

North Dakota Priority Standards and Proficiency Scales

ENGLISH LANGUAGE ARTS (ELA)

Priority Standards

GRADE 1

Strand	Code	Standard Description	Essential Vocabulary
Reading Standards for Literature/Fiction K-2	1. RL.1	Ask and answer questions about key/supporting details in a text before, during, and after reading.	literature, story, poem/poetry, characters, setting, plot, key detail, question, fiction, fantasy, text evidence
	1. RL.2	Retell stories, including key/supporting details, and demonstrate understanding of their central or main idea. Central Idea = synonymous with main idea.	retell, sequence, literature, story, poem/poetry, character, setting, plot, problem/solution, central message, lesson, beginning, middle, end, theme
	1. RL.3	Describe characters, settings, and major events in a story, using key/supporting details.	character, setting, major events, plot, fiction, fantasy, beginning, middle, end, key details, illustrations, story elements
	1. RL.10	Read prose and poetry on grade level proficiently and independently. Prose- spoken or written language as in ordinary usage. Distinguished from poetry by its lack of a rhythmic structure.	proficient, independent
Reading Standards for Informational/Nonfiction Text K-2	1. RI. 1	Ask and answer questions about key/supporting details in a text.	information, key detail, topic, question, nonfiction, realism, text evidence, nonfiction text features, literal, inferential
	1. RI. 2	Identify the main topic and retell key/supporting details of a text.	information, key detail, fact, topic, retell, main topic, nonfiction, realism, supporting details, summarize
	1. RI. 10	Proficiently read informational texts on grade level.	proficient, independent



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Reading Standards: Foundational Skills K-2	1. RF. 2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a) Distinguish long from short vowel sounds in spoken single-syllable words. b) Orally produce single-syllable words, by blending sounds (phonemes), including consonant blends. c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	<p>syllable, segment, letter sounds, long vowels, short vowels, consonants, consonant blends, blending, beginning sounds, medial sounds, final sounds</p>
	1. RF. 3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a) Know the spelling-sound correspondences for common consonant digraphs. b) Decode regularly spelled one-syllable words. c) Demonstrate use of beginning and ending blends d) Know final -e and common vowel team conventions for representing long vowel sounds. e) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. f) Decode two-syllable words following basic patterns by breaking the words into syllables. G Read words with inflectional endings. H. Recognize and read grade-appropriate irregularly spelled words. 	<p>digraph, vowel, consonant, final -3, decode, syllable, sound, vowel team, segment, bland, inflectional ending, irregular word, high-frequency word</p>
Writing Standards K-2	1. W. 1	<p>Write opinion pieces.</p> <ul style="list-style-type: none"> a) Introduce the topic or name the book they are writing about. b) State an opinion. c) Supply a reason for the opinion. d) Provide some sense of closure. 	<p>opinion, sentence, details, topic, word choice, illustrate, idea, topic sentence, supporting detail, reasons, conclusion</p>
	1. W. 2	<p>Write informative/explanatory texts.</p> <ul style="list-style-type: none"> a) Name a topic. b) Supply some facts about the topic. c) Provide some sense of closure. 	<p>informative, topic, details, facts, research, illustrate, diagram, label, nonfiction text features, paragraph indent, conclusion, closing sentence, title</p>
	1. W. 3	<p>Write narratives.</p> <ul style="list-style-type: none"> a) Recount two or more appropriately sequenced events. b) Include some details regarding what happened. c) Use transitional words to signal event order. d) Provide some sense of closure. 	<p>narrative, personal, story, event, sequence, temporal words, illustrate, transitions, first, next, last, title, conclusion</p>



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Speaking and Listening Standards K-1	1. SL. 1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a) Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c) Ask questions to clear up any confusion about the topics and texts under discussion.	discuss, partner, topic, rules, group, questions
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<p>Conventions of Standard English</p>	<p>1. L. 1</p>	<p>Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none"> a) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. b) Correctly use common homophones (e.g., to, too, two; there, their). c) Ensure subject verb-agreement. d) Produce compound sentences. e) Use singular and plural nouns with matching verbs in basic sentences (simple subject/verb agreement). f) Form and use regular and irregular plural nouns. g) Form and use the simple verb tenses (e.g., I walked, I walk; I will walk). h) Use personal, possessive, and indefinite pronouns. i) Use adjectives depending on what is to be modified. j) Use demonstratives (that, those, these, this). <p>Practice:</p> <ul style="list-style-type: none"> k) Use question words (interrogatives). l) Produce complete sentences in shared language activities. m) Common and proper nouns. n) Use regular plural nouns orally by adding /s/ or /es/. o) Use frequently occurring adjectives. p) Use articles. <p>Display proficiency in:</p> <ul style="list-style-type: none"> q) Uppercase and lowercase letters. r) Use frequently occurring conjunctions (and, or, but). s) Use prepositions. 	<p>noun, common, proper, possessive, singular, plural, personal, indefinite, pronouns, verbs, past, present, future, adjectives, preposition</p>
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1. L. 2	<p>Within the context of authentic English writing and speaking...</p> <p>Introduce:</p> <ul style="list-style-type: none">a) Capitalize dates and names of people.b) Use commas in dates and to separate single words in a series.c) Capitalize holidays, product names, and geographic names.d) Use commas in greetings and closings of letters.e) Use an apostrophe to form contractions and frequently occurring possessives.f) Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).g) Capitalize important words in titles.h) Form and use possessives.i) Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).j) Use punctuation to separate items in a series. <p>Practice:</p> <ul style="list-style-type: none">k) Use end punctuation for sentences.l) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.m) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.n) Use conventional spelling for high-frequency and other studied words.o) Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) <p>Display proficiency in:</p> <ul style="list-style-type: none">p) Recognize and name end punctuation.	capital, punctuation, spelling patterns, high-frequency words
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