. (i.e. unknown word is replace, the teacher models how to break it down into parts (re + place) and further explains the meanings of the root word and affix). ● Read texts and practice choosing strategies to use when determining or clarifying unknown words (using context clues, word parts, or word relationships). Students discuss which strategy they chose to use and why.

	STANDARD	CLARIFICATION
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 at least one key attribute. c. Distinguish shades of meaning among verbs differing in manner and **adjectives** differing in intensity.	Students understand subtle differences in word meanings with guidance and support. ● Sort words into categories to better understand the categories that they represent, such as colors and clothing. ● Understand word meanings by sorting and defining words by categories (e.g. colors, clothing, animals) and attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). ● Identify the slight differences in the meaning of similar verbs (e.g. look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic). Students do this by defining the words, choosing the correct one, or by acting them out. *Examples* ● Model sorting words or picture cards. The teacher posts pictures of animals (duck, seagull, pelican, parrot, dog, monkey.) Then the teacher guides the students to sort them into categories (birds - other animals, colorful birds, birds that swim, birds that don't swim, etc.). This allows the students to see that words can be sorted by more than one attribute. ● Act out the verbs and adjectives. Then the students identify the level of intensity (e.g. sprint is faster than jog).
L.1.6	Use words and **phrases** acquired through conversations, reading, and being read to, including frequently occurring conjunctions.	Students use words and phrases in their speaking and writing. The words and phrases are acquired through conversations with peers and adults, texts that they read or that have been read to them, and responses to texts, both oral and written. ● Use conjunctions (e.g. because) orally and in writing to show simple relationships. *Examples:* ● Choose learned words and write them down on sticky notes, in journals or by typing them into a document. Students add a tally or star whenever they use them in conversation, in their writing, or read them in a text. ● Model combining two phrases using common conjunctions such as because, and, so, etc. Students then demonstrate understanding by using those conjunctions in their own writing and marking them by highlighting or underlining.

Glossary

adjective – a word that modifies a noun by providing more detailed information (e.g., fast car)

analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole

central message – the unifying concept within a text to which other elements and ideas relate; often referred to as theme in upper grades

closure – a resolution at the end of an event or literary work

compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.

context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it

conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language.

decode – to apply knowledge of the relationships of letters and sounds in order to form a word

describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account

digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.

event – a thing that happens; an occurrence

expression – the process of making one's thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one's thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.

fluency, fluid reading – oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression

grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.

illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim

informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)

key details – specific and important parts of the text that provide information, support, and elaboration

key ideas--most important thoughts addressed in a text or discussion.

main idea(s)/topic – the primary or central topic(s) of a text or discussion which is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning

major events – the most important events that occur within a literary work; similar to main ideas, major events cannot be eliminated without changing the primary progression of the work or the development of the characters

multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant's trunk / car trunk)

nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)

phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)

poem – a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)

proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success

publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

punctuation – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)

reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgements, and drawing conclusions using a process of logic

recount – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)

respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.

retell – to state, either verbally or through writing, events and details that are remembered from something that has been read or heard; may or may not have the same chronological structure as the original

self-correct – one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher

sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other

setting – the time and place of the action in a book, play, story, etc.

shared research – a collaborative approach to research where different researchers investigate various aspects of the topic under consideration in order to come back together to create a collaborative whole

strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

temporal transition words/phrases – words and phrases that are used to indicate a shift from one topic, idea, point, step, etc. to another where the timing of events is important (e.g., first, next, last; previously; etc.)

text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

text features – components of a story, article, etc. that are supplemental to the main body of the text, including, but not limited to, headings, indexes, sidebars, pictures, and captions

topic – the subject or matter being discussed or written about in a text, speech, etc.

usage – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions

word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)