North Carolina Extended Content Standards For English Language Arts

Grade 1

READING: LITERATURE

1 CCR Anchor Standard RL.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.

1 Identify details in familiar stories. RL.1.1

2 CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2 With guidance and support, recount key details in familiar stories. RL.1.2

3 CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3 Identify characters and settings in a familiar story. RL.1.3

4 RL.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.

4 With guidance and support, identify sensory or feeling words in a familiar story. RL.1.4

5 CCR Anchor Standard RL.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.

5 With guidance and support, identify a text as telling a story. RL.1.5

6 CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.

6 With guidance and support, identify the speaker in a familiar story. RL.1.6

7 CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

7 Identify illustrations or objects/tactual information that go with a familiar story. RL.1.7

8 CCR Anchor Standard RL.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.

Not applicable to literature

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9 **CCRAnchorStandardRL.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.**

1 With guidance and support, identify experiences of characters in familiar stories as same or different. RL.1.9

10 **CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

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

READING: INFORMATIONAL TEXT

1 **CCR Anchor Standard RI.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.**

1 Identify details in familiar text. RI.1.1

2 **CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 Identify the main topic and retell key details of a text. RI.1.2

3 **CCR Anchor Standard RI.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

3 Identify individuals, events, or details in a familiar informational text. RI.1.3

4 **CCR Anchor Standard RI.4: Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.**

4 With guidance and support, ask a reader to clarify the meaning of words in a text. RI.1.4

5 **CCR Anchor Standard RI.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.**

5 With guidance and support, identify various text features such as print, pictures, and titles. RI.1.5

6 **CCR Anchor Standard RI.6: Assess how point of view, perspective, or purpose shapes the content and style of a text.**

6 Distinguish between words and illustrations in a familiar information text." RI.1.6

7 **CCR Anchor Standard RI.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

7 Identify illustrations or objects/tactual information that go with a familiar text. RI.1.7

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8 **CCR Anchor Standard RI.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.**

8 With guidance and support, identify points the author makes in a familiar informational text. RI.1.8

9 **CCR Anchor Standard RI.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.**

9 With guidance and support, compare two familiar texts on the same topic. RI.1.9

10 **CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

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

Reading Foundational Skills

PRINT CONCEPTS

1 Demonstrate emerging understanding of the organization of print. RF.1.1

a Demonstrate understanding that print is read left-to-right and top-to-bottom. RF.1.1.A

b Demonstrate understanding of orientation of print. RF.1.1.B

c With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words. RF.1.1.C

HANDWRITING

2 Selects or produces letters when asked to write." RF.1.2

3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3

a Recognize rhyming words. RF.1.3.A

b With guidance and support, identify the picture or word that corresponds to orally presented segmented phonemes (e.g., C-A-T). RF.1.3.B

c Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. RF.1.3.C

d With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.1.3.D

4 Demonstrate emerging letter and word identification skills. RF.1.4

a Identify upper case letters of the alphabet. RF.1.4.A

b With guidance and support, recognize familiar words that are used in every day routines. RF.1.4.B

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WRITING

1 **CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1 With guidance and support, select a topic and use drawing, dictation, or writing to state an option about it. W.1.1

2 **CCR Anchor Standard W.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.**

2 Select a familiar topic and use drawing, dictating, or writing to share information about it. W.1.2

3 **CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

3 Select a familiar event and use drawing, dictating, or writing to share information about it. W.1.3

4 **CR Anchor Standard W.4: Use digital tools and resources to produce and publish writing and to interact and collaborate with others.**

4 With guidance and support from adults, explore a variety of digital tools to produce individual or group writing. W.1.4

5 **CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

5 With guidance and support, participate in shared research and writing projects. W.1.5

6 **CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

6 With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences. W.1.6

9 **CCR Anchor Standard W.9 (in 2010 Standards) – 2010: Draw evidence from literary or informational texts to support analysis, reflection, and research. Proposed: Omitted because it is an expectation of RL and RI Standards**

Omitted because it is an expectation of RL and RI Standards

10 **CCR Anchor Standard W.10 (in 2010 Standards) – 2010: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

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Integrated into Standards W.1, W.2, and W.3

SPEAKING AND LISTENING

1 CCR Anchor Standard SL.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.

1 Communicate with others. SL.1.1

- a Engage in multiple-turn exchanges with supportive adults. SL.1.1.A
- b. Build on comments or topics initiated by an adult. SL.1.1.B
- c Use one or two words to ask questions related to personally relevant topics. SL.1.1.C

2 CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2 During shared reading, identify key details in the text. SL.1.2

3 CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.

3 With guidance and support communicate confusion, lack of understanding or a need for help. SL.1.3

4 CCR Anchor Standard SL.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.

4 Combine two or more words when communicating. SL.1.4

5 CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

5 Add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events. SL.1.5

6 CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.

6 Integrated into SL.4 SL.1.6

LANGUAGE

1 CCR Anchor Standard L.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.

1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating. L.1.1

2 CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

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2 Demonstrate emerging understanding of conventions of standard English during shared writing within K-1 conventions continuum when writing. L.1.2

3 **CCR Anchor Standard L.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 reading or listening.**

3 Begins in grade 2 L.1.3

4 **CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

4 Demonstrate knowledge of word meanings used in every day routines. L.1.4

5 **CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.**

5 With guidance and support, demonstrate emerging understanding of word relationships. L.1.5

a Sort common objects into familiar categories. L.1.5.A

b Identify attributes of familiar words. L.1.5.B

c Demonstrate an understanding of present tense verbs. L.1.5.C

6 **CCR Anchor Standard L.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.**

6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities. L.1.6