

Understanding the NC English Language Arts Standard Course of Study

GRADE
1

ELA STANDARDS WITH CLARIFICATIONS AND GLOSSARY



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Understanding the English Language Arts Standard Course of Study for Grade 1 ELA Standards with Clarification and Glossary

Purpose

This document provides the Grade 1 *NC Standard Course of Study for English Language Arts* (2017) in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for “In the Classroom.” The right column is the glossary.

These standards will be implemented in all North Carolina schools beginning in the 2018-19 school year.

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.

CCR Anchor 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

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence			
RL.1.1	Ask and answer questions about key details in a text .	Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text. <i>In the Classroom:</i> During a read aloud or shared reading lesson, the teacher models how to answer a text-dependent question. The teacher maps out his/her thoughts and textual evidence in a graphic organizer such as a bubble map. Students discuss key details from the text using think, pair, and share. After a period of discussion, they share out their thoughts as a group. Students create a story map, sequencing the events/facts learned in an illustrated fashion. In partners, students read a text and take turns asking each other text-dependent questions. The teacher provides an anchor chart of possible text-dependent question frames or sentence starters.	key details – specific and important parts of the text that provide information, support, and elaboration text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RL.1.2	Retell stories, including key details , and demonstrate understanding of their central message or lesson.	Students retell stories using important details from the text. They provide the central message or lesson of the stories. <i>In the Classroom:</i> The teacher models retelling using key details from the text. He/she then models how to use the key details from the text to determine the central message or lesson. Students retell using Five Finger Retell identifying the characters, setting, problem, main events, and solution/resolution.	central message – the unifying concept within a text to which other elements and ideas relate; often referred to as theme in upper grades key details – specific and important parts of the text that provide information, support, and elaboration 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

Grade 1 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
		The teacher creates an anchor chart on how to determine a lesson. The chart should include guiding questions to help students determine the lesson or central message. To understand the central message or lesson, students track characters from the beginning of the story to the end of the story, and then determine what the characters learned.	
RL.1.3	Describe characters, settings , and major events in a story, using key details .	Students use important details from the text when they describe characters, settings, or important events in a story. <i>In the Classroom:</i> Using read aloud mentor texts, the teacher models how to describe characters, citing key details. Students complete character maps based on what the characters say, do, and think. Students note key details that help them understand and describe the characters. During reading aloud, the teacher models using sticky notes to mark the settings of the story and note what happened at that place. Students 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. Students complete B-M-E graphic organizers detailing major events from the beginning, middle, and end. The organizers include what the characters say, do, and think. Students specifically tell where and when a story takes place, noting changes throughout. Students identify the major events of the story.	describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account event – a thing that happens; an occurrence key details – specific and important parts of the text that provide information, support, and elaboration 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 setting – the time and place of the action in a book, play, story, etc.

Grade 1 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Craft and Structure			
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Students determine words or phrases in a story or poem that suggest feelings (e.g., fear, excitement, worry) or appeal to the senses (e.g., glowing, delicious, freezing, quietly). <i>In the Classroom:</i> As the teacher conducts a read aloud, he/she asks students to note words that suggest feelings throughout the story. The words are recorded on sticky notes and marked in the book. The teacher reviews the five senses and creates an interactive anchor chart with these columns: sight, smell, taste, touch, and sound. As the teacher conducts a read aloud, he/she places words or phrases that appeal to the senses in the appropriate columns. Students add to the chart throughout the year as they read words that appeal to the senses.	phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. 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)
RL.1.5	Explain major differences between books that tell stories and books that give information.	Students recognize and are able to explain the different characteristics of literature and informational texts. <i>In the Classroom:</i> Students understand that authors write books for different reasons. They understand that literature includes characters, setting(s), and events written in sequential order in order to tell a story. Students also understand that informational texts are written to provide information on a specific topic. Informational texts often include text features such as headings, indexes, glossaries, bold words, and photographs. In small groups, students sort books into two piles – literature and informational. Once students finish, they can brainstorm characteristics they noticed about each genre and write their observations on T-Charts. As each	

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		group rotates through the stations, students can add new characteristics to each column. After the station rotation, the teacher reviews the students' findings and addresses any misconceptions, prior to hanging the charts up near the classroom library. During shared reading, the class reads two books on the same topic – one literature and one informational. The teacher thinks aloud about the differences he/she noticed in both texts, and then he/she invites students to share additional differences they notice. The teacher writes the different observations on a class anchor chart for future reference.	
RL.1.6	Identify who is telling the story at various points in a text .	Student's name who is telling the story in different parts of the text. <i>In the Classroom:</i> The teacher divides a short text into sections and displays them on the board. During shared reading, the teacher reads aloud one section at a time, helping students identify who is speaking in each section. They recognize when the author is telling the story and when a character is telling the story. The teacher reads aloud a story, thinking aloud how dialogue is used to signal a change in a speaker. The class creates a list of characters and assigns each character a color. As the teacher reads the story aloud, students help highlight what each character says, using that character's color.	text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Integration of Ideas			
RL.1.7	Use illustrations and details in a story to describe its characters, setting , or events .	Students explain the characters, settings, or events in a story by using the visuals and details from the story in their explanations. <i>In the Classroom:</i> The teacher reads aloud a mentor text, focusing on its setting. The teacher identifies 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 regarding the time of day and/or where the story takes place. The teacher creates a graphic organizer. On the left side, the characters are listed. Across the top, there are three columns: details from the text, details from the illustrations, and details from both. The teacher models reading 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.	describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account event – a thing that happens; an occurrence illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim setting – the time and place of the action in a book, play, story, etc.
RL.1.8	Not applicable to literature.		
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	Students describe the similarities and differences between the adventures and experiences of characters. <i>In the Classroom:</i> The teacher reads aloud two texts that feature different main characters. Each student writes an event from one of the books on a post-it. The teacher creates a Venn diagram with the name of the two main characters at the top. Then each student places his or her post-it under the character(s) that experienced that event. As a class, students read through the completed chart and orally discuss how the adventures and/or experiences of each character were alike and different.	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.

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STANDARD		CLARIFICATION	GLOSSARY
		Students complete double bubble maps to record events that happened to two different characters. Students use the text to determine where to place each event. The teacher provides sentence frames to students to help them 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 one to three sentences comparing and contrasting the adventures and/or experiences of the characters.	
Cluster: Range of Reading and Level of Complexity			
RL.1.10	With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.	Students competently read and understand various types of literature appropriately complex for grade 1 for extended periods of time. Sustained reading time should be supported. Students read with prompting and support as needed. <i>In the Classroom:</i> The teacher reads aloud high quality complex texts to model what good readers do as they read. After reading grade level texts, students demonstrate understanding through discussions with partners and/or written responses to text.	

