

# Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: North Dakota Content Standards

Subject: Language Arts

Grade: 1

## Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

### North Dakota Content Standards

#### Language Arts

Grade 1 - Adopted: 2023

#### CONTENT STANDARD

#### First Grade

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.

INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).
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#### CONTENT STANDARD

#### First Grade

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.
INDICATOR	1.F.8.	Decode words with phoneme-grapheme correspondences:

INDICATOR	1.F.8.a.	consonant digraphs
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INDICATOR	1.F.8.b.	two consonant blends at the beginning and end of words
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INDICATOR	1.F.8.g.	vowel teams
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#### CONTENT STANDARD

#### First Grade

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.
INDICATOR	1.F.9.	Encode words with phoneme-grapheme correspondences:

INDICATOR	1.F.9.a.	digraphs
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INDICATOR	1.F.9.b.	two consonant blends
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**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

INDICATOR 1.F.10. Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>

INDICATOR 1.F.14. Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>

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

INDICATOR 1.R.5. Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR 1.R.6. Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>

INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>
INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
INDICATOR	1.W.6.b.	Drafting: Develop writing from the planning process.
INDICATOR	1.W.6.e.	Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

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**North Dakota Content Standards****Language Arts**

Grade 1 - Adopted: 2023

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>

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

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>

INDICATOR 1.F.14. Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>

INDICATOR 1.C.2. Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</b>

INDICATOR 1.W.1. Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.

INDICATOR 1.W.3. Write informative pieces that detail the topic. (See standards L.1, F.14.)

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>

INDICATOR 1.W.6.a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).

INDICATOR 1.W.6.b. Drafting: Develop writing from the planning process.

INDICATOR	1.W.6.e.	Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.
<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.

INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
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<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

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## North Dakota Content Standards

### Language Arts

#### Grade 1 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>

<b>GRADE LEVEL EXPECTATION</b>		<b>Phonological and Phonemic Awareness – Learners will accurately manipulate phonemes (sounds) in the spoken language.</b>
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INDICATOR 1.F.5. Segment one-syllable spoken words into four or more phonemes.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
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<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
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INDICATOR 1.F.8.a. consonant digraphs

INDICATOR 1.F.8.b. two consonant blends at the beginning and end of words

INDICATOR 1.F.8.c. single consonant after a short vowel

INDICATOR 1.F.8.g. vowel teams

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
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<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
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INDICATOR 1.F.9.a. digraphs

INDICATOR 1.F.9.b. two consonant blends

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
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INDICATOR 1.F.13. Write uppercase and lowercase letters accurately and automatically.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
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INDICATOR 1.R.3b. Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis</b> – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.
<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>
INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>
INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns

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## North Dakota Content Standards

### Language Arts

Grade 1 - Adopted: 2023

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study</b> – Learners will decode, encode, and connect meaning to word parts and words.
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.a.	consonant digraphs

INDICATOR	1.F.8.b.	two consonant blends at the beginning and end of words
INDICATOR	1.F.8.c.	single consonant after a short vowel
INDICATOR	1.F.8.f.	silent e in single-syllable words
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.h.	r-controlled
INDICATOR	1.F.8.j.	functions of y

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.9.a.	digraphs
INDICATOR	1.F.9.b.	two consonant blends
INDICATOR	1.F.9.c.	silent e

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
INDICATOR	1.F.13.	Write uppercase and lowercase letters accurately and automatically.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR	1.R.8.	Use a variety of fiction texts.
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INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
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GRADE LEVEL EXPECTATION		Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
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INDICATOR	1.W.6.	Develop and strengthen writing utilizing the five steps appropriate to the task.
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INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
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GRADE LEVEL EXPECTATION		Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.
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INDICATOR	1.L.1.	Compose simple sentences.
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INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
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GRADE LEVEL EXPECTATION		Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.
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INDICATOR	1.L.2.	Recognize and use parts of speech in sentences:
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INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
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INDICATOR	1.L.2.b.	regular plural nouns
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**North Dakota Content Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**CONTENT STANDARD**

**First Grade**

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
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GRADE LEVEL EXPECTATION		Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.
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INDICATOR	1.F.8.	Decode words with phoneme-grapheme correspondences:
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INDICATOR	1.F.8.c.	single consonant after a short vowel
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.h.	r-controlled
INDICATOR	1.F.8.j.	functions of y

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

INDICATOR	1.F.10.	Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>

INDICATOR	1.F.13.	Write uppercase and lowercase letters accurately and automatically.
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>

INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.
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INDICATOR	1.R.5.	Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>
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INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>
INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

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## North Dakota Content Standards

### Language Arts

Grade 1 - Adopted: 2023

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study</b> – Learners will decode, encode, and connect meaning to word parts and words.
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.a.	consonant digraphs
INDICATOR	1.F.8.b.	two consonant blends at the beginning and end of words
INDICATOR	1.F.8.c.	single consonant after a short vowel
INDICATOR	1.F.8.e.	closed and open syllables
INDICATOR	1.F.8.f.	silent e in single-syllable words

