GRADE
1

Quick Reference Guide

FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY

2012

TABLE OF CONTENTS

INTRODUCTION

The *Quick Reference Guide for The North Carolina Standard Course of Study* is intended to serve as a resource for teachers as they plan instruction to implement the *North Carolina Standard Course of Study* across multiple disciplines. There are nine *Quick Reference Guides* available – one for each of the grade levels from kindergarten through 8th grade. The inclusion of standards for all subject areas within single, grade-specific documents is intended to make planning for instruction more efficient and may be particularly useful for grade level teachers teaching multiple disciplines or teams of teachers collaborating to plan integrated instruction.

The *Reference Guides* contain the standards and objectives for all of the *Common Core State Standards*, *North Carolina Essential Standards*, and *North Carolina Extended Content Standards*. Additional information, such as introductory materials, or other narrative may be accessed by viewing the full version of the *Standard Course of Study* and *Instructional Support Tools* for each discipline.

The *Reference Guide* is organized into four major sections:

1. **Common Core State Standards –** On June 2, 2010, North Carolina adopted the K-12 *Common Core State Standards* for *Mathematics* and for *English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects*, released by the National Governors Association Center for Best Practices and the Council of Chief State School Officers.

2. **North Carolina Essential Standards by Grade Level –** The *North Carolina Essential Standards* were written by teams of North Carolina Educators and are available by grade level for Arts Education (Dance, Music, Theatre Arts, Visual Arts), Healthful Living (Health and Physical Education), Information and Technology, Science, and Social Studies.

3. **North Carolina Essential Standards by Proficiency Level & Course –** The Essential Standards for English Language Development, Guidance, and World Languages (Classical, Dual & Heritage, and Modern) are organized by proficiency level rather than by grade level. A one page summary and standards for all proficiency levels are included for Guidance and World Languages. A one page summary and rubrics for proficiency placement are included for English Language Development. You will find a one page summary in the 6th-8th grade guides for Career and Technical Education, organized by Course.

4. **North Carolina Extended Content Standards –** These alternate achievement standards are designed for students with the most significant cognitive disabilities to have access to the *Standard Course of Study* at grade level. The *North Carolina Extended Content Standards* were developed for English Language Arts, Mathematics, Science, and Social Studies.

For additional information visit:
   NC Public Schools – http://www.ncpublicschools.org
   NCDPI Wiki Spaces – www.ncdpi.wikispaces.net

ENGLISH LANGUAGE ARTS
COMMON CORE STATE STANDARDS

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

1st Grade-Specific Standards For Reading

READING STANDARDS FOR LITERATURE (RL.1)

Key Ideas and Details
1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.
8. (Not applicable to literature)
9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

READING STANDARDS FOR INFORMATIONAL TEXT (RI.1)

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1.

READING STANDARDS: FOUNDATIONAL SKILLS (RF.1)

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
   a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   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).

Phonics and Word Recognition
3. Know and apply grade-level phonics and word analysis skills in decoding words.
    a. Know the spelling-sound correspondences for common consonant digraphs.
    b. Decode regularly spelled one-syllable words.
    c. Know final -e and common vowel team conventions for representing long vowel sounds.
    d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
    e. Decode two-syllable words following basic patterns by breaking the words into syllables.
    f. Read words with inflectional endings.
    g. Recognize and read grade-appropriate irregularly spelled words.

Fluency
4. Read with sufficient accuracy and fluency to support comprehension.
    a. Read grade-level text with purpose and understanding.
    b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

 * These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

1st Grade-Specific Standards For Writing

WRITING STANDARDS (W.1)

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

4. (Begins in grade 3)

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

1st Grade-Specific Standards For Speaking and Listening

SPEAKING AND LISTENING STANDARDS (SL.1)

Comprehension and Collaboration

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.
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

The standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

1st Grade-Specific Standards For Language

LANGUAGE STANDARDS (L.1)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print all upper- and lowercase letters.
   b. Use common, proper, and possessive nouns.
   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
   d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
   e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
   f. Use frequently occurring adjectives.
   g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
   h. Use determiners (e.g., articles, demonstratives).
   i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
   j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

    a. Capitalize dates and names of people.