Reading Standards for Informational Text

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Key Ideas and Evidence			
RI.1.1	Ask and answer questions about key details in a text .	Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text. <i>In the Classroom:</i> During a read aloud or shared reading lesson, the teacher models how to answer a text-dependent question. The teacher maps out his/her thoughts, as well as textual evidence, in a graphic organizer such as a bubble map. Students discuss and organize key details from the text using think, pair, share. After a period of discussion, they share their thoughts as a group. Students use organizers to map out key information from the text. In partners, students read a text and take turns asking each other text-dependent questions. The teacher provides an anchor chart of possible text-dependent question sentences or sentence starters.	key details – specific and important parts of the text that provide information, support, and elaboration text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RI.1.2	Identify the main topic and retell key details of a text .	Students state the main topic of an informational text. Students also state important details from the text. <i>In the Classroom:</i> The teacher reads an informational text and models how to create a bubble map with the main topic and key details. The main topic will be in the center of the map with important key details around the center. Students read an appropriately leveled text in small groups. Using the book, students complete a main topic tree map, noting the main topic at the top and followed by three to four important key details which help the reader understand the topic.	key details – specific and important parts of the text that provide information, support, and elaboration main idea(s)/topic – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning 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

Grade 1 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
			text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more topic – the subject or matter being discussed or written about in a text, speech, etc.
RI.1.3	Describe the connection between two individuals, events , ideas, or pieces of information in a text .	Students explain how two individuals, events, ideas, or pieces of information from a text are related. <i>In the Classroom:</i> The teacher reads aloud an informational text. He/she models through think aloud how to ask questions about the text to determine how individuals, ideas, events, or pieces of information are related. The teacher asks guiding questions such as: “How are ____ and ____ connected?” Or “How is one event related to another event?” The teacher models how to determine how events are connected using an informational text, such as one related to how plants grow. The class creates a chart tracking the cause and effect relationships between events, such as the connections between sunlight, water, and good soil for growing plants.	describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account event – a thing that happens; an occurrence text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
Cluster: Craft and Structure			
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text .	Students ask and answer questions about words or phrases that require further understanding or clarity in an informational text. <i>In the Classroom:</i> During a read aloud of informational text, the teacher pauses at predetermined words or phrases to ask students about the meanings of the words or phrases. Students engage in Think-Pair-Share. The teacher models how to use context clues, illustrations/photos, text features, etc. to determine the meaning of the words or phrases.	phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”) text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

STANDARD		CLARIFICATION	GLOSSARY
		The class creates an anchor chart listing possible questions students may ask themselves when they come to an unknown word or phrase. Question examples include: “How does the picture/photo help me understand this word?”, “Do the words around the word help me understand?”, and “Have I seen this word or a word that looks similar to this before?” As students read independently, they place sticky notes on words or phrases they have questions about or need more information to understand. The class puts all sticky notes on a chart. As a class, they discuss what the words may mean.	
RI.1.5	Know and use various text features to locate key facts or information in a text .	Students are familiar with and make use of text features such as the headings, tables of content, glossaries, electronic menus, icons, and captions to find key information or facts. <i>In the Classroom:</i> The teacher reads aloud an informational text, pausing at each text feature and thinking aloud how the text feature helps readers understand the text. As each text feature is identified within the text, the teacher adds it to a class anchor chart. The anchor chart includes a visual representation of each text feature, its definition, and its 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. Students work in pairs to identify different text features within a text. As students read, they place sticky notes over different text features within the text. They label the sticky note with the name of the text feature and write one sentence explaining how it helped them as readers. Ex. This is a heading. The heading describes what this section is about.	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

STANDARD		CLARIFICATION	GLOSSARY
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text .	Students differentiate between information learned from illustrations/other images and information learned through the words in the text. <i>In the Classroom:</i> During shared reading, the teacher chooses a short text and walks students through the illustrations in the text. The teacher stops at each illustration and asks students to share what they notice and what they learn from each illustration. The teacher emphasizes 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 and vice versa. During small group instruction, students are given a non-fiction paragraph with an illustration and are provided with four to five questions. Next to each question, they write whether the information to answer the question was found in the illustration or in the text. The teacher summarizes the activity by reminding students that sometimes the illustration extends the information learned in the text and vice versa.	illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
Cluster: 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 an informational text's important ideas. They use the visuals and details from the text in their descriptions <i>In the Classroom:</i> Students independently read a short informational paragraph provided by the teacher and draw illustrations to show key ideas learned from the text. Students then return to the paragraph and highlight the part(s) of the text that match their illustrations.	describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim key ideas – most important thoughts addressed in a text or discussion.

STANDARD		CLARIFICATION	GLOSSARY
		The teacher shows an illustration from an informational text. In pairs, students write key ideas they learned from the illustration. Students share how both the illustration and the words provide a clearer understanding of the text. In small groups, students read an informational text. The teacher then provides a key idea from the informational text for each small group. Students use two different colored sticky notes to mark what part of the text supports their assigned key idea. They use one color to mark the words and the other color to mark the illustrations.	text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
RI.1.8	With guidance and support, identify the reasons an author gives to support ideas in a text .	Students recognize what ideas an author is providing in a text. They are able to name what points in the text the author uses to develop or clarify those ideas. Students are guided and supported by the teacher and/or peers. <i>In the Classroom:</i> The teacher will read aloud a text and then provide the author's idea by writing it across the top of the board. The teacher then models returning to the text to find two or three reasons that support this idea. The teacher lists these reasons under the author's idea on the board. This becomes the format of the graphic organizer. (Top: the author's idea; Listed below: 2-3 reasons for support). As additional practice, students will be given another idea from the same text. In pairs, they will come up with two or three reasons to support that idea and record their thinking on their personal graphic organizers. During shared reading, the teacher will highlight one of the author's ideas within the text. As the teacher reads the text aloud, students listen for reasons in the text that support the author's idea. The teacher marks the reasons provided by the students with a highlighter. Finally, the teacher returns to each individual reason and discusses with students how each one directly relates back to the author's idea.	reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

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STANDARD		CLARIFICATION	GLOSSARY
RI.1.9	Identify basic similarities in and differences between two texts on the same topic .	Students recognize how two texts with the same topic are the same and different. This includes similarities and differences between illustrations, descriptions, or procedures. <i>In the Classroom:</i> The teacher reads aloud two texts on the same topic and then models a think-aloud in which he/she asks what information can be found in only one text and what information can be found in both texts. The teacher reads aloud two texts on the same topic. Students write one fact from each book on post-its. The teacher creates a T-chart with the title of each text at the top, and then each student places his/her post-it under the matching title. As a class, students read through each fact and identify any facts that are in both books. Students complete Venn diagrams to record the information contained in two texts that they have been read independently.	text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more topic – the subject or matter being discussed or written about in a text, speech, etc.
Cluster: Range of Reading and Level of Complexity			
RI.1.10	With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.	Students read various types of informational texts appropriately complex for grade 1 for extended periods of time. Sustained reading time should be supported. Students read with prompting and support as needed. <i>In the Classroom:</i> The teacher reads aloud high quality complex texts to model what good readers do as they read. After reading appropriately complex texts, students demonstrate understanding through discussion with partners and/or written responses to text. The teacher helps students learn to self-select books of interest to read independently and support them as they read for sustained amounts of time.	informational text – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)

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.

Reading Standards for Foundational Skills

STANDARD	CLARIFICATION	GLOSSARY
Cluster: Print Concepts		
RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize and use capitalization and ending punctuation .	Students understand the basic concepts of print. Students can identify and use capital letters and ending punctuation (periods, exclamation points, and question marks) in texts. <i>In the Classroom:</i> The teacher provides a collection of subjects and actions to students. Students choose one of each and use them to create a sentence. Students independently write their sentences using correct capitalization and ending punctuation. The teacher writes a morning message each day with missing or incorrect punctuation and capitalization. Students find and correct the mistakes. The teacher writes several sentences and cuts them into pieces. Students put the sentences back in order, paying close attention to capitalization and ending punctuation.	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.)
Cluster: Handwriting		
RF.1.2 Print all upper- and lowercase letters legibly.	Students write all uppercase and lowercase letters so they are easily readable. <i>In the Classroom:</i> The teacher uses a verbal path for each letter during shared and modeled writing to remind students to form their letters from top to bottom and from left to right. (e.g. b – pull down, up, around) The teacher models correct formation and orientation (e.g. reversals, letter confusions). Students practice independently.	