INDICATOR	1.F.8.g.	vowel teams
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INDICATOR	1.F.8.k.	contractions
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
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<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
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INDICATOR	1.F.9.a.	digraphs
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INDICATOR	1.F.9.b.	two consonant blends
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INDICATOR	1.F.9.c.	silent e
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
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INDICATOR	1.F.10.	Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
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INDICATOR	1.F.13.	Write uppercase and lowercase letters accurately and automatically.
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Collaboration – Learners will work effectively with their peers to accomplish a common goal or purpose.</b>
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INDICATOR	1.C.7.	Work collaboratively by following agreed-upon rules and simple two- and three-step oral directions and offering one- and two-step verbal directions.
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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GRADE LEVEL EXPECTATION		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.

INDICATOR	1.R.5.	Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
GRADE LEVEL EXPECTATION		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
INDICATOR	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>

INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
INDICATOR	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>

INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
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INDICATOR	1.L.2.b.	regular plural nouns
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INDICATOR	1.L.2.d.	color, size, and number adjectives
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INDICATOR	1.L.2.e.	the pronouns I, me, you, and we
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**North Dakota Content Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

**CONTENT STANDARD**

**First Grade**

BENCHMARK		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
GRADE LEVEL EXPECTATION		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>

INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).
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**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.a.	consonant digraphs
INDICATOR	1.F.8.b.	two consonant blends at the beginning and end of words
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.k.	contractions

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.9.a.	digraphs
INDICATOR	1.F.9.b.	two consonant blends

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
INDICATOR	1.F.13.	Write uppercase and lowercase letters accurately and automatically.
INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis</b> – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.
<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>
INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>
INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives
INDICATOR	1.L.2.e.	the pronouns I, me, you, and we

# North Dakota Content Standards

## Language Arts

Grade 1 - Adopted: 2023

### CONTENT STANDARD First Grade

BENCHMARK		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
GRADE LEVEL EXPECTATION		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>

INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).
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### CONTENT STANDARD First Grade

BENCHMARK		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
GRADE LEVEL EXPECTATION		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

INDICATOR	1.F.8.	<b>Decode words with phoneme-grapheme correspondences:</b>
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INDICATOR	1.F.8.a.	consonant digraphs
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INDICATOR	1.F.8.b.	two consonant blends at the beginning and end of words
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INDICATOR	1.F.8.f.	silent e in single-syllable words
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INDICATOR	1.F.8.g.	vowel teams
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INDICATOR	1.F.8.h.	r-controlled
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INDICATOR	1.F.8.k.	contractions
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### CONTENT STANDARD First Grade

BENCHMARK		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
GRADE LEVEL EXPECTATION		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

INDICATOR	1.F.9.	<b>Encode words with phoneme-grapheme correspondences:</b>
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INDICATOR	1.F.9.a.	digraphs
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INDICATOR	1.F.9.b.	two consonant blends
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INDICATOR	1.F.9.c.	silent e
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### CONTENT STANDARD First Grade

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>

INDICATOR 1.F.14. Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>

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

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>

INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>

INDICATOR 1.L.1.a. Begin with a capital letter and capitalize proper names, months, and days of the week.

INDICATOR 1.L.1.b. Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>

INDICATOR 1.L.2.a. nouns as concrete objects (i.e., people, places, and things)

INDICATOR 1.L.2.b. regular plural nouns

INDICATOR	1.L.2.d.	color, size, and number adjectives
INDICATOR	1.L.2.e.	the pronouns I, me, you, and we

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**North Dakota Content Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

<b>CONTENT STANDARD</b>		<b>First Grade</b>
<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>

INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).
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<b>CONTENT STANDARD</b>		<b>First Grade</b>
<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
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INDICATOR	1.F.8.f.	silent e in single-syllable words
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INDICATOR	1.F.8.g.	vowel teams
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INDICATOR	1.F.8.h.	r-controlled
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INDICATOR	1.F.8.k.	contractions
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<b>CONTENT STANDARD</b>		<b>First Grade</b>
<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
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INDICATOR	1.F.9.c.	silent e
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<b>CONTENT STANDARD</b>		<b>First Grade</b>
<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>

<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
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INDICATOR	1.F.10.	Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
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INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
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INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.
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INDICATOR	1.R.5.	Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
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<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>
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INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
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<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
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INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
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INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

Week 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97

## North Dakota Content Standards

### Language Arts

Grade 1 - Adopted: 2023

#### CONTENT STANDARD

#### First Grade

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

#### CONTENT STANDARD

#### First Grade

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.a.	consonant digraphs
INDICATOR	1.F.8.b.	two consonant blends at the beginning and end of words
INDICATOR	1.F.8.f.	silent e in single-syllable words
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.h.	r-controlled
INDICATOR	1.F.8.k.	contractions

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.9.a.	digraphs
INDICATOR	1.F.9.b.	two consonant blends
INDICATOR	1.F.9.c.	silent e

