Main Criteria: Classroom Supplement Units Grade 1 Secondary Criteria: North Dakota Content Standards

Subject: Language Arts
Grade: 1

# **Classroom Supplement Units Grade 1**

Pre-writing

# North Dakota Content Standards Language Arts

CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	1.RL.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
GRADE LEVEL EXPECTATION	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	1.W.5.	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.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	1.L.1.a.	Print all upper- and lowercase letters.
INDICATOR	1.L.1.b.	Use common, proper, and possessive nouns.
INDICATOR	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	1.L.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
INDICATOR	1.L.1.f.	Use frequently occurring adjectives.
INDICATOR	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATOR	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	1.L.2.b.	Use end punctuation for sentences.
INDICATOR	1.L.2.c.	Use commas in dates and to separate single words in a series.
INDICATOR	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.4.	Determine 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.
INDICATOR	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	1.L.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## North Dakota Content Standards

## Language Arts

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CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	1.RL.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
GRADE LEVEL EXPECTATION	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT	ND.CC.1.	Reading Standards: Foundational Skills
STANDARD	RF.	
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	1.W.5.	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.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
GRADE LEVEL EXPECTATION	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.SL.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD	ND.CC.1. L.	Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	1.L.1.b.	Use common, proper, and possessive nouns.
INDICATOR	1.L.1.f.	Use frequently occurring adjectives.
INDICATOR	1.L.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
INDICATOR	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.4.	Determine 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.
INDICATOR	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

### North Dakota Content Standards

## Language Arts

CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	1.RL.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
		Reading Standards for Literature  Craft and Structure
STANDARD		<b>3 3</b>
STANDARD BENCHMARK GRADE LEVEL	RL.	Craft and Structure  Identify words and phrases in stories or poems that suggest feelings or appeal to the

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BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CONTENT STANDARD	ND.CC.1. RI.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	1.RI.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	1.RI.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD	ND.CC.1. RI.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
GRADE LEVEL EXPECTATION	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD	ND.CC.1. RI.	•
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
GRADE LEVEL EXPECTATION	1.RI.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD	ND.CC.1. RI.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade 1.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
GRADE LEVEL EXPECTATION	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD	ND.CC.1. RF.	3
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD	ND.CC.1. RF.	<u> </u>
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding,