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Phonological Awareness			
RF.1.3	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).	Students demonstrate phonological awareness at the word level, syllable level, and sound level. • Students recognize the difference between long and short vowel sounds in single syllable words. • Students orally blend sounds, including consonant blends, to create words (e.g. /n/ /e/ /st/ makes nest). • Students orally pronounce the beginning, middle, or ending sounds in one-syllable words. • Students break words down into a sequence of sounds (e.g. slip is /sl/ /i/ /p/). <i>In the Classroom:</i> The teacher says a single-syllable word (e.g. “frog”), then taps down arm for each sound heard (e.g. /f/ (tap shoulder), /r/ (tap upper arm), /o/ (tap crook of arm), /g/ (tap wrist). Students do this, tap on their desks, or lay out objects to mark sounds. The teacher gives students some snap cubes and then says the sounds in a single-syllable word (e.g. /h/ /i/ /t/). Students will say each sound as they connect their blocks together. Then they will move their fingers across their connected blocks as they blend the sounds to read the entire word.	
Cluster: Phonics and Word Recognition			
RF.1.4	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.	Students read words using grade-level appropriate strategies. • Students can identify and spell common consonant digraphs (two consonant letters together stand for one sound - e.g. ch, sh, th, wh) • Students read common, one-syllable words that have regular spelling patterns.	analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole decode – to apply knowledge of the relationships of letters and sounds in order to form a word

Grade 1 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
	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 words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	- Students know 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. - Students understand that every syllable must contain a vowel. - Students determine the number of syllables and break apart simple two-syllable words that have regular spelling patterns. - Students read words that have inflectional endings (e.g. -s, -es, -ing, -ed). - Students identify and read grade appropriate words that do not follow normal spelling patterns. <i>In the Classroom</i> The teacher displays a morning message or poem. He/she calls on individual students to find different word features (e.g. specific digraphs, vowel teams, CVC words, inflectional endings, etc.) The teacher places several CVC words (e.g. kit, cap, mad) in a pocket chart and tapes a large letter “e” to a pointer. Students come up to the pocket chart and orally read the CVC words. Then they hold the pointer up to the end of each word to make new words and read them aloud.	
Cluster: Fluency			
RF.1.5	Read with sufficient accuracy and fluency to support 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.	Students read grade-level text smoothly and with enough accuracy so that they understand the text. - Students read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.). - Students read words correctly, maintain a suitable rate, and use their voices to show changes and feelings on consecutive readings.	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.

Grade 1 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Students reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word. <i>In the Classroom:</i> The teacher provides audio recordings of texts that model fluent reading. In these recordings, the readers use their voices to reflect punctuation, meaningful phrasing, changes, and feelings. Students follow along with a copy of the text as they listen. Students participate in reading and acting out reader's theater scripts. As students repeatedly practice their parts, the teacher encourages them to practice accuracy, appropriate rate, and expression.	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 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) 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

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 NC ELA 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*.

CCR Anchor Standards for Writing Standards

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 Guide for W.1, W.2 and W.3

W.1.1 Opinion writing is the first developing form of argument writing. Opinion writing has many purposes – to convince the reader that the writer’s position is correct, change the reader’s position on a topic or encourage the reader to take action. Writers use reasons to support their positions on topics or books under study. First grade students introduce a topic or book they are writing about, state their opinions, give a reason for their opinions, and provide endings that create closure.

The teacher provides instruction on organizing information and ideas around the topic under study. For example, graphic organizers such as circle maps and 4-square models can be used to plan cohesive papers. Students state an opinion (e.g. Dogs are the best pets.), then use graphic organizers to generate reasons to support their points (Dogs are the best pets because we can play with them.) The teacher guides students by asking questions and providing feedback. Students respond to questions from the teacher as well as peers to add details to and strengthen their writing. The teacher facilitates this process by providing opportunities for students to practice peer conferences in pairs as well as in group settings, where students learn correct ways to give feedback to fellow writers.

First graders must also provide closure as they bring their writing to an end. The teacher helps his/her students become successful at this skill by comparing stories that end abruptly with those that come to a satisfactory conclusion. The teacher also explains that closure in opinion writing can restate the position and explain why the writer chose to take that stance.

The teacher models the organization and construction of opinion writing by reading texts containing well-developed opinions, listing possible topics on chart paper, and guiding students in choosing appropriate topics. As he/she reads mentor texts aloud, the teacher stops, questions, and elicits discussion about an author's word choice and how he/she supports his/her stance with reasons. Students begin to construct their own opinion pieces, and the teacher refers to the author’s craft in those texts as support.

W.1.2 Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. It is important for the teacher to emphasize that informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. First grade students write informative/explanatory pieces in which they name a topic, provide some facts about the topic, and provide closure.

Students select topics of interest or research topics chosen by the teacher. Students use their previous knowledge about the topic and use classroom materials or online sources to gather facts. The teacher can support students by modeling research and note-taking as a whole-group activity. The teacher can “think aloud,” as students make decisions about the relevancy of facts and decide what to include in their pieces. Students help evaluate the significance of facts in relation to the topic and help choose information that provides the best support. The teacher can also provide books and digital resources (such as websites), and students work individually or in teams to choose and collect research about a non-fictional topic. Group work can be an efficient way for the teacher to meet with and assist students.

Students use graphic organizers to plan and complete their compositions. The teacher supplies assistance as needed when students are organizing their information, planning, and writing. The teacher also supplies assistance as needed to ensure students remain focused on their topic when writing. Students can take notes, draw, and label diagrams to help compose one or more paragraphs about a subject. Students meet with the teacher and their peers to review their work and to develop closing statements summarizing their findings.

Students work in teams or cooperative groups to ask questions and make suggestions to help their peers add details and make corrections. The teacher also has conferences with students, where he/she assists students and focuses their writing.

W.1.3 Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. First graders may not immediately include these elements in their stories, so teachers help them understand what makes a story and how to structure the order of their writing. First grade students develop their voices as narrative writers by writing about two or more sequenced events. They use some details to help bring their stories to life, use temporal words to show the order of events, and leave the reader with a sense of closure.

The teacher helps students generate ideas for narratives by providing multiple opportunities for discussions about life experiences. Students can list story ideas in journals and brainstorm ideas for class topics. The teacher can help students create personal stories by having them think of a “small moment” when something happened that made them feel a strong emotion. Students write about an event that happened in this important moment. Students use some details to describe the event(s) and focus on writing a story that describes that moment in order.

The teacher helps students organize their writing in a meaningful way. The teacher guides students in using graphic organizers, such as 4 square and circle maps, to model effective planning. Students review their story maps with the teacher, who makes suggestions and asks questions to help writers add details and strengthen their stories.

The teacher conferences with students to help them focus their narratives on two or more appropriately sequenced series of events. The teacher also assists students in the correct use of temporal transition words (e.g. first, next, at last) to establish order in their stories and assist students with providing a satisfactory sense of closure.