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
INDICATOR	1.F.13.	Write uppercase and lowercase letters accurately and automatically.
INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>
INDICATOR	1.C.2.	Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>
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INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
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<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>
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INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
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<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
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INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
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<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
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INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
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INDICATOR	1.L.2.b.	regular plural nouns
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INDICATOR	1.L.2.d.	color, size, and number adjectives
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Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

**North Dakota Content Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>
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INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Phonological and Phonemic Awareness – Learners will accurately manipulate phonemes (sounds) in the spoken language.</b>
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INDICATOR	1.F.5.	Segment one-syllable spoken words into four or more phonemes.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
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<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
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INDICATOR	1.F.8.g.	vowel teams
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INDICATOR	1.F.8.h.	r-controlled
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INDICATOR	1.F.8.j.	functions of y
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INDICATOR	1.F.8.k.	contractions
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
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<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
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INDICATOR	1.F.9.d.	double consonants at the end of words
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
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INDICATOR	1.F.13.	Write uppercase and lowercase letters accurately and automatically.
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INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.
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**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>
INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
INDICATOR	1.W.6.b.	Drafting: Develop writing from the planning process.
INDICATOR	1.W.6.e.	Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

Week 10: Unit 2 Writing from Notes, p. 109-115

## North Dakota Content Standards

### Language Arts

Grade 1 - Adopted: 2023

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>

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

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>

INDICATOR 1.F.8.f. silent e in single-syllable words

INDICATOR 1.F.8.g. vowel teams

INDICATOR 1.F.8.h. r-controlled

INDICATOR 1.F.8.j. functions of y

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>

INDICATOR 1.F.9.c. silent e

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

INDICATOR 1.F.10. Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>

INDICATOR 1.F.13. Write uppercase and lowercase letters accurately and automatically.

INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.
<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>
INDICATOR	1.C.2.	Speak audibly in complete sentences to express thoughts, feelings, and ideas.
<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.
INDICATOR	1.R.5.	Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.
<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>
INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.
<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>
INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>

<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
<b>CONTENT STANDARD</b>	<b>First Grade</b>	

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

Week 11: Unit 2 Writing from Notes, p. 117-123

## North Dakota Content Standards

### Language Arts

#### Grade 1 - Adopted: 2023

<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonological and Phonemic Awareness – Learners will accurately manipulate phonemes (sounds) in the spoken language.</b>
INDICATOR	1.F.5.	Segment one-syllable spoken words into four or more phonemes.
INDICATOR	1.F.6.	Blend four or more phonemes to produce a spoken word or syllable.

<b>CONTENT STANDARD</b>	<b>First Grade</b>	
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<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.a.	consonant digraphs
INDICATOR	1.F.8.b.	two consonant blends at the beginning and end of words
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.h.	r-controlled

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.9.a.	digraphs
INDICATOR	1.F.9.b.	two consonant blends

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
INDICATOR	1.F.10.	Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
INDICATOR	1.F.13.	Write uppercase and lowercase letters accurately and automatically.
INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>

INDICATOR 1.C.2. Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>

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

INDICATOR 1.R.5. Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR 1.R.8. Use a variety of fiction texts.

INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

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

INDICATOR 1.W.6.a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).

INDICATOR 1.W.6.b. Drafting: Develop writing from the planning process.

INDICATOR 1.W.6.e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

INDICATOR	1.L.1.	Compose simple sentences.
INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD**

**First Grade**

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.
INDICATOR	1.L.2.	Recognize and use parts of speech in sentences:
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

Week 12: Unit 2 Writing from Notes, p. 125-132

**North Dakota Content Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**CONTENT STANDARD**

**First Grade**

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

**CONTENT STANDARD**

**First Grade**

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.
INDICATOR	1.F.8.	Decode words with phoneme-grapheme correspondences:
INDICATOR	1.F.8.a.	consonant digraphs
INDICATOR	1.F.8.b.	two consonant blends at the beginning and end of words
INDICATOR	1.F.8.f.	silent e in single-syllable words

INDICATOR	1.F.8.g.	vowel teams
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INDICATOR	1.F.8.h.	r-controlled
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
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<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
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INDICATOR	1.F.9.a.	digraphs
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INDICATOR	1.F.9.b.	two consonant blends
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INDICATOR	1.F.9.c.	silent e
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
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INDICATOR	1.F.13.	Write uppercase and lowercase letters accurately and automatically.
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INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>
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INDICATOR	1.C.2.	Speak audibly in complete sentences to express thoughts, feelings, and ideas.
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
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INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis</b> – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.
<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>

INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>

INDICATOR 1.W.6.a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>

INDICATOR 1.L.1.a. Begin with a capital letter and capitalize proper names, months, and days of the week.

INDICATOR 1.L.1.b. Conclude with a period, question mark, or exclamation mark.

Week 13: Unit 2 Writing from Notes, p. 133-139

**North Dakota Content Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts</b> – Learners will demonstrate knowledge of what books, print, and written language are and how they function.

