North Dakota English Language Arts

Grade 1

Adopted 2023

First Grade

Foundations Of Literacy

Print Concepts

1. Mastered in kindergarten. 1.F.1
2. Mastered in kindergarten. 1.F.2
3. Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation). 1.F.3

Phonological and Phonemic Awareness

4. Mastered in kindergarten. 1.F.4
5. Segment one-syllable spoken words into four or more phonemes. 1.F.5
6. Blend four or more phonemes to produce a spoken word or syllable. 1.F.6
7. Manipulate parts of spoken words. 1.F.7
   a. Delete initial and final phonemes or word parts. 1.F.7.A
   b. Substitute initial, medial vowel, final phonemes, or word parts. 1.F.7.B

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Phonics and Word Study

8. Decode words with phoneme-grapheme correspondences: 1.F.8
    a. consonant digraphs 1.F.8.A
    b. two consonant blends at the beginning and end of words 1.F.8.B
    c. single consonant after a short vowel 1.F.8.C
    d. soft and hard c and g; s as /z/ 1.F.8.D
    e. closed and open syllables 1.F.8.E
    f. silent e in single-syllable words 1.F.8.F
    g. vowel teams 1.F.8.G
    h. r-controlled 1.F.8.H
    i. prefixes and suffixes (two-syllable words) (e.g., redo, undo, doing) 1.F.8.I
    j. functions of y 1.F.8.J
    k. contractions 1.F.8.K
    l. irregularly spelled high-frequency words 1.F.8.L
9. Encode words with phoneme-grapheme correspondences: 1.F.9
    a. digraphs 1.F.9.A
    b. two consonant blends 1.F.9.B
    c. silent e 1.F.9.C
    d. double consonants at the end of words 1.F.9.D
    e. irregularly spelled high-frequency words 1.F.9.E
10. Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play). 1.F.10
11. Use new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge. 1.F.11
    a. Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning. 1.F.11.A

Fluency

12. Read accurately and automatically 1.F.12
    a. at the word level 1.F.12.A
    b. at the sentence level 1.F.12.B
    c. a variety of first-grade texts with expression, phrasing, purpose, and understanding. 1.F.12.C

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Foundations of Writing

13. Write uppercase and lowercase letters accurately and automatically. 1.F.13
14. Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing. 1.F.14

Communication

Presentational Communication

1. Describe people, places, things, and events with relevant details expressing ideas orally to a targeted audience (e.g., peers and adults). 1.C.1
2. Speak audibly in complete sentences to express thoughts, feelings, and ideas. 1.C.2
3. Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships. 1.C.3
4. Use grade-appropriate conversational, general academic, and domain-specific words and phrases. 1.C.4

Collaboration

5. Begins in sixth grade. 1.C.5
6. Participate in conversations by listening to others and taking turns speaking about topics, continuing through multiple exchanges. 1.C.6
7. Work collaboratively by following agreed-upon rules and simple two- and three-step oral directions and offering one- and two-step verbal directions. 1.C.7

Reading

Comprehension

1. Standard is met in 1.R.2-5. 1.R.1
2. Ask and answer questions about a variety of texts, genres, photographs, or illustrations before, during, and after shared reading or other text-listening experiences to compare, contrast, predict, or infer. 1.R.2

A. Identify the topic of an informational text, photograph, or illustration during or after a shared reading or other text-listening experiences. 1.R.3.A

B. Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience. 1.R.3.B

4. Begins in fourth grade. 1.R.4
5. Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences. 1.R.5

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Text Analysis

6. Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience. 1.R.6
7. Begins in third grade. 1.R.7
8. Use a variety of fiction texts. 1.R.8

a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience. 1.R.8.A
b. Compare and contrast the adventures and experiences of characters in stories during or after a shared reading or other text-listening experience. 1.R.8.B

Writing

Text Types and Structure

1. Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience. 1.W.1
2. Begins in second grade. 1.W.2
3. Write informative pieces that detail the topic. 1.W.3
4. Write opinion pieces on a topic using a reason to support the opinion. 1.W.4
5. Write narrative pieces that describe a single event with a beginning, middle, and end. 1.W.5

Writing Process and Craft

6. Develop and strengthen writing utilizing the five steps appropriate to the task. 1.W.6

    a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback). 1.W.6.A
    b. Drafting: Develop writing from the planning process. 1.W.6.B
    c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. 1.W.6.C
    d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. 1.W.6.D
    e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece. 1.W.6.E

7. Produce writing with emotion or personality expressed through word choice. 1.W.7

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Language Usage

1. Compose simple sentences. 1.L.1
    a. Begin with a capital letter and capitalize proper names, months, and days of the week. 1.L.1.A
    b. Conclude with a period, question mark, or exclamation mark. 1.L.1.B
2. Recognize and use parts of speech in sentences: 1.L.2
    a. nouns as concrete objects (i.e., people, places, and things) 1.L.2.A
    b. regular plural nouns 1.L.2.B
    c. present-tense verbs as actions 1.L.2.C
    d. color, size, and number adjectives 1.L.2.D
    e. the pronouns I, me, you, and we 1.L.2.E
    f. the conjunctions and, or, but 1.L.2.F