Writing Standards

STANDARD	CLARIFICATION	GLOSSARY
Cluster: 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, supply a reason for the opinion, and provide closure . - With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. - 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.	See Writing Guide	closure – a resolution at the end of an event or literary work reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic 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. 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. topic – the subject or matter being discussed or written about in a text, speech, etc.
W.1.2 Write informative/explanatory texts in which they name a topic , supply some facts about the topic, and provide closure . - With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. - With guidance and support from adults, focus on a topic, respond to questions and suggestions	See Writing Guide	closure – a resolution at the end of an event or literary work 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. 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

Grade 1 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
	from peers, and add details to strengthen writing as needed.		for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more topic – the subject or matter being discussed or written about in a text, speech, etc.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. 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.	See Writing Guide	closure – a resolution at the end of an event or literary work event – a thing that happens; an occurrence 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. sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other 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

Grade 1 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
			timing of events is important (e.g., first, next, last; previously; etc.) topic – the subject or matter being discussed or written about in a text, speech, etc.
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.	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. <i>In the Classroom:</i> After students have researched a topic, with help from their teacher, they type their piece of writing into a Word document, a document on Google drive, or another digital tool. Students complete a group research project on a topic and publish their work using a Google document, class blog, or other online space.	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. 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
Cluster: Research			
W.1.5	Participate in shared research and writing projects.	Students take part in research and writing projects as a class or in groups. <i>In the Classroom:</i> After listening to books about a how-to topic, students work in groups to discuss the steps needed to complete that how-to. They then produce a piece of writing, as a group, chronicling those steps in order. As a class, students complete a shared research and writing project about a studied topic. In groups, students choose one aspect of the topic to research using materials provided by the teacher. Students complete graphic organizers, gathering the information they learned. Then they write their piece cooperatively.	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

Grade 1 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
W.1.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Students think about and use personal experiences and/or collected information to provide answers to a specific question. The teacher provides support and guidance. <i>In the Classroom:</i> The teacher reads a mentor text to students and models using graphic organizers to note important information from the texts. Students use the information when writing answers to questions about the text. Students complete graphic organizers to gather the information they know about a specific question. After reading multiple sources, they add their new learning to their graphic organizers.	

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.

CCR Anchor 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

STANDARD	CLARIFICATION	GLOSSARY
Cluster: 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. - Follow agreed-upon rules for discussions. - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. - 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. - Students help 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. - Students add to the discussion, maintaining the topic with appropriate comments. - Students ask questions to clarify any confusion. <i>In the Classroom:</i> Students work with the teacher to create rules for discussions. Students role play the rules and discuss why it is important to follow these during conversations. The teacher provides specific instruction to teach the students how to be active listeners and speakers within small group and whole class discussions. The teacher may provide sentence stems, such as "I agree with ____" or "I also like ____", or question stems to assist with the discussion process.	text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more topic – the subject or matter being discussed or written about in a text, speech, etc.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Students listen to a text read aloud, information presented by others, or information presented in various ways. They ask questions about important information. <i>In the Classroom:</i> The teacher conducts a think aloud during a video presentation. He/she models how to think about the key details and how to listen carefully for the most important information. The teacher stops periodically to ask himself/herself questions about what he/she heard.	key details – specific and important parts of the text that provide information, support, and elaboration text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

STANDARD		CLARIFICATION	GLOSSARY
		Students 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. <i>In the Classroom:</i> 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 teacher has the students complete a brainstorm 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.	
Cluster: 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. <i>In the Classroom:</i> Students 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. The teacher shares a photo of an event occurring within the school that all students will recognize, such as a favorite game in PE or a favorite meal in the cafeteria.	describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account event – a thing that happens; an occurrence

Grade 1 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
		The teacher models sharing relevant details. Using a different photo, students work in small groups to practice presenting relevant details.	
SL.1.5	Add drawings or other visual displays to 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. <i>In the Classroom:</i> The teacher orally describes a familiar event (e.g. field trip, science experiment). He/she models how to add an illustration that clarifies the description. Students practice adding a clarifying visual to their own descriptions. The teacher shares a short 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 NC ELA 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*.

CCR Anchor 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.

K-5 Language Continuums Guide

What are the Language Continuums?

Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. The skills within each continuum are arranged by grade band rather than by grade to allow for multiple years of practice, differentiation, and scaffolding as needed. In the lower grade of the band, the teacher is introducing and modeling the skill. In the higher grade(s) of the band, students are applying the skill to more complex text as they work toward mastery. Some skills, such as subject-verb agreement, may require continued attention each year.

How do I read them?

The Language Continuums, when read horizontally, show the progression of the grade level bands in grammar and conventions. When read vertically, they show the skills taught in the specific grade band. The supporting clarifications include suggestions for how to introduce, model, build, and recognize mastery for each skill.

What does instruction look like in the classroom?

The skills are arranged by grade band to allow for two years of practice and eventual mastery.

- The use of formative assessment allows teachers to determine how well students have acquired learning and where they fall in the continuum.
- Teachers provide scaffolding based on formative assessments to meet students' needs within the continuum. In the lower grade of the band, the teacher introduces and models new skills allowing students to practice with teacher guidance. In the higher grade(s) of the band, the teacher provides students with opportunities to independently practice these skills, use the skills with increasingly complex text, and apply the skills to their writing and speaking.

How do I know where my students fall within the grade band?

Pre-assessments and formative assessments throughout the year can be helpful in determining where students fall within the band. One type of assessment might be a writing sample completed without assistance.

Formative assessments should provide teachers with an understanding of students' prior knowledge on a given skill. Teachers may build on this prior knowledge rather than reintroducing the skill each year. Teachers may find they do not need to begin with the suggestions in the "How to Introduce and Model" column of the continuum clarification document.

How do I talk about the Language Continuums with colleagues?

Teacher communication and discussion within each grade level and among the grade levels is a vital component for ensuring student success. Through PLC work, teachers should develop a shared understanding of the skills and how the continuums and support documents can be used to support instruction.

Grade level PLCs

- Discuss and develop pre-assessments for each skill, or group of skills, to determine student readiness. Consider using flexible grouping after reviewing pre-assessment results.
- Revisit the continuum clarification document for suggested teaching strategies. Consider possible mentor texts.
- Discuss providing feedback to students about specific skill use within their writing. Consider developing a standards-based rubric.
- Reflect on student work to plan for next steps. Consider students who need scaffolding as well as those who need enrichment.

Vertical PLCs

- Discuss how each grade level can build on the previous grade level's instruction.
- Discuss the mentor texts and the strategies used to introduce and build skills.
- Look at the previous grade band in the Language Continuums to determine which skills have been introduced.
- Look at the previous grade band in the Language Continuums to determine which skills are being introduced for the first time.