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

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.f.	silent e in single-syllable words
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.i.	prefixes and suffixes (two-syllable words) (e.g., redo, undo, doing)
INDICATOR	1.F.8.j.	functions of y
INDICATOR	1.F.8.k.	contractions

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>

INDICATOR 1.F.9.c. silent e

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>

INDICATOR 1.F.13. Write uppercase and lowercase letters accurately and automatically.

INDICATOR 1.F.14. Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>

INDICATOR 1.C.2. Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>

INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
GRADE LEVEL EXPECTATION		Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.
INDICATOR	1.R.8.	Use a variety of fiction texts.

INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
INDICATOR	1.W.6.	Develop and strengthen writing utilizing the five steps appropriate to the task.

INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.
INDICATOR	1.L.1.	Compose simple sentences.

INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
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INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.
INDICATOR	1.L.2.	Recognize and use parts of speech in sentences:

INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
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INDICATOR	1.L.2.b.	regular plural nouns
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INDICATOR	1.L.2.d.	color, size, and number adjectives
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INDICATOR	1.L.2.e.	the pronouns I, me, you, and we
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Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

**North Dakota Content Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

<b>CONTENT STANDARD</b>		<b>First Grade</b>
<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>

INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).
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<b>CONTENT STANDARD</b>		<b>First Grade</b>
<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>

INDICATOR	1.F.8.f.	silent e in single-syllable words
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INDICATOR	1.F.8.g.	vowel teams
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INDICATOR	1.F.8.h.	r-controlled
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INDICATOR	1.F.8.i.	prefixes and suffixes (two-syllable words) (e.g., redo, undo, doing)
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<b>CONTENT STANDARD</b>		<b>First Grade</b>
<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>

INDICATOR	1.F.9.c.	silent e
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<b>CONTENT STANDARD</b>		<b>First Grade</b>
<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

INDICATOR	1.F.10.	Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).
<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>	<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>	

INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.
<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>	<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>	

INDICATOR	1.C.2.	Speak audibly in complete sentences to express thoughts, feelings, and ideas.
<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>	

INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.
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INDICATOR	1.R.5.	Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.
<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>	

INDICATOR	1.R.6.	Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.
<b>CONTENT STANDARD</b>	<b>First Grade</b>	
<b>BENCHMARK</b>	<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>	
<b>GRADE LEVEL EXPECTATION</b>	<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>	
INDICATOR	1.R.8.	Use a variety of fiction texts.

INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>

INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
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INDICATOR	1.W.6.b.	Drafting: Develop writing from the planning process.
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INDICATOR	1.W.6.e.	Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>

INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
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INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>

INDICATOR	1.L.2.d.	color, size, and number adjectives
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Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

**North Dakota Content Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>

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

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>

INDICATOR 1.F.8.c. single consonant after a short vowel

INDICATOR 1.F.8.f. silent e in single-syllable words

INDICATOR 1.F.8.g. vowel teams

INDICATOR 1.F.8.h. r-controlled

INDICATOR 1.F.8.i. prefixes and suffixes (two-syllable words) (e.g., redo, undo, doing)

INDICATOR 1.F.8.k. contractions

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>

INDICATOR 1.F.9.c. silent e

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

INDICATOR 1.F.10. Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
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INDICATOR 1.F.14. Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>
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INDICATOR 1.C.2. Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
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INDICATOR 1.R.3b. Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.

INDICATOR 1.R.5. Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
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INDICATOR 1.R.6. Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
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INDICATOR 1.R.8. Use a variety of fiction texts.

INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>

INDICATOR 1.W.6.a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
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<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
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INDICATOR 1.L.1.a. Begin with a capital letter and capitalize proper names, months, and days of the week.

INDICATOR 1.L.1.b. Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
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<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
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INDICATOR 1.L.2.a. nouns as concrete objects (i.e., people, places, and things)

INDICATOR 1.L.2.b. regular plural nouns

INDICATOR 1.L.2.d. color, size, and number adjectives

Week 16: Unit 3 Retelling Narrative Stories, p. 161-168

**North Dakota Content Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>
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INDICATOR 1.F.3. Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.a.	consonant digraphs
INDICATOR	1.F.8.b.	two consonant blends at the beginning and end of words
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.j.	functions of y
INDICATOR	1.F.8.k.	contractions

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.9.a.	digraphs
INDICATOR	1.F.9.b.	two consonant blends

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>
INDICATOR	1.C.2.	Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
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INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
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INDICATOR	1.R.6.	Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
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<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>
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INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
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<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>
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INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
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<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
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INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
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INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

Week 17: Unit 3 Retelling Narrative Stories, p. 169-175

**North Dakota Content Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts</b> – Learners will demonstrate knowledge of what books, print, and written language are and how they function.
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study</b> – Learners will decode, encode, and connect meaning to word parts and words.
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.a.	consonant digraphs
INDICATOR	1.F.8.b.	two consonant blends at the beginning and end of words
INDICATOR	1.F.8.f.	silent e in single-syllable words
INDICATOR	1.F.8.g.	vowel teams

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study</b> – Learners will decode, encode, and connect meaning to word parts and words.