STANDARD  W. Toxt Types and Purposes  GRADE LEVEL BENCHMARK  GRADE LEVEL CAPTOR  W. Writing Standards  BENCHMARK  FOR TOP duction and Distribution of Writing  BENCHMARK  GRADE LEVEL CAPTOR  W. Writing Standards  FOR TO The Management of Control  W. Writing Standards  W. Writing Standards  FOR TOWN CONTENT  TOWN CONTENT  STANDARD  BENCHMARK  GRADE LEVEL CAPTOR  W. Writing Standards  BENCHMARK  GRADE LEVEL CAPTOR  W. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a juven topic and use them to write a sequence of instructions).  CONTENT  STANDARD  BENCHMARK  GRADE LEVEL CAPTOR  OWN CONTENT  N.D. CC.1.  Speaking and Listening Standards  SL. Comprehension and Collaboration  GRADE LEVEL  STANDARD  SL. Comprehension and Collaboration  GRADE LEVEL  STANDARD  INDICATOR  1. St. 1. a. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peres and adults in small and larger groups.  INDICATOR  1. St. 1. a. participate in collaborative conversations with diverse partners about grade 1 topics and texts with peres and adults in small and larger groups.  INDICATOR  1. St. 1. b. build on others' talk in conversations by responding to the comments of others through multiple exchanges.  INDICATOR  N.D. CC.1.  Speaking and Listening Standards  STANDARD  N.D. CC.1.  Speaking and Listening	I		rereading as necessary.
GRADE LEVEL EXPECTATION  With intermitive in which they name a topic, supply some facts expectations bout the topic, and provide some sense of closure.  GRADE LEVEL EXPECTATION  ND. CC.1. Writing Standards  GRADE LEVEL EXPECTATION  ND. CC.1. Writing Standards  With guidance and support from adults, focus on a topic, respond to questions and STANDARD  GRADE LEVEL EXPECTATION  ND. CC.1. Writing Standards  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.  CONTENT  ND. CC.1. Writing Standards  Witing Standards  STANDARD  ND. CC.1. Writing Standards  STANDARD  ND. CC.1. Participate in shared research and writing projects (e.g., explore a number of "how-texpectrations" books on a qiven topic and use them to write a sequence of instructions).  CONTENT  STANDARD  ND. CC.1. Participate in collaboration  GRADE LEVEL  STANDARD  ND. CC.1. Participate in collaboration and Collaboration  Witing Standards  STANDARD  INDICATOR  I.S.L. a. Pollow agreed-upon rules for discussions (e.g., listening to others withough multiple exchanges.  INDICATOR  I.S.L. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  STANDARD  SL. Benchmark  Comprehension and Collaboration  SCADE LEVEL  EXPECTATION  ND. CC.1. Speaking and Listening Standards  SL. Description  ND. CC.1. Speaking and Listening Standards  SL. Description  ND. CC.2. Speaking and Listening Standards  SL. Description  ND. CC.3. Speaking and Listening Standards  SL. Description of Knowledge and ideas  GRADE LEVEL  EXPECTATION  ND. CC.1. List. Description of Standard English	CONTENT STANDARD		Writing Standards
About the topic, and provide some sense of closure.  GRADE LEVEL EXPECTATION  Order, and provide some sense of closure.  OCONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  ORDITION	BENCHMARK		Text Types and Purposes
Include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  CONTENT STANDARD ND. CC.1.  Writing Standards W.  BENCHMARK Production and Distribution of Writing GRADE LEVEL EXPECTATION W.  BENCHMARK RESEARCH to Build and Present Knowledge GRADE LEVEL EXPECTATION ND. CC.1.  SPEAKING and Listening Standards St.  CONTENT STANDARD ND. CC.1.  SPEAKING AND	GRADE LEVEL EXPECTATION	1.W.2.	
STANDARD  W. Production and Distribution of Writing  GRADE LEVEL EXPECTATION  CONTENT  ND.C.C.1. Writing Standards  W. Research to Build and Present Knowledge  GRADE LEVEL 1.W.7. Participate in shared research and writing projects (e.g., explore a number of "how EXPECTATION or "books on a given topic and use them to write a sequence of instructions).  CONTENT  STANDARD  S. D.C.C.1. Speaking and Listening Standards  STANDARD  S. D. Seaking and Listening Standards  S. D. Seaking one at a time about the topics and texts under discussion).  INDICATOR  1.S.1.1. Suild on others' talk in conversations by responding to the comments of others through multiple exchanges.  STANDARD  S. D. Speaking and Listening Standards  S. D. Seaking and Listening Standards  S. D. Seaking and Listening Standards  S. D. Seaking one at a time about the topics and texts under discussion).  INDICATOR  1.S.1.1. Sak questions to clear up any confusion about the topics and texts under discussion.  STANDARD  ND. C.C.1. Speaking and Listening Standards  STANDARD  S. D. Speaking and Listening Standards  STANDARD  ND. C.C.1. Speaking and Listening Standards  STANDARD  ND. C.C.2. Speaking and Listening Standards  SL Speaking and Journal And Standard Standards  SL Speaking and Listening Standards  SL Speaking and Standard S	GRADE LEVEL EXPECTATION	1.W.3.	include some details regarding what happened, use temporal words to signal event