L1 – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	Use singular and plural nouns with matching verbs in basic sentences	Ensure subject/verb agreement	Continue to ensure subject/verb agreement	Continue to ensure subject/verb agreement	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Nouns	- Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) - Use common, proper, and possessive nouns	- Explain the function of nouns - Use collective nouns (such as <i>group</i>) - Form and use frequently occurring regular and irregular plural nouns	- Use abstract nouns (such as <i>courage</i>) - Continue to use regular and irregular plural nouns		
Verbs	- Form frequently occurring verbs - Convey sense of time	- Explain the function of verbs - Form and use past tense of frequently occurring irregular verbs - Form and use regular and irregular verbs - Form and use simple verb tenses - Form and use the perfect verb tenses - Convey sense of various times, sequences - Recognize inappropriate shifts in verb tense	- Form and use progressive verb tenses - Use modal auxiliaries (such as <i>may</i> or <i>must</i>) - Continue to form and use the perfect verb tenses - Convey sense of various times, sequences, states, and conditions - Recognize and correct inappropriate shifts in verb tense	- Explain the function of verbals (such as gerunds or participles) - Form and use verbs in active & passive voice - Form and use indicative, imperative, interrogative, conditional moods - Recognize and correct inappropriate shifts in voice and mood - Form and use transitive/intransitive verbs	
Adjectives	Use frequently occurring adjectives	- Explain the function of adjectives - Accurately choose which to use – adjective or adverb	- Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb - Order adjectives within sentences according to conventional patterns	Form and use compound adjectives	

Grade 1 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
Conjunctions	Use frequently occurring conjunctions	- Explain the function of conjunctions - Use coordinating and subordinating conjunctions	- Continue to use coordinating and subordinating conjunctions - Use correlative conjunctions (such as <i>either/or</i>)		Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Adverbs		- Accurately choose which to use – adjective or adverb - Explain the function of adverbs - Form and use comparative adverbs	- Form and use comparative and superlative adverbs - Use relative adverbs	- Use adverbs that modify adjectives - Use adverbs that modify adverbs	
Sentences	- Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences - Understand and use question words	Produce, expand, and rearrange simple and compound sentences	- Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences - Produce, expand, and rearrange simple, compound, and complex sentences	- Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas	
Prepositions	Use frequently occurring prepositions	Explain the function of prepositions	Form and use prepositional phrases		
Pronouns	Use personal, possessive, and indefinite pronouns	- Explain the function of pronouns - Continue to use personal, possessive, and indefinite pronouns - Use reflexive pronouns	- Ensure pronoun-antecedent agreement - Use relative pronouns	- Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>) - Use intensive pronouns - Recognize and correct inappropriate shifts in pronoun number and person	

Grade 1 ELA Standards, Clarifications and Glossary

SKILL	K-1	2-3	4-5	6-8	9-12
				- Recognize and correct vague pronouns - Continue to ensure pronoun-antecedent agreement - Recognize and apply the nominative case and objective case	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Determiners	Use determiners	Correctly use <i>a</i>, <i>an</i>, and <i>the</i>			
Commonly Confused Words		Correctly use common homophones	Correctly use frequently confused words (such as <i>to</i>, <i>two</i>, <i>too</i>)	Continue to correctly use frequently confused words	
Interjections		Explain the function of and use interjections	Continue to use interjections		
Phrases and Clauses			- Explain the function of phrases and clauses - Recognize independent and dependent phrases and clauses	- Explain the function of phrases and clauses in general and their function in specific sentences - Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers - Form and use indirect/direct objects	
Usage				- Recognize variations from standard English in their own and others' writing and speaking - Identify and use strategies to improve expression in conventional language	

CLARIFICATIONS

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **K-1 grammar continuum**.

Mastery: Teachers recognize and assess student mastery of the skills in the L.1 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher.

K-1 Skill	How to Introduce and Model	How to Build
Subject/Verb Agreement		
Use singular and plural nouns with matching verbs in basic sentences	The teacher directly introduces singular and plural nouns and matching verbs by using a read aloud mentor text. The teacher points out examples from the text and students discuss what they notice about the nouns and matching verbs. The teacher models singular and plural nouns and matching verbs with age appropriate examples such as "Cat runs.", "Cats run.", "Dog jumps.", "Dogs jump.", "He hops.", "We hop." He/she writes the examples on the board. During read aloud or shared reading time, the teacher compares and contrasts singular and plural nouns and verbs.	The teacher creates an anchor chart that will be added to as students read singular and plural nouns with matching verbs. The teacher models reading and writing basic sentences using singular and plural nouns with matching verbs. Students work in pairs to orally generate sets of singular and plural nouns with matching verbs. Students continue to practice this skill by participating in skill-based performance activities such as matching cards, computer games, and composing basic sentences.
Nouns		
Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)	Forming frequently occurring nouns and regular plural nouns (/s/ or /es/) is introduced as the teacher creates an anchor chart with frequently occurring nouns and regular plural nouns heard during a read aloud. Examples include: dog, dogs; wish, wishes. Teacher thinks aloud about why and how he/she decides to add /s/ or /es/ to form regular plural nouns. The students say and write the frequently occurring nouns and regular plural nouns on a whiteboard as the teacher writes them on the anchor chart	During shared reading and writing, the teacher and students add other frequently occurring nouns and regular plural nouns (/s/ or /es/) to the anchor chart. During partner reading, students form frequently occurring nouns and regular plural nouns (/s/ or /es/) found in the text with pencils, markers, pens, beans, counters, etc. Students write frequently occurring nouns and regular plural nouns on paper and add drawings/illustrations that correspond with the words.

K-1 Skill	How to Introduce and Model	How to Build
Use common, proper, and possessive nouns	The teacher directly introduces common, proper, and possessive nouns by using a read aloud mentor text. During read aloud, the teacher pauses when he/she comes to a common, proper, or possessive noun such as dog, Pug, dog's collar, and he/she thinks aloud about which type of noun it is. The students and teacher create a graphic organizer or anchor chart that names common, proper, and possessive nouns. Students turn to partners and practice using these nouns in sentences.	The teacher conducts a group writing activity. The teacher writes a morning message, letter, story, etc. and uses common, proper, and possessive nouns in the writing. Students raise their hands when they see/hear the teacher write a common, proper, and/or possessive noun. The teacher stops and discusses which type of noun it is and why. In cooperative groups, students color-code the different types of common, proper, & possessive nouns they find in a text.
Verbs		
Form frequently occurring verbs	Forming frequently occurring verbs is introduced as the teacher creates an anchor chart with frequently occurring verbs heard during a read aloud. Examples include: eat, ate, jump, hop, run, play Students turn to partners and use these verbs in sentences. Students practice forming the verbs on paper, in sand, in rice, with beans, etc.	As they read texts, students add more examples of frequently occurring verbs to the anchor chart. In pairs, students take turns choosing sentence starters. Students then complete the sentences using verbs. Examples include: The rabbits <u>hop</u>. The boys <u>run</u>. The girls <u>play</u>. I <u>eat</u>. The dog <u>ate</u>. The kangaroos <u>jump</u>. Students say the sentences orally and write the sentences on whiteboards or on paper.
Convey sense of time	Using the frequently occurring verbs anchor chart, the teacher clearly explains, demonstrates, and models how verbs change tense to convey a sense of time. The class creates sentences using those verbs, conveying different senses of time. The teacher writes examples (such as, "Yesterday I walked home.", "Today I walk home.", "Tomorrow I will walk home.") on the board and circles or underlines what part of the sentence conveys a sense of time.	Students choose a frequently occurring verb from the anchor chart and use the verb in three sentences (orally and/or in writing) that convey a sense of time. In guided groups, students read and color-code words in a text that convey a sense of time.