INDICATOR	1.F.9.	Encode words with phoneme-grapheme correspondences:
INDICATOR	1.F.9.a.	digraphs
INDICATOR	1.F.9.b.	two consonant blends
INDICATOR	1.F.9.c.	silent e

**CONTENT STANDARD**

**First Grade**

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.

INDICATOR 1.F.10. Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).

**CONTENT STANDARD**

**First Grade**

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Foundations of Writing – Learners will write complete sentences and paragraphs.

INDICATOR 1.F.14. Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD**

**First Grade**

BENCHMARK		COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
GRADE LEVEL EXPECTATION		Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.

INDICATOR 1.C.2. Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD**

**First Grade**

BENCHMARK		READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
GRADE LEVEL EXPECTATION		Comprehension – Learners will read to understand varying complex literary and informational texts.

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

INDICATOR 1.R.5. Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR 1.R.6. Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>

INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>

INDICATOR 1.W.6.a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>

INDICATOR 1.L.1.a. Begin with a capital letter and capitalize proper names, months, and days of the week.

INDICATOR 1.L.1.b. Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>

INDICATOR 1.L.2.a. nouns as concrete objects (i.e., people, places, and things)

INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives
INDICATOR	1.L.2.e.	the pronouns I, me, you, and we

Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

## North Dakota Content Standards

### Language Arts

Grade 1 - Adopted: 2023

#### CONTENT STANDARD First Grade

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

#### CONTENT STANDARD First Grade

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.
INDICATOR	1.F.8.	Decode words with phoneme-grapheme correspondences:
INDICATOR	1.F.8.f.	silent e in single-syllable words
INDICATOR	1.F.8.h.	r-controlled
INDICATOR	1.F.8.k.	contractions

#### CONTENT STANDARD First Grade

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.
INDICATOR	1.F.9.	Encode words with phoneme-grapheme correspondences:
INDICATOR	1.F.9.c.	silent e

#### CONTENT STANDARD First Grade

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
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INDICATOR 1.F.14. Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>
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INDICATOR 1.C.2. Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
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INDICATOR 1.R.3b. Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
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INDICATOR 1.R.6. Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
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INDICATOR 1.R.8. Use a variety of fiction texts.

INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</b>
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INDICATOR	1.W.1.	Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.
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INDICATOR	1.W.3.	Write informative pieces that detail the topic. (See standards L.1, F.14.)
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
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<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>
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INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
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INDICATOR	1.W.6.b.	Drafting: Develop writing from the planning process.
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INDICATOR	1.W.6.e.	Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
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<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
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INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
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INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
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**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
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<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
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INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
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INDICATOR	1.L.2.b.	regular plural nouns
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INDICATOR	1.L.2.d.	color, size, and number adjectives
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Week 19: Unit 4 Summarizing a Reference, p. 1870193

## Language Arts

Grade 1 - Adopted: 2023

### CONTENT STANDARD

#### First Grade

BENCHMARK		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
GRADE LEVEL EXPECTATION		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

### CONTENT STANDARD

#### First Grade

BENCHMARK		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
GRADE LEVEL EXPECTATION		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
INDICATOR	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.c.	single consonant after a short vowel
INDICATOR	1.F.8.f.	silent e in single-syllable words
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.h.	r-controlled
INDICATOR	1.F.8.k.	contractions

### CONTENT STANDARD

#### First Grade

BENCHMARK		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
GRADE LEVEL EXPECTATION		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
INDICATOR	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.9.c.	silent e

### CONTENT STANDARD

#### First Grade

BENCHMARK		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
GRADE LEVEL EXPECTATION		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>

INDICATOR 1.C.2. Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>

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

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR 1.R.6. Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>

INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>

INDICATOR 1.W.6.a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).

INDICATOR 1.W.6.b. Drafting: Develop writing from the planning process.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

Week 20: Unit 4 Summarizing a Reference, p. 195-201

## North Dakota Content Standards

### Language Arts

Grade 1 - Adopted: 2023

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts</b> – Learners will demonstrate knowledge of what books, print, and written language are and how they function.
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study</b> – Learners will decode, encode, and connect meaning to word parts and words.
INDICATOR	1.F.8.	Decode words with phoneme-grapheme correspondences:

INDICATOR	1.F.8.a.	consonant digraphs
INDICATOR	1.F.8.b.	two consonant blends at the beginning and end of words
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.h.	r-controlled
INDICATOR	1.F.8.k.	contractions

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.9.a.	digraphs

INDICATOR	1.F.9.b.	two consonant blends
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
INDICATOR	1.F.10.	Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>
INDICATOR	1.C.2.	Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.
INDICATOR	1.R.5.	Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
INDICATOR	1.R.6.	Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
INDICATOR	1.R.8.	Use a variety of fiction texts.
INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</b>
INDICATOR	1.W.1.	Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.
INDICATOR	1.W.3.	Write informative pieces that detail the topic. (See standards L.1, F.14.)

