

# North Dakota English Language Arts Content and Achievement Standards

Grade 1

April 2005

North Dakota Department of Public Instruction

Dr. Wayne G. Sanstead, State Superintendent

600 E Boulevard Avenue, Dept. 201

Bismarck, North Dakota 58505-0440

[www.dpi.state.nd.us](http://www.dpi.state.nd.us)



## Standard 1: Students engage in the research process

Standard 1: Students engage in the research process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 1</b>				
<b>PLANNING RESEARCH</b>				
1.1.1. Choose a research topic	Students choose thought-provoking research topics that are relevant given time and resource constraints.	Students choose research topics that are relevant given time and resource constraints.	Students choose research topics that may be relevant given either time or resource constraints.	Students choose research topics that are irrelevant given both time and resource constraints.
1.1.2. Formulate questions related to a topic of study	Students discuss questions that are insightful and highly relevant to the topic of study.	Students discuss questions that are relevant to the topic of study.	Students discuss questions that may not be directly relevant to the topic.	Students have difficulty generating questions to discuss about the topic.
<b>ORGANIZING INFORMATION</b>				
1.1.3. Locate and gather information from a variety of print and technological resources	Students locate and gather information from an extensive variety of resources.	Students locate and gather information from a variety of resources.	Students locate and gather information from some resources.	Students locate and gather information from few resources.
<b>PRESENTING INFORMATION</b>				
1.1.4. Share items and/or information related to a topic	Students explain relevant information as well as subtle details related to a topic.	Students explain relevant information related to a topic.	Students explain some relevant items and/or information related to a topic.	Students explain irrelevant information related to a topic.
<b>EVALUATION</b>				
1.1.5. Use self-assessment tools to evaluate presentation; e.g., checklist, pictorial (smiley/sad face)	Students use self-assessment tools to evaluate presentations, with few if any errors.	Students use self-assessment tools to evaluate presentations, with no significant errors.	Students use self-assessment tools to evaluate presentations, with a few significant errors.	Students use self-assessment tools to evaluate presentations, with many significant errors.