K-1 Skill	How to Introduce and Model	How to Build
Adjectives		
Use frequently occurring adjectives	The teacher directly introduces frequently occurring adjectives by using a read aloud mentor text. Thinking aloud, the teacher models how frequently occurring adjectives describe and provide more information about the nouns in the text. Examples include: little dog, big chair, helpful boy, hot pot, tiny ant, ugly duckling. The teacher dresses in an unusual way and students take turns describing what he/she is wearing. The teacher records their descriptions. Then the students provide oral/written responses using frequently occurring adjectives to describe how the teacher should dress the next day.	The teacher creates an anchor chart that will be added to as students come across frequently occurring adjectives. In guided groups, the teacher provides pictures with basic sentences that are directly associated with the pictures. Students use frequently occurring adjectives to describe and provide more information about the nouns in the pictures and corresponding sentences.
Conjunctions		
Use frequently occurring conjunctions	The teacher models the proper use of conjunctions. Frequently occurring conjunctions include: and, but, or, so, because. Visual representations help students understand the meaning and usage for each. For example, while reviewing lunch choices, the teacher reads a printed sentence, “Would you like pizza or a hot dog for lunch?” The conjunction “or” is written in a bold color. The teacher displays a picture of a child holding hands out to the side, palms up, to represent alternatives. In this way, the students learn that “or” represents a choice. You cannot have both pizza and a hot dog. The teacher refers to the visuals, while modeling use of conjunctions in written form. While reviewing the daily schedule, the teacher writes, “It is raining, so we will stay inside.”	After reading a story aloud, the teacher says, “I liked the dog and the cat in this story.” Students take turns sharing two things about the story. If the student provides only one response, the teacher prompts the student to use a conjunction and expand his/her sentence. While learning about the weather, the students respond to the teacher’s sentence starter, “It is cold today...so I will wear a coat.” Students review their writing journals and highlight conjunctions they have used.

K-1 Skill	How to Introduce and Model	How to Build
Sentences		
Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences	The teacher models the usage of a variety of sentence types. He/she writes a declarative sentence, “Today is a sunny day.” as part of calendar activities. While writing a morning message with the class, the teacher elicits and includes simple sentences, “We have art today.” and compound sentences, “It is Matt’s birthday, so we will have cupcakes.” The class reads the message together, highlighting a specific sentence type each day. After reading a story about a mean wolf, the teacher makes an exclamatory remark, “The wolf was not nice!” The students repeat the sentence with the same emotion. The teacher models the use of a variety of sentence types in written form by placing labels around the room with interrogative sentences such as, “How will you go home today?” or imperative sentences such as “Put papers here.” Highlighting the punctuation will help call attention to the various sentence types.	The teacher leads students to identify a variety of sentence types in a mentor text read aloud by highlighting each type in a different color. In conversation, if a student responds with a single word or phrase, such as “rode bike,” the teacher models an expanded sentence: “You rode your bike? That’s great. Say, I rode my bike.” The student mimics the teacher. The teacher increases the complexity of the sentence as a student’s understanding increases. In the writing center, students sort sentences by type. Differentiation can occur by using color-coded clues.
Understand and use question words	The teacher models the use of question words such as questions that begin with who, what, where, when, why, and how. He/she asks questions, following a read aloud of a mentor text, to provide a retell, such as “What happened first?” The teacher brings attention to the question words that he/she uses. The class creates an anchor chart of question starters and question words. Students turn to their shoulder buddies and ask questions, using starters/words from the anchor chart. The teacher models the use of question words and color-codes them.	The teacher engages students in oral and written language activities by modeling, prompting, and guiding the usage of question words. If a student asked “Water?” the teacher responds, “Are you asking where is the water fountain?” or “When can you get water?” The teacher uses Who, What, Where, When, Why, How word cards to produce a class written sentence or short story. One child provides a response to “Who?” A monkey. Another child supplies an idea of “what” he is doing. Riding a bike. A monkey is riding a bike.

Prepositions		
Use frequently occurring prepositions	The teacher models the use of prepositions such as to, from, in, out, off, for, of, by, with, during, beyond, and toward. Giving directions offers many opportunities. For example, the teacher might say, “During Guided Reading, you will work quietly in centers.” or “After you write the word, color the picture.” or “Turn toward the front of the room.” While on the playground, the teacher’s directions may include, “Do not go beyond the monkey bars.” The teacher models use of prepositions in written form. Written directions such as “Name on your paper.”, “Put work in the basket.” or “Line up by the door.” are posted in the classroom with the prepositions highlighted or bolded. The class develops student friendly definitions and illustrations for future reference. For example, the students may define after, “as what comes next” and use an illustration to represent the preposition.	While leading a story retell, the teacher prompts students to name what happened during the storm or after the girl went home. The class uses prepositions to generate a chart of things they do upon arrival. Take your folder out of your backpack. Bring notes from your parents to the teacher. Sign up for your lunch choice. Say the pledge with the class. Students write a how-to book in the writing center. After they write, students highlight the prepositions.
Pronouns		
Use personal, possessive, and indefinite pronouns	The teacher models the use of personal (such as I, me, they), possessive (such as my, their, yours) and indefinite (such as anyone and everything) pronouns. Rules and expectations may be stated, “We take care of our room. Anyone who wants a turn must raise a hand.” The pronouns are highlighted. Speech bubbles to the side explain whom the pronoun represents. We—all of us. Our—the things that belong to us. The teacher uses a think aloud strategy to model choosing appropriate pronouns while writing a story.	The class creates an anchor chart of personal, possessive, and indefinite pronouns. Students turn to their shoulder buddies and produce sentences using pronouns from the anchor chart. The teacher displays a variety of personal, possessive, and indefinite pronouns, along with a couple of students’ names. The teacher makes a statement such as “Ralph and Aiden are in our class.” Students take turns, verbally adding details. “They like to ride their bikes. We like to play with them.” The teacher scribes the sentences. The class-generated stories are bound into a book to be re-read in the class library. Student names and pronouns cards, along with sentence starters, are placed in the writing center for additional writing opportunities.

	The teacher writes several sentences on the board, each using a different pronoun. Students take turns changing the pronoun in the sentences. The class discusses how different pronouns change the meaning of the sentences.	
Determiners		
Use determiners	The teacher introduces determiners such as articles and demonstratives as a means of clarifying. The teacher presents a classroom item and asks students to name it. The teacher models using a determiner, such as “This is a pencil.” The teacher explains that people use words <i>a</i>, <i>an</i>, and <i>the</i> to make sure we are speaking or writing clearly and can be understood. The teacher displays word cards <i>a</i>, <i>an</i>, <i>the</i>. The teacher calls attention to the text of the previously read book and points out places where the author uses determiners <i>a</i>, <i>an</i>, <i>the</i>. The teacher connects the use of determiners in the text to the illustrations. He/she makes the following distinctions: • Determiners are used before a common noun. • <i>A</i> is used to represent a single item in a general way. (A tree in the forest refers to only one tree, but it could be one of many.) • <i>An</i> is used in the same way but precedes words beginning with a vowel, to make it easier to say. (A apple is not as easy to say as an apple.) • <i>The</i> is used to represent single or multiple items in a specific way. (This is the book for your mother.)	During classroom transition, the teacher begins a chant of “This book is my book” and calls on a child who names another object in the room, “This chair is my chair.” Students continue, in turn. The class identifies the determiners in the sentences. The class composes an anchor chart with student friendly definitions of determiners, along with visual representations. The students use the anchor chart to provide written responses to a story read during guided reading. They then trade with partners and highlight determiners (using the anchor chart for reference.) Students trade back and discuss if they used the correct determiners.