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
INDICATOR	1.W.6.	Develop and strengthen writing utilizing the five steps appropriate to the task.

INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
INDICATOR	1.W.6.b.	Drafting: Develop writing from the planning process.
INDICATOR	1.W.6.e.	Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

**CONTENT STANDARD**

**First Grade**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
INDICATOR	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD**

**First Grade**

BENCHMARK		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
GRADE LEVEL EXPECTATION		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
INDICATOR	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

Week 21: Introduction to Unit 5 Writing from Pictures, p. 203-213

**North Dakota Content Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**CONTENT STANDARD**

**First Grade**

BENCHMARK		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
GRADE LEVEL EXPECTATION		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.f.	silent e in single-syllable words
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.k.	contractions
INDICATOR	1.F.8.l.	irregularly spelled high-frequency words

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.9.c.	silent e
INDICATOR	1.F.9.e.	irregularly spelled high-frequency words

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>
INDICATOR	1.C.2.	Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>

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

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR 1.R.6. Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR 1.R.8. Use a variety of fiction texts.

INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>

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

INDICATOR 1.W.6.a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>

INDICATOR 1.L.1. Compose simple sentences.

INDICATOR 1.L.1.a. Begin with a capital letter and capitalize proper names, months, and days of the week.

INDICATOR 1.L.1.b. Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

Week 22: Unit 5 Writing from Pictures, p. 215-221

## North Dakota Content Standards

### Language Arts

Grade 1 - Adopted: 2023

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts</b> – Learners will demonstrate knowledge of what books, print, and written language are and how they function.
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study</b> – Learners will decode, encode, and connect meaning to word parts and words.
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.f.	silent e in single-syllable words
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.h.	r-controlled

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study</b> – Learners will decode, encode, and connect meaning to word parts and words.

INDICATOR	1.F.9.	Encode words with phoneme-grapheme correspondences:
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INDICATOR	1.F.9.c.	silent e
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**CONTENT STANDARD** **First Grade**

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
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GRADE LEVEL EXPECTATION		Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.
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INDICATOR	1.F.10.	Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).
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**CONTENT STANDARD** **First Grade**

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
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GRADE LEVEL EXPECTATION		Foundations of Writing – Learners will write complete sentences and paragraphs.
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INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.
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**CONTENT STANDARD** **First Grade**

BENCHMARK		COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
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GRADE LEVEL EXPECTATION		Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.
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INDICATOR	1.C.2.	Speak audibly in complete sentences to express thoughts, feelings, and ideas.
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**CONTENT STANDARD** **First Grade**

BENCHMARK		READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
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GRADE LEVEL EXPECTATION		Comprehension – Learners will read to understand varying complex literary and informational texts.
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INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.
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INDICATOR	1.R.5.	Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.
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**CONTENT STANDARD** **First Grade**

BENCHMARK		READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
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GRADE LEVEL EXPECTATION		Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.
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INDICATOR	1.R.6.	Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		<b>READING (R)</b> – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
GRADE LEVEL EXPECTATION		<b>Text Analysis</b> – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.
INDICATOR	1.R.8.	<b>Use a variety of fiction texts.</b>

INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
INDICATOR	1.W.6.	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>

INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
INDICATOR	1.L.1.	<b>Compose simple sentences.</b>

INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
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INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
INDICATOR	1.L.2.	<b>Recognize and use parts of speech in sentences:</b>

INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
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INDICATOR	1.L.2.b.	regular plural nouns
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INDICATOR	1.L.2.d.	color, size, and number adjectives
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## North Dakota Content Standards

### Language Arts

#### Grade 1 - Adopted: 2023

#### CONTENT STANDARD

#### First Grade

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.

INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).
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#### CONTENT STANDARD

#### First Grade

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.
INDICATOR	1.F.8.	Decode words with phoneme-grapheme correspondences:

INDICATOR	1.F.8.g.	vowel teams
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#### CONTENT STANDARD

#### First Grade

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.

INDICATOR	1.F.10.	Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).
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#### CONTENT STANDARD

#### First Grade

BENCHMARK		FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
GRADE LEVEL EXPECTATION		Foundations of Writing – Learners will write complete sentences and paragraphs.

INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.
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#### CONTENT STANDARD

#### First Grade

BENCHMARK		COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>
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INDICATOR 1.C.2. Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
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INDICATOR 1.R.3b. Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.

INDICATOR 1.R.5. Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
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INDICATOR 1.R.6. Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
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<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>
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INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
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<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>
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INDICATOR 1.W.6.a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

Week 24: Unit 5 Writing from Pictures, p. 231-237

**North Dakota Content Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.a.	consonant digraphs
INDICATOR	1.F.8.b.	two consonant blends at the beginning and end of words

INDICATOR	1.F.8.c.	single consonant after a short vowel
INDICATOR	1.F.8.f.	silent e in single-syllable words
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.h.	r-controlled
INDICATOR	1.F.8.j.	functions of y

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.9.a.	digraphs
INDICATOR	1.F.9.b.	two consonant blends
INDICATOR	1.F.9.c.	silent e

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>
INDICATOR	1.C.2.	Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>

INDICATOR	1.R.3b.	Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
GRADE LEVEL EXPECTATION		Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

INDICATOR	1.R.6.	Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.
GRADE LEVEL EXPECTATION		Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.