GRADE LEVEL EXPECTATION  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.  Withing Standards  Research to Build and Present Knowledge  GRADE LEVEL EXPECTATION  ND.C.C.1.  Speaking and Listening Standards  STANDARD  SENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  ND.CATOR  1.S.L.1.a.  Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and lexts under discussion).  INDICATOR  1.S.L.1.a.  Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR  1.S.L.1.a.  Follow agreed-upon rules for discussions by responding to the comments of others through multiple exchanges.  INDICATOR  1.S.L.1.a.  Speaking and Listening Standards  SL  SPEAKING AND	CONTENT STANDARD		Writing Standards
EXPECTATION    Suggistions from peers, and add details to strengthen writing as needed.	BENCHMARK		Production and Distribution of Writing
BENCHMARK  Research to Build and Present Knowledge  GRADE LEVEL EXPECTATION  ND.CC.1. Speaking and Listening Standards SL.  COMPENT GRADE LEVEL EXPECTATION  ND.CC.1. Speaking and Listening Standards SL.  Comprehension and Collaboration GRADE LEVEL EXPECTATION  1.SL.1.a. Follow agreed—upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR  1.SL.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  INDICATOR  1.SL.1.c. Ask questions to clear up any confusion about the topics and texts under discussion).  INDICATOR  1.SL.1.C. Speaking and Listening Standards SL.  Comprehension and Collaboration GRADE LEVEL INDICATOR	GRADE LEVEL EXPECTATION	1.W.5.	
GRADE LEVEL EXPECTATION  ND.CC.1. Speaking and Listening Standards  EXPECTATION  ND.CC.1. Speaking and Listening Standards  COMPTENT  STANDARD  SL.  Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  INDICATOR  1.SL.1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR  1.SL.1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  INDICATOR  1.SL.1.c. Ask questions to clear up any confusion about the topics and texts under discussion.  CONTENT STANDARD  SL.  Speaking and Listening Standards	CONTENT STANDARD		Writing Standards
TONTENT STANDARD SL.  CONTENT STANDARD SL.  Speaking and Listening Standards STANDARD SL.  COMPRIMARK COMPREHENSION and Collaboration STANDARD SL.  Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR 1.SL.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  INDICATOR 1.SL.1.c Ask questions to clear up any confusion about the topics and texts under discussion).  CONTENT STANDARD SL.  COMPREHENSION AND ASK and STANDARD SL.  Speaking and Listening Standards  Language Standards  Language Standards  Luse own speaking and Listening Standards	BENCHMARK		Research to Build and Present Knowledge
STANDARD SL.    Comprehension and Collaboration	GRADE LEVEL EXPECTATION	1.W.7.	
GRADE LEVEL EXPECTATION  1. SL. 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  INDICATOR  1. SL. 1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  INDICATOR  1. SL. 1. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  INDICATOR  1. SL. 1. C. Ask questions to clear up any confusion about the topics and texts under discussion.  CONTENT STANDARD  SL. Speaking and Listening Standards  SL. Speaking and Listening Standards  GRADE LEVEL LEVEL S. Speaking and Listening Standards  SL. Speaking and Listening Standards  STANDARD SPEAKING SPEA	CONTENT STANDARD		Speaking and Listening Standards
INDICATOR   I.S.L.1.a.   Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).   INDICATOR   I.S.L.1.b.   Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   INDICATOR   I.S.L.1.c.   Ask questions to clear up any confusion about the topics and texts under discussion.   INDICATOR   I.S.L.1.c.   Speaking and Listening Standards   Sta	BENCHMARK		Comprehension and Collaboration
Speaking one at a time about the topics and texts under discussion).	GRADE LEVEL EXPECTATION	1.SL.1.	
INDICATOR  I.SL.1.c. Ask questions to clear up any confusion about the topics and texts under discussion.  CONTENT STANDARD  BENCHMARK  GRADE LEVEL LEYEL ASPECTATION  CONTENT STANDARD  SL.  BENCHMARK  CONTENT STANDARD  SL.  BENCHMARK  Presentation of Knowledge and Ideas  GRADE LEVEL Language Standards  STANDARD  CONTENT STANDARD  CONTENT STANDARD  CONTENT STANDARD  SL.  BENCHMARK  Presentation of Knowledge and Ideas  GRADE LEVEL Language standards 1 and 3 for specific expectations.)  CONTENT STANDARD  CONTENT STANDARD  CONTENT STANDARD  L.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  INDICATOR  1.L.1.b.  Use common, proper, and possessive nouns.  INDICATOR  1.L.1.f.  Use frequently occurring adjectives.  INDICATOR  1.L.1.i.  Use frequently occurring prepositions (e.g., during, beyond, toward).  INDICATOR  1.L.1.j.  Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  CONTENT STANDARD  L.  CONTENT STANDARD  L.  CONTENT STANDARD  L.  CONTENT STANDARD  L.  L.  Language Standards  L.  Language Standards  CONTENT STANDARD  L.  Language Standards  L.  CONTENT STANDARD  L.  L.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR  1.L.2.b.  Use end punctuation for sentences.  INDICATOR  1.L.2.c.  Use conventional spelling for words with common spelling patterns and for	INDICATOR	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