## Standard 2: Students engage in the reading process

Standard 2: Students engage in the reading process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 1</b>				
<b>LITERARY/INFORMATIONAL GENRES</b>				
1.2.1. Read a variety of genres; i.e., fiction, folk tales, poetry, and nonfiction-informational	Students read texts of an extensive variety of genres.	Students read texts of a variety of genres.	Students read texts of some genres.	Students read texts of very few genres.
1.2.2. Explain elements of a story; i.e., characters, events, setting, and ending	Students explain the elements of a story with few if any errors.	Students explain the elements of a story with no significant errors.	Students explain the elements of a story with a few significant errors.	Students explain the elements of a story with many significant errors.
<b>PHONOLOGICAL/PHONEMIC AWARENESS</b>				
1.2.3. Identify and manipulate individual sounds in words	Students identify and manipulate sounds in words and separate words into parts with ease and accuracy.	Students identify and manipulate sounds in words and separate words into parts with minimal difficulty and no significant errors.	Students identify and manipulate sounds in words and separate words into parts with difficulty and a few significant or many minor errors.	Students identify and manipulate sounds in words and separate words into parts with great difficulty and with many significant errors.
1.2.4. Isolate and say the first, medial, or last sound in a word	Students isolate and say the first, medial, or last sound in a word with ease and accuracy.	Students isolate and say the first, medial, or last sound in a word with minimal difficulty and no significant errors.	Students isolate and say the first, medial, or last sound in a word with difficulty and a few significant or many minor errors.	Students isolate and say the first, medial, or last sound in a word with great difficulty and many significant errors.
1.2.5. Break or separate a word into parts – onset and rime	Students separate a word into parts with ease and accuracy.	Students separate a word into parts with minimal difficulty and no significant errors.	Students separate a word into parts with difficulty and a few significant or many minor errors.	Students separate a word into parts with great difficulty and many significant errors.
1.2.6. Identify and create rhymes	Students identify and create rhymes with ease and accuracy.	Students identify and create rhymes with minimal difficulty and no significant errors.	Students identify and create rhymes with difficulty and a few significant or many minor errors.	Students identify and create rhymes with great difficulty and many significant errors.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>PHONICS/WORD RECOGNITION</b>				
1.2.7. Apply knowledge of letter/sound relationship when reading	Students use letter-sound relationships/ phonics to decode words with ease and accuracy.	Students use letter-sound relationships/ phonics to decode words with minimal difficulty and no significant errors.	Students use letter-sound relationships/ phonics to decode words with difficulty and a few significant errors.	Students use letter-sound relationships/ phonics to decode words with great difficulty and many significant errors.
1.2.8. Use knowledge of phonics to decode words				
<b>COMPREHENSION/READING STRATEGIES FOR MEANING</b>				
1.2.9. Make and confirm predictions about what will happen in a story	Students make insightful predictions and point to explicit and implicit textual support to confirm or disconfirm predictions.	Students make supportable predictions and point to textual evidence that confirms or disconfirms predictions.	Students make unsupported predictions or cannot find evidence to confirm/ disconfirm predictions.	Students make unsupported predictions and cannot find evidence to confirm/ disconfirm predictions.
1.2.10. Recall/retell details/events in sequence	Students retell all events and details of a story in correct sequence and with great detail.	Students retell all events and details of a story in correct sequence.	Students retell the events and details of a story in an incorrect sequence or retell only some events and details of a story in the correct sequence.	Students retell some events and details of a story in an incorrect sequence.
1.2.11. Make text-to-self and text-to-text connections	Students always make insightful text-to-self and text-to-text connections when reading.	Students consistently make text-to-self and text-to-text connections when reading.	Students sometimes make text-to-self and text-to-text connections when reading.	Students rarely make text-to-self and text-to-text connections when reading.
1.2.12. Use strategies to monitor comprehension; e.g., reread, check picture, think about the story to determine what makes sense	Students use an extensive variety of strategies to monitor reading comprehension.	Students consistently use strategies to monitor reading comprehension.	Students sometimes use strategies to monitor reading comprehension.	Students rarely use strategies to monitor reading comprehension.
1.2.13. Locate the main idea and identify supporting details of a text	Students always identify the main idea and supporting details of a text.	Students consistently identify the main idea and supporting details of a text.	Students identify the main idea and a few supporting details of a text.	Students cannot identify the main idea and identify only a few details of a text.

**Standard 2: Students engage in the reading process.**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
1.2.14. Read a variety of vocabulary embedded in authentic text	Students read a variety of vocabulary embedded in authentic text and environmental print with ease and accuracy.	Students read a variety of vocabulary embedded in authentic text and environmental print with minimal difficulty and no significant errors.	Students read a variety of vocabulary embedded in authentic text and environmental print with difficulty and a few significant errors.	Students read a variety of vocabulary embedded in authentic text and environmental print with great difficulty and many significant errors.
1.2.15. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	Students read aloud with ease, accuracy, and with appropriate phrasing, rate, and expression.	Students read aloud with minimal difficulty, no significant errors, and with appropriate phrasing, rate, and expression.	Students read aloud with difficulty, a few significant errors, and with somewhat appropriate phrasing, rate, and expression.	Students read aloud with great difficulty, many significant errors, and with inappropriate phrasing, rate, and expression.
PURPOSES FOR READING				
1.2.16. Use reading to be informed and/or entertained	Students make creative or insightful text choices that are appropriate to the reading purpose.	Students consistently make text choices that are appropriate to the reading purpose.	Students sometimes make text choices that are appropriate to the reading purpose.	Students rarely make text choices that are appropriate to the reading purpose.