INDICATOR	1.R.8.	Use a variety of fiction texts.
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INDICATOR	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.

INDICATOR	1.W.6.	Develop and strengthen writing utilizing the five steps appropriate to the task.
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INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
GRADE LEVEL EXPECTATION		Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.

INDICATOR	1.L.1.	Compose simple sentences.
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INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
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INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
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**CONTENT STANDARD**

**First Grade**

BENCHMARK		WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
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<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

Week 25: Introduction to Unit 7 Inventive Writing, p. 239-247

## North Dakota Content Standards

### Language Arts

Grade 1 - Adopted: 2023

#### CONTENT STANDARD First Grade

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

#### CONTENT STANDARD First Grade

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.c.	single consonant after a short vowel
INDICATOR	1.F.8.g.	vowel teams
INDICATOR	1.F.8.h.	r-controlled

#### CONTENT STANDARD First Grade

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.9.d.	double consonants at the end of words

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>

INDICATOR 1.F.14. Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>

INDICATOR 1.C.2. Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>

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

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR 1.R.6. Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>

INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</b>

INDICATOR	1.W.1.	Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.
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INDICATOR	1.W.3.	Write informative pieces that detail the topic. (See standards L.1, F.14.)
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>

INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
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INDICATOR	1.W.6.b.	Drafting: Develop writing from the planning process.
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INDICATOR	1.W.6.e.	Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>

INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
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INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>

INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
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INDICATOR	1.L.2.b.	regular plural nouns
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INDICATOR	1.L.2.d.	color, size, and number adjectives
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**North Dakota Content Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>

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

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

INDICATOR 1.F.8. **Decode words with phoneme-grapheme correspondences:**

INDICATOR 1.F.8.f. silent e in single-syllable words

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

INDICATOR 1.F.9. **Encode words with phoneme-grapheme correspondences:**

INDICATOR 1.F.9.c. silent e

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>

INDICATOR 1.F.14. Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>
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INDICATOR 1.C.2. Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>
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INDICATOR 1.R.3b. Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
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INDICATOR 1.R.6. Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
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<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>
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INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</b>
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INDICATOR 1.W.1. Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.

INDICATOR 1.W.3. Write informative pieces that detail the topic. (See standards L.1, F.14.)

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
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<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
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<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>
INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
INDICATOR	1.W.6.b.	Drafting: Develop writing from the planning process.
INDICATOR	1.W.6.e.	Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

Week 27: Unit 7 Inventive Writing, p. 257-263

**North Dakota Content Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>

INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>

INDICATOR	1.F.8.f.	silent e in single-syllable words
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INDICATOR	1.F.8.g.	vowel teams
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INDICATOR	1.F.8.h.	r-controlled
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INDICATOR	1.F.8.j.	functions of y
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INDICATOR	1.F.8.k.	contractions
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>

INDICATOR	1.F.9.c.	silent e
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>

INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>

INDICATOR	1.C.2.	Speak audibly in complete sentences to express thoughts, feelings, and ideas.
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**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>

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

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR 1.R.6. Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>

INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</b>

INDICATOR 1.W.1. Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.

INDICATOR 1.W.3. Write informative pieces that detail the topic. (See standards L.1, F.14.)

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>

INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
INDICATOR	1.W.6.b.	Drafting: Develop writing from the planning process.
INDICATOR	1.W.6.e.	Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>
INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>
INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
INDICATOR	1.L.2.b.	regular plural nouns
INDICATOR	1.L.2.d.	color, size, and number adjectives

Week 28: Revisiting Units 1 and 2, p. 267-273

**North Dakota Content Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>
INDICATOR	1.F.3.	Identify the distinguishing features of a sentence (e.g., sentence, first word, capitalization, ending punctuation).

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.f.	silent e in single-syllable words

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.9.c.	silent e

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>
INDICATOR	1.F.14.	Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>
INDICATOR	1.C.2.	Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
INDICATOR	1.R.6.	Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</b>

INDICATOR	1.W.1.	Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.
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INDICATOR	1.W.3.	Write informative pieces that detail the topic. (See standards L.1, F.14.)
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>

INDICATOR	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
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INDICATOR	1.W.6.b.	Drafting: Develop writing from the planning process.
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INDICATOR	1.W.6.e.	Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>

INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
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INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L) – Learners will integrate appropriate language and style to ensure effective readability in writing.</b>
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>

INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
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INDICATOR	1.L.2.b.	regular plural nouns
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INDICATOR	1.L.2.d.	color, size, and number adjectives
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**North Dakota Content Standards**

**Language Arts**

**Grade 1 - Adopted: 2023**

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts – Learners will demonstrate knowledge of what books, print, and written language are and how they function.</b>

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

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

INDICATOR 1.F.8. Decode words with phoneme-grapheme correspondences:

INDICATOR 1.F.8.g. vowel teams

INDICATOR 1.F.8.h. r-controlled

INDICATOR 1.F.8.k. contractions

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>

INDICATOR 1.F.10. Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., sand, match, play).