L2 – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	• Capitalize the first word in a sentence • Capitalize the pronoun “I” • Capitalize dates and names of people	• Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization	• Capitalize appropriate words in titles • Continue to use correct capitalization		Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Punctuation	• Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates	• Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue	• Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works	• Use punctuation to set off nonrestrictive/parenthetical elements • Use a comma to separate coordinate adjectives • Use punctuation to indicate a pause or break • Use an ellipsis to indicate an omission • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply hyphen conventions	

Grade 1 ELA Standards, Clarifications and Glossary

Skill	K-1	2-3	4-5	6-8	9-12
Spelling	• Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words	• Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words	• Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly	• Consistently apply conventional rules to spell words correctly	Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
References		• Consult reference materials as needed to check and correct spellings	• Continue to consult reference materials as needed to check and correct spellings	• Continue to consult reference materials as needed to check and correct spellings	

CLARIFICATIONS

L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **K-1 conventions continuum**.

Mastery: Teachers recognize and assess student mastery of the skills in the L.2 Continuum through student writing and speaking. Students' writing and speaking are assessed by the student, peers, and the teacher.

K-1 Skill	How to Introduce and Model	How to Build
Capitalization		
Capitalize the first word in a sentence	After reading a mentor text, the teacher calls attention to the capital letter at the beginning of a sentence. He/she contrasts the use of an uppercase letter at the beginning of the first word in a sentence (The) with the lowercase letters used throughout the sentence. (...boy is big.) The teacher locates other examples in the text. He/she compares the author's use of capitals in the book to writing his/her own sentences. The teacher models writing a sentence, capitalizing the first word and using lowercase letters in the remaining words. He/she thinks aloud the while writing. Students practice capitalizing the first word in sentences they write.	The teacher models the correct use of capitalization in a shared writing experience. Following a social studies or science lesson, the teacher asks the class to recall information learned. As the teacher writes the information, he/she involves the class by asking leading questions. "How do I start the sentence? Should this be an uppercase or lowercase letter?" The class creates an anchor chart stating, "Capitalize the first word in a sentence." Sample sentences are created with the capitalized letter written in a different color. Students write sentences in a writing center, capitalizing the first word in sentences. When writing about a favorite school event or home activity, students use uppercase letters to begin sentences and lowercase letters for remaining words.
Capitalize the pronoun "I"	The teacher explains the word, I, as a term referring to oneself. The teacher provides written examples. He/she references her name posted in the classroom, calling attention to the capitalization. He/she explains that names begin with capital letters because they refer to specific people. The teacher personalizes the example by saying, "When I write about myself, I use the pronoun, I. I am still referring to a specific person—myself, so I capitalize I." Another explanation might be a sentence such as "Mrs. Jones and I read books." The teacher highlights the use of a capital letter in a person's name and in the	The teacher presents written questions using student names, such as "Kathy, how old are you?" The teacher records a student response. For example, "I am six." A student traces over the capitalized letter, I, while all other students skywrite the uppercase letter. The teacher repeats the process with additional questions and responses. The class generates an explanation regarding capitalizing the pronoun, I. The teacher records this information for future reference.

K-1 Skill	How to Introduce and Model	How to Build
	word I. Both refer to specific people. The teacher highlights examples of the pronoun, I, capitalized in books.	Students capitalize the pronoun, I, in sentences. This includes writing about favorite book characters, what they did over the weekend, or a Valentine written to a friend.
Capitalize dates and names of people	The teacher displays word cards such as boy, girl, and the names of two students. He/she highlights the capital letter at the beginning of the student's name and contrasts it with the lowercase letters in "boy" and "girl." The teacher explains that boy and girl could refer to any boy or girl in the class, so it is written with lowercase letters. A proper noun, such as a name, refers to a specific person and therefore begins with a capital letter. In the same manner, the teacher presents word cards such as day, month, Friday and October. He/she explains that day and month are general terms that could refer to any day or month. Friday is the name of a specific day. The teacher relates to a specific class activity, such as "Friday is the day we have pizza. It is the name of a specific day, so it is capitalized. October is the name of a specific month, so it is also capitalized." The teacher names a specific child's birthday in October or Halloween, to distinguish it from a generic month. While reading a mentor text, the teacher points out capitalized dates and names of people. Students write their names using capitalization correctly. They write the months of their birthdays or the days of the week using correct capitalization.	The teacher displays students' names. He/she asks students to name the beginning letter of a student's name. The teacher prompts specific responses, such as "capital K," instead of "K." After several examples, the teacher asks students to identify what is common among each name (begins with a capital letter). The teacher refers to the remaining letters in a child's name to identify these as lowercase letters. The students create an explanation, which is posted with samples for future reference. The class dictates the daily news of the classroom. The teacher records while eliciting guidance from the students on capitalization of dates and names of people. The students cut out examples of names and dates in newspapers, magazines, and other printed materials. The students circle the beginning, capitalized letters and glue them on index cards to be used as a reference for future writing.

K-1 Skill	How to Introduce and Model	How to Build
Punctuation		
Recognize end punctuation	The teacher reads aloud a mentor text to the students in a shared reading format. After reading, he/she points out the punctuation at the end of a sentence. The teacher explains that the author ends each sentence by using punctuation. This tells the reader where to stop. It also lets the reader know when to ask questions and when to be excited. The teacher reviews additional examples of punctuation in the text.	The teacher reviews the author's use of punctuation as a way to tell the reader how to read the text. The teacher displays an enlarged text or short story, asking students to look for punctuation at the end of a sentence. The teacher reads aloud, underlining each word with her finger. When students recognize an end punctuation, they clap. Students recognize end punctuation as they read in a guided reading group with the teacher. Students use highlighting tape to recognize end punctuation in books in the class library. Students circle or highlight end punctuation in teacher created charts.
Name end punctuation	The teacher displays a short story on chart paper that includes sentences ending with a period, a question mark, and an exclamation mark. He/she reads aloud the text and then identifies the end punctuation of each sentence. He/she traces over each punctuation with a contrasting marker. The teacher provides the name of each punctuation along with the symbol. He/she displays a word card with both the name and symbol for each end punctuation.	The teacher reviews the name of end punctuation by referring to previously displayed word cards. The teacher presents a variety of sentences, asking students to look for end punctuation. The teacher reads a sentence aloud, underlining each word with her finger. Students say the name of the end punctuation aloud. For example, the teacher reads, "The kite flew up in the air." Students say "period" when the teacher points to the period. When reading in collaborative pairs in the literacy center, students name end punctuation to partners. Students locate and name end punctuation in teacher created sentences about a recent social studies unit.
Use end punctuation for sentences	The teacher refers to a mentor text and locates end punctuation. He/she relates the author's purpose with the punctuation. For example, "Tomie dePaola put a period at the end of a sentence to tell the reader to stop." The teacher repeats the explanation with examples of question marks and exclamation marks. For example, "Eric Carle uses a question mark as an end punctuation because he is asking a question. Dr. Seuss ended this sentence with an exclamation mark to show excitement."	The teacher and students write questions and answers about classroom routines. Students identify the end punctuation needed for each sentence. When completed, students review the use of end punctuation by highlighting periods in one color, question marks in another color, and exclamation marks in a third color. This activity may involve the teacher writing all the sentences with student input, or the teacher may write on the board while students write individually at their seats.