### Standard 3: Students engage in the writing process

Standard 3: Students engage in the writing process				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 1</b>				
<b>PREWRITING</b>				
1.3.1. Recognize a variety of purposes for writing, i.e., inform, entertain	Students identify an extensive variety of purposes for writing.	Students identify both conveying information and entertaining others as purposes for writing.	Students identify either conveying information or entertaining others as a writing purpose.	Students identify that writing has a purpose, but do not name a specific purpose.
1.3.2. Discuss and organize ideas drawn from prior knowledge using lists and webs	Students use an extensive variety of strategies to plan their writing.	Students use a variety of strategies to plan their writing.	Students use some diverse strategies to plan their writing.	Students use very few strategies to plan their writing.
1.3.3. Write about familiar topics and ideas				
<b>DRAFTING</b>				
1.3.4. Write frequently for a variety of purposes; e.g., lists, journals, personal narratives	Students write for an extensive variety of purposes.	Students write for a variety of purposes.	Students write for some diverse purposes.	Students write for very few purposes.
1.3.5. Compose at least three sentences about a single idea	Students always write more than three sentences on a topic.	Students consistently write a minimum of three sentences on a topic.	Students sometimes write a minimum of three sentences on a topic.	Students rarely write more than two sentences on a topic.
1.3.6. Produce an organized piece with a beginning, middle, and end	Students' writing is always organized with a clear beginning, middle, and end.	Students' writing is consistently organized with a clear beginning, middle, and end.	Students' writing is sometimes organized with a clear beginning, middle, and end.	Students' writing is rarely organized with a clear beginning, middle, and end.
1.3.7. Include supporting details in written work	Students include an extensive variety of details that all support written work.	Students include a variety of details that appropriately support written work.	Students include some details that support written work.	Students include very few details that support written work.

**Standard 3: Students engage in the writing process**

Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
1.3.8. Select descriptive language to add interesting details to a story	Students select language that adds insightful detail to a story.	Students select language that adds appropriate detail to a story.	Students select language that adds some detail to a story.	Students select language that adds very few details to a story.
1.3.9. Write known words fluently	Students write known words with ease and accuracy.	Students write known words with minimal difficulty and no significant errors.	Students write known words with difficulty and a few significant errors.	Students write known words with great difficulty and many significant errors.
1.3.10. Write left to right across more than one line	Students always write left to right across more than one line.	Students consistently write left to right across more than one line.	Students sometimes write left to right across more than one line.	Students rarely write left to right across more than one line.
1.3.11. Consistently use spacing to separate words	Students always use spacing to separate words.	Students consistently use spacing to separate words.	Students sometimes use spacing to separate words.	Students rarely use spacing to separate words.
<b>REVISING</b>				
1.3.12. Reread written work to check for meaning, ideas, word choice, and organization	Students always reread their written work to monitor for meaning, ideas, word choice, and the organization of written text.	Students consistently reread their written work to monitor for meaning, ideas, word choice, and the organization of written text.	Students sometimes reread their written work to monitor for meaning, ideas, word choice, and the organization of written text.	Students rarely reread their written work to monitor for meaning, ideas, word choice, and the organization of written text.
<b>EDITING</b>				
1.3.13. Reread written work to check for spelling of known words and punctuation; e.g., periods, question marks, exclamation points	Students always edit written texts for spelling and punctuation.	Students consistently edit written texts for spelling and punctuation.	Students sometimes edit written texts for spelling and punctuation.	Students rarely edit written texts for spelling and punctuation.
1.3.14. Choose grade-level appropriate tools for writing; i.e., dictionary, thesaurus, word wall, environmental print	Students always use appropriate tools for writing.	Students consistently use appropriate tools for writing.	Students sometimes use appropriate tools for writing.	Students rarely use appropriate tools for writing.

Standard 3: Students engage in the writing process				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
PUBLICATION/PRESENTATION  1.3.15. Share published piece with peers, teachers, and family members	Students share an extensive variety of published work with peers, teachers, and family members.	Student share a variety of published work with peers, teachers, and family members.	Students share some different published work with peers, teachers, and family members.	Students share a limited variety of published work with peers, teachers, and family members.

