

**NC Standard Course of Study and Extended Content Standards English Language Arts (ELA) Alignment
Grade 1**

**NC Standard Course of Study K-12 ELA for Implementation in
2018-2019, Adopted April 2017**

**Extended Content Standards K-12 for ELA for
Implementation 2018-19, Adopted June 2017**

READING: LITERATURE

Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard R.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.			
RL.1.1	Ask and answer questions about key details in a text.	RL.1.1	Identify details in familiar stories.
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.			
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.1.2	With guidance and support, recount key details in familiar stories.
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
RL.1.3	Describe characters, settings, and major events in a story, using key details.	RL.1.3	Identify characters and settings in a familiar story.
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.			
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.1.4	With guidance and support, identify sensory or feeling words in a familiar story.
CCR Anchor Standard R.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.			
RL.1.5	Explain major differences between books that tell stories and books that give information.	RL.1.5	With guidance and support, identify a text as telling a story.
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.			

RL.1.6	Identify who is telling the story at various points in a text.	RL.1.6	With guidance and support, identify the speaker in a familiar story.
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.7	Identify illustrations or objects/tactual information that go with a familiar story.
CCR Anchor Standard R.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.			
	K-12 Not applicable to literature.		K-12 Not applicable to literature.
CCR Anchor Standard R.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.			
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	RL.1.9	With guidance and support, identify experiences of characters in familiar stories as same or different.
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.			
RL.1.10	With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.	RL.1.10	Actively engage in group reading activities for a clearly stated purpose.
READING: INFORMATIONAL TEXT			
Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard R.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.			
RI.1.1	Ask and answer questions about key details in a text.	RI.1.1	Identify details in familiar text.
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.			
RI.1.2	Identify the main topic and retell key details of a text.	RI.1.2	Identify the main topic and retell key details of a text.

CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3	Identify individuals, events, or details in a familiar informational text.
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.			
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.1.4	With guidance and support, ask a reader to clarify the meaning of words in a text.
CCR Anchor Standard R.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.			
RI.1.5	Know and use various text features to locate key facts or information in a text.	RI.1.5	With guidance and support, identify various text features such as print, pictures, and titles.
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.			
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI.1.6	Distinguish between words and illustrations in a familiar information text.
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
RI.1.7	Use the illustrations and details in a text to describe its key ideas.	RI.1.7	Identify illustrations or objects/tactual information that go with a familiar text.
CCR Anchor Standard R.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.			
RI.1.8	With guidance and support, identify the reasons an author gives to support ideas in a text.	RI.1.8	With guidance and support, identify points the author makes in a familiar informational text.
CCR Anchor Standard R.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.			
RI.1.9	Identify basic similarities in and differences between two texts on the same topic.	RI.1.9	With guidance and support, compare two familiar texts on the same topic.
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.			
RI.1.10	With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.	RI.1.10	Actively engage in group reading of information text for a clearly stated purpose.

READING: FOUNDATIONAL SKILLS

Abbreviation	Standard	Abbreviation	Standard
Print Concepts			
R.F.1.1	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Recognize and use capitalization and ending punctuation. 	R.F.1.1	Demonstrate emerging understanding of the organization of print. <ol style="list-style-type: none"> a. Demonstrate understanding that print is read left-to-right and top-to-bottom. b. Demonstrate understanding of orientation of print. c. With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.
Handwriting			
RF.1.2	Print all upper- and lowercase letters legibly.	RF.1.2	Selects or produces letters when asked to write.
Phonological Awareness			
R.F.1.3	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> 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). 	R.F.1.3	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Recognize rhyming words. b. With guidance and support, identify the picture or word that corresponds to orally presented segmented phonemes (e.g., C-A-T). c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition			
RF.1.4	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. 	RF.1.4	<p>Demonstrate emerging letter and word identification skills.</p> <ol style="list-style-type: none"> Identify upper case letters of the alphabet. With guidance and support, recognize familiar words that are used in every day routines.
Fluency			
RF.1.5	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	RF.1.5	<p>Begin to attend to words in print.</p> <ol style="list-style-type: none"> Engage in sustained, independent study of books. Participate in shared reading of a variety of reading materials reflecting a variety of text genre.
WRITING			
Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an	W.1.1	With guidance and support, select a topic and use drawing, dictation, or writing to state an option about it.

	<p>opinion, supply a reason for the opinion, and provide closure.</p> <ol style="list-style-type: none"> 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. 		
CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
W.1.2	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.</p> <ol style="list-style-type: none"> 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. 	W.1.2	Select a familiar topic and use drawing, dictating, or writing to share information about it.
CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
W.1.3	<p>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.</p> <ol style="list-style-type: none"> 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. 	W.1.3	Select a familiar event and use drawing, dictating, or writing to share information about it.
CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others. W			
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.	W.1.4	With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.

CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
W.1.5	Participate in shared research and writing projects.	W.1.5	With guidance and support, participate in shared research and writing projects.
CCR Anchor Standard W.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.			
W.1.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.6	With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.
SPEAKING AND LISTENING			
Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
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. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 	SL.1.1	Communicate with others. <ul style="list-style-type: none"> a. Engage in multiple-turn exchanges with supportive adults. b. Build on comments or topics initiated by an adult. c. Use one or two words to ask questions related to personally relevant topics.
CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.1.2	During shared reading, identify key details in the text.
CCR Anchor Standard SL.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			
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.	SL.1.3	With guidance and support communicate confusion, lack of understanding or a need for help.

CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			
SL.1.4	Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.1.4	Combine two or more words when communicating.
CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1.5	Add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.
LANGUAGE			
Abbreviation	Standard	Abbreviation	Standard
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.			
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.	L.1.1	Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.			
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.	L.1.2	Demonstrate emerging understanding of conventions of standard English during shared writing within K-1 conventions continuum when writing.
CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
L.1.3	(Begins in grade 2)	L.1.3	(Begins in grade 2)
CCR Anchor Standard L.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. *The skills listed under each grade specific standard will appear in the clarification section of the standards.			
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	L.1.4	Demonstrate knowledge of word meanings used in every day routines.

	strategies: context clues, word parts and word relationships.		
CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.			
L.1.5	<p>With guidance and support from adults, demonstrate understanding of nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. 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. 	L.1.5	<p>With guidance and support, demonstrate emerging understanding of word relationships.</p> <ul style="list-style-type: none"> a. Sort common objects into familiar categories. b. Identify attributes of familiar words. c. Demonstrate an understanding of present tense verbs.
CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
L.1.6	Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.	L.1.6	With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