discussion.   CONTENT STANDARD SL.   Speaking and Listening Standards	INDICATOR	1.SL.1.b.	
BENCHMARK  Comprehension and Collaboration  GRADE LEVEL EXPECTATION  ND.CC.1. Speaking and Listening Standards SL.  Presentation of Knowledge and Ideas  GRADE LEVEL EXPECTATION  ND.CC.1. Speaking and Listening Standards SL.  Presentation of Knowledge and Ideas  GRADE LEVEL EXPECTATION  ND.CC.1. Language Standards 1 and 3 for specific expectations.)  CONTENT STANDARD  ND.CC.1. Language Standards 1 and 3 for specific expectations.)  CONTENT STANDARD  BENCHMARK  Conventions of Standard English  GRADE LEVEL EXPECTATION  IL.1.  Use common, proper, and possessive nouns.  INDICATOR  1.L.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  INDICATOR  1.L.1.i. Use frequently occurring adjectives.  INDICATOR  1.L.1.i. Use frequently occurring prepositions (e.g., during, beyond, toward).  INDICATOR  1.L.1.i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  CONTENT STANDARD  BENCHMARK  Conventions of Standard English  GRADE LEVEL EXPECTATION  INDICATOR  1.L.2.  Language Standards  Language Standards  Language Standards  Conventions of Standard English  GRADE LEVEL EXPECTATION  INDICATOR  1.L.2.  Use end punctuation, and spelling when writing.  INDICATOR  1.L.2. Use end punctuation for sentences.  INDICATOR  1.L.2. Use conventional spelling for words with common spelling patterns and for	INDICATOR	1.SL.1.c.	
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  CONTENT SL.  BENCHMARK Presentation of Knowledge and Ideas  GRADE LEVEL EXPECTATION  ND.CC.1. Language standards 1 and 3 for specific expectations.)  CONTENT L.  BENCHMARK CONVENTION CONTENT L.  BENCHMARK CONVENTION STANDARD  BENCHMARK CONVENTION OF Standard English  GRADE LEVEL EXPECTATION L.  BENCHMARK CONVENTION OF STANDARD L.  BENCHMARK CONVENTION OF STANDARD STANDARD L.  BENCHMARK CONVENTION OF STANDARD STANDARD STANDARD L.  BENCHMARK CONVENTION OF STANDARD	CONTENT STANDARD		Speaking and Listening Standards
Information or clarify something that is not understood.   CONTENT STANDARD   SL.   Speaking and Listening Standards	BENCHMARK		Comprehension and Collaboration
BENCHMARK GRADE LEVEL EXPECTATION  ND.CC.1. Language Standards  Conventions of Standard English  GRADE LEVEL EXPECTATION  INDICATOR  I.L.1.i. Use frequently occurring prepositions (e.g., during, beyond, toward).  INDICATOR  I.L.1.j. Produce and expand complete sin ple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  Conventions of Standard English  GRADE LEVEL EXPECTATION  INDICATOR  I.L.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  INDICATOR  I.L.1.i. Use frequently occurring adjectives.  INDICATOR  I.L.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  CONTENT STANDARD  BENCHMARK  Conventions of Standard English  Conventions of Standard English  Conventions of Standard English  Conventions of Standard English  I.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR  I.L.2.b. Use end punctuation for sentences.  INDICATOR  I.L.2.d. Use conventional spelling for words with common spelling patterns and for	GRADE LEVEL EXPECTATION	1.SL.3.	
GRADE LEVEL EXPECTATION  I.SL.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)  CONTENT STANDARD  ND.CC.1. Language Standards L. Conventions of Standard English  GRADE LEVEL EXPECTATION  I.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  INDICATOR  I.L.1.b. Use common, proper, and possessive nouns.  INDICATOR  I.L.1.f. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  INDICATOR  I.L.1.i. Use frequently occurring adjectives.  INDICATOR  I.L.1.i. Use frequently occurring prepositions (e.g., during, beyond, toward).  INDICATOR  I.L.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  CONTENT STANDARD  I.L.2. Language Standards  Conventions of Standard English  GRADE LEVEL EXPECTATION  INDICATOR  I.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR  I.L.2.b. Use end punctuation for sentences.  INDICATOR  I.L.2.c. Use conventional spelling for words with common spelling patterns and for	CONTENT STANDARD		Speaking and Listening Standards