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>

INDICATOR 1.F.14. Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD** **First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>

INDICATOR 1.C.2. Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>

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

INDICATOR 1.R.5. Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>

INDICATOR 1.R.6. Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	<b>1.R.8.</b>	<b>Use a variety of fiction texts.</b>

INDICATOR 1.R.8.a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</b>

INDICATOR 1.W.1. Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft</b> – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.
<b>INDICATOR</b>	<b>1.W.6.</b>	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>

INDICATOR 1.W.6.a. Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>

INDICATOR 1.L.1.a. Begin with a capital letter and capitalize proper names, months, and days of the week.

INDICATOR 1.L.1.b. Conclude with a period, question mark, or exclamation mark.

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>

INDICATOR 1.L.2.a. nouns as concrete objects (i.e., people, places, and things)

INDICATOR 1.L.2.b. regular plural nouns

INDICATOR 1.L.2.d. color, size, and number adjectives

Week 30: Revisiting Unit 4, p. 283-290

**North Dakota Content Standards**

**Language Arts**

Grade 1 - Adopted: 2023

**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F)</b> – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.
<b>GRADE LEVEL EXPECTATION</b>		<b>Print Concepts</b> – Learners will demonstrate knowledge of what books, print, and written language are and how they function.

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

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.8.</b>	<b>Decode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.8.f.	silent e in single-syllable words

**INDICATOR**

1.F.8.k.

contractions

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Phonics and Word Study – Learners will decode, encode, and connect meaning to word parts and words.</b>
<b>INDICATOR</b>	<b>1.F.9.</b>	<b>Encode words with phoneme-grapheme correspondences:</b>
INDICATOR	1.F.9.c.	silent e

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>FOUNDATIONS OF LITERACY (F) – Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Foundations of Writing – Learners will write complete sentences and paragraphs.</b>

**INDICATOR**

1.F.14.

Write simple sentences using subject and predicate, with capital letters, punctuation, and appropriate word spacing.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>COMMUNICATION (C) – Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Presentational Communication – Learners will organize and express information in a format appropriate to the audience and purpose.</b>

**INDICATOR**

1.C.2.

Speak audibly in complete sentences to express thoughts, feelings, and ideas.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Comprehension – Learners will read to understand varying complex literary and informational texts.</b>

**INDICATOR**

1.R.3b.

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

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	1.R.6.	Recognize basic text features (e.g., table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>READING (R) – Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Analysis – Learners will analyze, interpret, and evaluate complex literary and informational texts that include a wide variety of genres and formats.</b>
<b>INDICATOR</b>	1.R.8.	<b>Use a variety of fiction texts.</b>
<b>INDICATOR</b>	1.R.8.a.	Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Text Types and Structure – Learners will engage in the writing process and produce a variety of texts determined to address different audiences and purposes.</b>
<b>INDICATOR</b>	1.W.1.	Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.
<b>INDICATOR</b>	1.W.3.	Write informative pieces that detail the topic. (See standards L.1, F.14.)

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W) – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</b>
<b>GRADE LEVEL EXPECTATION</b>		<b>Writing Process and Craft – Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</b>
<b>INDICATOR</b>	1.W.6.	<b>Develop and strengthen writing utilizing the five steps appropriate to the task.</b>
<b>INDICATOR</b>	1.W.6.a.	Planning: Generate ideas and plan (e.g., teacher-structured oral rehearsal, graphic organizer, peer feedback).
<b>INDICATOR</b>	1.W.6.b.	Drafting: Develop writing from the planning process.
<b>INDICATOR</b>	1.W.6.e.	Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.

**CONTENT STANDARD****First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.1.</b>	<b>Compose simple sentences.</b>

INDICATOR	1.L.1.a.	Begin with a capital letter and capitalize proper names, months, and days of the week.
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INDICATOR	1.L.1.b.	Conclude with a period, question mark, or exclamation mark.
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**CONTENT STANDARD**

**First Grade**

<b>BENCHMARK</b>		<b>WRITING (W)</b> – Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.
<b>GRADE LEVEL EXPECTATION</b>		<b>Language Usage (L)</b> – Learners will integrate appropriate language and style to ensure effective readability in writing.
<b>INDICATOR</b>	<b>1.L.2.</b>	<b>Recognize and use parts of speech in sentences:</b>

INDICATOR	1.L.2.a.	nouns as concrete objects (i.e., people, places, and things)
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INDICATOR	1.L.2.b.	regular plural nouns
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INDICATOR	1.L.2.d.	color, size, and number adjectives
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