## Standard 4: Students engage in the speaking and listening process

Standard 4: Students engage in the speaking and listening process.				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 1</b>				
<b>VERBAL AND NONVERBAL COMMUNICATION</b>				
1.4.1. Use developmentally-appropriate speaking vocabulary	Students almost always use appropriate, higher level speaking vocabulary.	Students consistently use appropriate speaking vocabulary.	Students sometimes use developmentally-appropriate speaking vocabulary.	Students rarely use developmentally-appropriate speaking vocabulary.
1.4.2. Actively listen to the speaker	Students always actively listen to speakers.	Students consistently actively listen to speakers.	Students sometimes actively listen to speakers.	Students rarely actively listen to speakers.
1.4.3. Follow two and three step directions	Students follow two and three step directions with ease.	Students follow two and three step directions with minimal difficulty.	Students follow two and three step directions with difficulty.	Students rarely follow two and three step directions.
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>				
1.4.4. Stay on topic while speaking	Students always stay on topic while speaking.	Students consistently stay on topic while speaking.	Students sometimes stay on topic while speaking.	Students rarely stay on topic while speaking.
1.4.5. Take turns speaking in conversation	Students always take turns speaking.	Students consistently take turns speaking.	Students sometimes take turns speaking.	Students rarely take turns speaking.
1.4.6. Formulate and respond appropriately to questions	Students formulate and respond to questions in an insightful manner.	Students consistently formulate and respond appropriately to questions.	Students sometimes formulate and respond appropriately to questions.	Students rarely formulate and respond appropriately to questions.

## Standard 5: Students understand media

Standard 5: Students understand media				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 1				
MEDIA GENRES				
1.5.1. Identify existing and developing media; i.e., radio, film, and electronic sources	Students identify an extensive variety of media genres.	Students identify a variety of media genres.	Students identify some media genres.	Students identify few media genres.

## Standard 6: Students understand and use principles of language

Standard 6: Students understand and use principles of language				
Benchmark Expectations	PROFICIENCY DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<b>Grade 1</b>				
<b>LANGUAGE CONVENTIONS/MECHANICS</b>				
1.6.1. Use sentences to convey a message	Students add meaningful details to complete sentences to convey a message.	Students consistently use complete sentences with details to convey a message.	Students sometimes use complete sentences to convey a message.	Students rarely use complete sentences to convey a message.
1.6.2. Use developmentally-appropriate parts of speech; i.e., proper and common nouns, singular and plural nouns, pronouns, and verbs	Students use developmentally-appropriate parts of speech with few if any errors.	Students use developmentally-appropriate parts of speech with no significant errors.	Students use developmentally-appropriate parts of speech with a few significant errors.	Students use developmentally-appropriate parts of speech with many significant errors.
1.6.3. Use developmentally-appropriate capitalization; i.e., proper nouns, beginning of sentences, titles	Students use developmentally-appropriate conventions of capitalization with few if any errors.	Students use developmentally-appropriate conventions of capitalization with no significant errors.	Students use developmentally-appropriate conventions of capitalization with a few significant errors.	Students rarely use developmentally-appropriate conventions of capitalizations.
1.6.4. Use developmentally-appropriate conventions of punctuation; i.e., period, comma, question mark, exclamation marks	Students use developmentally-appropriate conventions of punctuation with few if any errors.	Students use developmentally-appropriate conventions of punctuation with no significant errors.	Students use developmentally-appropriate conventions of punctuation with a few significant errors.	Students rarely use developmentally-appropriate conventions of punctuation.
1.6.5. Use developmentally-appropriate principles of spelling; i.e., inventive spelling, commonly used words in writing	Students use developmentally-appropriate principles of spelling with few if any errors.	Students use developmentally-appropriate principles of spelling with no significant errors.	Students use developmentally-appropriate principles of spelling with a few significant errors.	Students rarely use developmentally-appropriate principles of spelling.