K-1 Skill	How to Introduce and Model	How to Build
	The teacher explains that punctuation at the end of the sentence helps make the meaning of a sentence more clear. He/she provides sentences with different end punctuation, and students identify periods, question marks, and exclamation points. As a class, they create their own example sentences using each end punctuation.	The teacher provides sentences selected from a previously read text, omitting the end punctuation. Students rewrite each sentence using the correct end punctuation. The students then locate the sentence in the book to self-check their work.
Use commas in dates	The teacher writes the date on the board with the comma in the proper place. The teacher uses different color markers for the month, the date, and the year, in order to set the comma apart. He/she states the punctuation is called a comma and explains it is used to indicate a pause. The teacher highlights the comma, reading the date aloud to model its effect. He/she compares reading the date aloud without a comma and without a pause to emphasize the importance of the punctuation for clarity and understanding. The teacher displays additional sample dates and repeats the process. The teacher writes the current date on the board. Students add the comma.	The teacher and class create a list of important dates for the current month. As the students brainstorm, the teacher records each date. With teacher guidance, as needed, the students indicate the proper use of commas in dates. The teacher and class create a chart with sample dates. Commas are written in different colors. Arrows point to the commas, and a student generated explanation of the proper use of commas in dates is recorded for future reference.
Spelling		
Write a letter or letters for most consonant and short-vowel sounds	The teacher presents letter cards with pictures of objects representing each letter sound. He/she models the process of producing a consonant sound and making an association with a specific picture and letter. The teacher then models writing the letter, using the letter formation exemplified on the card. He/she repeats the process with other consonant or short vowel sounds, deliberately following the same procedure (produce sound, identify with picture/letter, write letter). The teacher repeats this process over many sessions. As students internalize the connection between letters and sounds, they will eliminate the need for specific picture card support.	The teacher makes a consonant sound. Students echo the sound. With teacher support, as needed, the students make an association with a specific picture and letter. The teacher writes the letter, using the letter formation, while students write the letter on individual white boards. The teacher and class repeat the process with other consonant or short vowel sounds, allowing students additional involvement and practice with producing the sound, identifying with a picture/letter, and writing the letter.

K-1 Skill	How to Introduce and Model	How to Build
	Students draw pictures. They place a letter next to two of the images in their drawings. For example, the student writes “h” to label the house and “s” or “sn” to label the sun in a drawing.	
Spell simple words phonetically, drawing on knowledge of sound-letter relationships	The teacher models spelling simple words phonetically. He/she says a word, then repeats it slowly, isolating each phoneme. The teacher models identifying the letter that represents each sound. The teacher writes the letters representing the sounds in order to complete the word. This process is repeated with multiple words. The teacher guides the students to use sound-letter relationship along with letter-sound cards, as needed, to write each letter. The teacher records on the board, while the students write on individual white boards.	The teacher and students spell simple words phonetically. The teacher says a word. The class repeats the word slowly. Students use magnetic letters to build words that match a picture of a CVC word. They are reminded to say the name of the object in the picture, isolate each sound they hear in the word, and match the magnetic letter to the sound they hear.
Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions	The teacher displays pictures relating to a previously taught science/social studies lesson and names the object in each picture. He/she models segmenting each sound in the word and draws a line to represent each phoneme. For a picture of a bat, the teacher says /b/ /a/ /t/ and writes __ __ __. The teacher models the thought process of identifying letter(s) for each phoneme and writes each on the corresponding line (<u>b</u> <u>a</u> <u>t</u>). The teacher repeats the process with additional picture cards. The teacher transfers information from a phonics lesson to spelling and writing by summarizing, “If you are writing today, remember to...” In this way, the teacher sets expectations and models application of the information presented. This includes spelling conventions, such as every word includes a vowel or <i>ck</i> may represent the /k/ sound at the end of word but not at the beginning.	The teacher and students spell words phonetically as they label a photograph of pets. The teacher leads the class in the process of naming each pet, segmenting sounds, and drawing lines to represent each phoneme. Then the class and teacher identify and write letter(s) on each line, spelling untaught words phonetically. The teacher leads the students to list supplies they use at school. While the teacher models on the board, students spell phonetically on individual white boards. With repeated practice, students eliminate the step of drawing lines. The class develops anchor charts to reflect spelling conventions previously taught. The teacher models referencing the information during shared writing activities.

K-1 Skill	How to Introduce and Model	How to Build
Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words	The teacher demonstrates the process of spelling words using think aloud. He/she demonstrates spelling words with common spelling patterns as well as words that have irregular spellings. The teacher reminds students of the spelling patterns they have learned and applies this knowledge to daily writing.	The teacher and students create an anchor chart of spelling patterns and an anchor chart of irregular words. The teacher and students refer to the anchor charts as they write about a field trip, list the supplies needed for a project, or explain how to solve a math problem. Students create word journals of words they like and use, spelling their chosen words correctly.

Language Standards

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Conventions of Standard English			
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.	See Language Grammar Continuum	conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language 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. 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 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
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation , and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.	See Language Conventions Continuum	conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language 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 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.)

STANDARD		CLARIFICATION	GLOSSARY
Cluster: Knowledge of Language			
L.1.3	(Begins in grade 2)		
Cluster: 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 .	Students figure out and/or confirm the meaning of grade 1 words/phrases that are unfamiliar or have multiple meanings. When figuring out and/or confirming the meaning of words/phrases, students choose from several strategies – context clues, word parts, and word relationships. • Use sentence-level context as a clue to the meaning of a word or phrase: Students use the words around the unknown words to determine the meaning of that word. • Use frequently occurring affixes as a clue to the meaning of a word: Students read and use prefixes and suffixes to understand the meaning of a word. • Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking): Students recognize root words and endings such as -s, -ed and -ing. • Identify real-life connections between words and their use (e.g., note places at home that are cozy): Students think about new words in familiar contexts. For example, if a student doesn't understand the word cozy, he/she may think about places at home that are cozy. <i>In the Classroom:</i> During shared reading or read aloud, the teacher models 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 determine the meaning of that word.	context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it multiple-meaning words and phrases – words and phrases that have more than one meaning (e.g., elephant's trunk / car trunk) word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)

	STANDARD	CLARIFICATION	GLOSSARY
		The teacher models breaking a word down into the root word and affix to determine meaning (e.g. if unknown word is replace, the teacher models how to break it down into parts (re + place) and further explains that re means again). Students read texts and practice choosing strategies to use when determining or clarifying unknown words (using context clues, word parts, or word relationships). Students mark on sticky notes which strategy they chose to use.	
L.1.5	With guidance and support from adults, demonstrate understanding of nuances in word meanings. - Sort words into categories to gain a sense of the concepts the categories represent. - Define words by category and by one or more key attributes. - Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.	Students understand subtle differences in word meanings. Teachers and/or other adults provide guidance and support. - Students sort words into categories to better understand the categories that they represent, such as colors and clothing. - Students 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). - Students 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. <i>In the Classroom:</i> The teacher models sorting words or picture cards. The teacher posts pictures of animals (duck, seagull, pelican, parrot, dog, monkey.) Then the teacher helps the students 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.	adjective – a word that modifies a noun by providing more detailed information (e.g., fast car) nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)

Grade 1 ELA Standards, Clarifications and Glossary

STANDARD		CLARIFICATION	GLOSSARY
		Students act out the verbs and adjectives. Then the students determine the level of intensity (e.g. sprint is faster than jog.)	
L.1.6	Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.	Students use words and phrases in their speaking and writing. The words and phrases are learned 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. Students use conjunctions (e.g. because) orally and in writing to show simple relationships. <i>In the Classroom:</i> Students choose learned words and write them down on sticky notes, in journals or by typing them into a document on the computer. Students add a tally or star whenever they use them in conversation, in their writing, or read them in a text. Teachers model combining two phrases using common conjunctions such as because, and, so, etc. in whole and small group lessons. Students then demonstrate understanding by using those conjunctions in their own writing and highlighting or underlining them.	phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “ Running through the forest , she breathed in the fresh, crisp air.”)