EXPECTATION  Language standards 1 and 3 for specific expectations.)  CONTENT STANDARD  L.  BENCHMARK  Conventions of Standard English  GRADE LEVEL EXPECTATION  INDICATOR  1.L.1.b.  Use common, proper, and possessive nouns.  INDICATOR  1.L.1.f.  Use frequently occurring adjectives.  INDICATOR  1.L.1.i.  Use frequently occurring prepositions (e.g., during, beyond, toward).  INDICATOR  1.L.1.j.  Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  CONTENT STANDARD  BENCHMARK  GRADE LEVEL EXPECTATION  INDICATOR  1.L.2.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR  1.L.2.  Use end punctuation for sentences.  INDICATOR  1.L.2.  Use end punctuation for sentences.  INDICATOR  1.L.2.  Use conventional spelling for words with common spelling patterns and for	BENCHMARK		Presentation of Knowledge and Ideas
BENCHMARK  Conventions of Standard English  GRADE LEVEL EXPECTATION  I.L.1.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  INDICATOR  I.L.1.b.  Use common, proper, and possessive nouns.  INDICATOR  I.L.1.c.  Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  INDICATOR  I.L.1.f.  Use frequently occurring adjectives.  INDICATOR  I.L.1.i.  Use frequently occurring prepositions (e.g., during, beyond, toward).  INDICATOR  I.L.1.j.  Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  CONTENT STANDARD  I.L.1.  BENCHMARK  Conventions of Standard English  GRADE LEVEL EXPECTATION  I.L.2.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR  I.L.2.b.  Use end punctuation for sentences.  INDICATOR  1.L.2.d.  Use conventional spelling for words with common spelling patterns and for	GRADE LEVEL EXPECTATION	1.SL.6.	
CONTENT STANDARD   ND.CC.1.   Language Standard English   Conventions of Standard English Capitalization, punctuation, and spelling when writing.	CONTENT STANDARD		Language Standards
When writing or speaking.	BENCHMARK		
INDICATOR  1.L.1.c.  Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).  INDICATOR  1.L.1.f.  Use frequently occurring adjectives.  INDICATOR  1.L.1.i.  Use frequently occurring prepositions (e.g., during, beyond, toward).  INDICATOR  1.L.1.j.  Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  CONTENT STANDARD  ND.CC.1.  Language Standards  L.  BENCHMARK  Conventions of Standard English  GRADE LEVEL EXPECTATION  1.L.2.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR  1.L.2.b.  Use end punctuation for sentences.  INDICATOR  1.L.2.d.  Use conventional spelling for words with common spelling patterns and for	GRADE LEVEL EXPECTATION		when writing or speaking.
We hop).	INDICATOR		
INDICATOR  1.L.1.i. Use frequently occurring prepositions (e.g., during, beyond, toward).  INDICATOR  1.L.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  CONTENT STANDARD  L. Language Standards  Conventions of Standard English  GRADE LEVEL EXPECTATION  1.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR  1.L.2.b. Use end punctuation for sentences.  INDICATOR  1.L.2.d. Use conventional spelling for words with common spelling patterns and for	INDICATOR		
INDICATOR  1.L.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.  CONTENT STANDARD  ND.CC.1. Language Standards  ENCHMARK  Conventions of Standard English  GRADE LEVEL EXPECTATION  INDICATOR  1.L.2.b. Use end punctuation for sentences.  INDICATOR  1.L.2.d. Use conventional spelling for words with common spelling patterns and for	INDICATOR	4	
imperative, and exclamatory sentences in response to prompts.  CONTENT STANDARD L. Language Standards  BENCHMARK Conventions of Standard English  GRADE LEVEL EXPECTATION Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR 1.L.2.b. Use end punctuation for sentences.  INDICATOR 1.L.2.d. Use conventional spelling for words with common spelling patterns and for	INDICATOR		
STANDARD L.  BENCHMARK Conventions of Standard English  GRADE LEVEL EXPECTATION Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR 1.L.2.b. Use end punctuation for sentences.  INDICATOR 1.L.2.d. Use conventional spelling for words with common spelling patterns and for	INDICATOR	1.L.1.j.	imperative, and exclamatory sentences in response to prompts.
GRADE LEVEL EXPECTATION  1.L.2.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR  1.L.2.b.  Use end punctuation for sentences.  INDICATOR  1.L.2.d.  Use conventional spelling for words with common spelling patterns and for	CONTENT STANDARD		
EXPECTATION punctuation, and spelling when writing.  INDICATOR 1.L.2.b. Use end punctuation for sentences.  INDICATOR 1.L.2.d. Use conventional spelling for words with common spelling patterns and for	BENCHMARK		
INDICATOR 1.L.2.d. Use conventional spelling for words with common spelling patterns and for	GRADE LEVEL EXPECTATION	1.L.2.	punctuation, and spelling when writing.
	INDICATOR		·
	INDICATOR	1.L.2.d.	

INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.4.	Determine 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.
INDICATOR	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## North Dakota Content Standards Language Arts

CONTENT	ND 00 1	Danding Chanderds for Literature
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	1.RL.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
GRADE LEVEL EXPECTATION	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
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CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	1.W.5.	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.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL		<u> </u>

INDICATOR	1.L.1.b.	Use common, proper, and possessive nouns.
INDICATOR	1.L.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
INDICATOR	1.L.1.f.	Use frequently occurring adjectives.
INDICATOR	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	1.L.2.b.	Use end punctuation for sentences.
INDICATOR	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.4.	Determine 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.
INDICATOR	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

# North Dakota Content Standards

## Language Arts

CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	1.RL.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	1.RL.4.	Craft and Structure  Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
GRADE LEVEL		Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
GRADE LEVEL EXPECTATION CONTENT	ND.CC.1.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

EXPECTATION		
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CONTENT STANDARD	ND.CC.1. RI.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	1.RI.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	1.RI.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD	ND.CC.1. RI.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
GRADE LEVEL EXPECTATION	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD	ND.CC.1. RI.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
GRADE LEVEL EXPECTATION	1.RI.8.	ldentify the reasons an author gives to support points in a text.
CONTENT STANDARD	ND.CC.1. RI.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade 1.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
GRADE LEVEL EXPECTATION	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK	4.55.6	Phonics and Word Recognition
EXPECTATION	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	1.RF.3.b. 1.RF.3.c.	Decode regularly spelled one-syllable words.  Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT	ND.CC.1.	Writing Standards

	1.W.2.	Text Types and Purposes  Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT		
	ND CC 1	מאטמנ נווכ נטףוכ, מווע ףוטיועב שטווב שכוושב טו טוטשעוב.
	W.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	1.W.5.	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.
	ND.CC.1. W.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
GRADE LEVEL EXPECTATION	1.W.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
GRADE LEVEL EXPECTATION	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
	ND.CC.1. L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	1.L.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
INDICATOR	1.L.1.f.	Use frequently occurring adjectives.
INDICATOR	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	ND.CC.1. L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	1.L.2.b.	Use end punctuation for sentences.
INDICATOR	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.4.	Determine 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.
INDICATOR	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## North Dakota Content Standards Language Arts

CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	1.RL.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
GRADE LEVEL EXPECTATION	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	1.W.5.	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.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1.L.1.b.	Use common, proper, and possessive nouns.
1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
1.L.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
1.L.1.f.	Use frequently occurring adjectives.
1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
ND.CC.1. L.	Language Standards
	Conventions of Standard English
1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1.L.2.b.	Use end punctuation for sentences.
1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
ND.CC.1. L.	Language Standards
	Vocabulary Acquisition and Use
1.L.4.	Determine 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.
1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
ND.CC.1. L.	Language Standards
	Vocabulary Acquisition and Use
1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
ND.CC.1. L.	Language Standards
	Vocabulary Acquisition and Use
1.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
	1.L.1.c.  1.L.1.e.  1.L.1.f.  1.L.1.j.  ND.CC.1. L.  1.L.2.b.  1.L.2.c.  ND.CC.1. L.  1.L.4.  1.L.4.  ND.CC.1. L.  1.L.5.  1.L.5.  1.L.5.  1.L.5.c.

# North Dakota Content Standards

#### Language Arts

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CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	1.RL.1.	Ask and answer questions about key details in a text.
GRADE LEVEL EXPECTATION	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
GRADE LEVEL EXPECTATION	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	1.RL.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD	ND.CC.1. RL.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
GRADE LEVEL EXPECTATION	1.RF.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATOR	1.RF.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATOR	1.RF.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATOR	1.RF.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	1.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	1.RF.3.a.	Know the spelling-sound correspondences for common consonant digraphs.
INDICATOR	1.RF.3.b.	Decode regularly spelled one-syllable words.
INDICATOR	1.RF.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds.
CONTENT STANDARD	ND.CC.1. RF.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	1.RF.4.a.	Read on-level text with purpose and understanding.
INDICATOR	1.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	1.W.3.	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	1.W.5.	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.
CONTENT STANDARD	ND.CC.1. W.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	1.W.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	1.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATOR	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
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INDICATOR	1.SL.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	1.SL.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD	ND.CC.1. SL.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	1.SL.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	1.L.1.b.	Use common, proper, and possessive nouns.
INDICATOR	1.L.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATOR	1.L.1.f.	Use frequently occurring adjectives.
INDICATOR	1.L.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	1.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	1.L.2.b.	Use end punctuation for sentences.
INDICATOR	1.L.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATOR	1.L.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD	ND.CC.1. L.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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