

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**

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**

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**

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**

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**