    b. Use end punctuation for sentences.

    c. Use commas in dates and to separate single words in a series.

    d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

    e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

    a. Use sentence-level context as a clue to the meaning of a word or phrase.

    b. Use frequently occurring affixes as a clue to the meaning of a word.

    c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

    a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

    b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

    c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

    d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

MATHEMATICS
COMMON CORE STATE STANDARDS

CRITICAL AREAS

1. ***Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20 –*** Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

2. ***Developing understanding of whole number relationship and place value, including grouping in tens and ones –*** Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. The compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

3. ***Developing understanding of linear measurement and measuring lengths as iterating length units –*** Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement. (Note: students should apply the principle of transitivity of measurement to make direct comparisons, but they need not use this technical term.)

4. ***Reasoning about attributes of, and composing and decomposing geometric shapes –*** Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving addition and subtraction.

    1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 1.)

    1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

    1.OA.3 Apply properties of operations as strategies to add and subtract. (Note: Students need not use formal terms for these properties.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*

    1.OA.4 Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

    1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

    1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Work with addition and subtraction equations.

    1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*

    1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.*

NUMBER AND OPERATIONS IN BASE TEN

Extend the counting sequence.

    1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

    1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

        a. 10 can be thought of as a bundle of ten ones – called a "ten."

        b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

        c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

    1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Use place value understanding and properties of operations to add and subtract.

    1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

    1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

    1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

MEASUREMENT AND DATA

Measure lengths indirectly and by iterating length units.

    1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

    1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

    1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

    1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

GEOMETRY

Reason with shapes and their attributes.

    1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

    1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Note: Students do not need to learn formal names such as "right rectangular prism.")

    1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.* Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

ARTS EDUCATION – DANCE
NORTH CAROLINA ESSENTIAL STANDARDS

CREATION AND PERFORMANCE

1.CP.1 Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.

1.CP.1.1 Create dance movement using elements of movement (body, time, space, energy).

1.CP.1.2 Compare spontaneous movement (improvisation) and planned movement (choreography).

1.CP.1.3 Construct dance phrases which illustrate beginning, middle, and ending.

1.CP.1.4 Create movement that expresses words, ideas, experiences, and feelings.

1.CP.2 Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.

1.CP.2.1 Use body and voice control in personal and general space.

1.CP.2.2 Exemplify concentration during dance explorations.

1.CP.2.3 Understand how teacher feedback can be used to improve dance.

DANCE MOVEMENT SKILLS

1.DM.1 Understand how to use movement skills in dance.

1.DM.1.1 Identify body parts, their range of motion, and use of body center.

1.DM.1.2 Execute a variety of body shapes.

1.DM.1.3 Contrast basic locomotor and non-locomotor (axial) movements.

1.DM.1.4 Understand use of beat, meter, and duration in dance movement.

1.DM.1.5 Illustrate directions, levels, and pathways in general space.

RESPONDING

1.R.1 Use a variety of thinking skills to analyze and evaluate dance.

1.R.1.1 Explain movement skills and elements observed in dances performed by peers.

1.R.1.2 Understand how responses to dance can be used to represent feelings and opinions.

CONNECTING

1.C.1 Understand cultural, historical, and interdisciplinary connections with dance.

1.C.1.1 Recognize how dance is used in customs and traditions of various cultures.

1.C.1.2 Understand connections between dance and concepts in other curricular areas.

ARTS EDUCATION – MUSIC
NORTH CAROLINA ESSENTIAL STANDARDS

MUSICAL LITERACY

1.ML.1 Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression

    1.ML.1.1 Use proper technique when singing and playing a variety of music.

    1.ML.1.2 Use accurate pitch to imitate three-pitch melodic patterns.

    1.ML.1.3 Execute rhythmic patterns using body, instruments, or voice.

    1.ML.1.4 Apply changes in dynamics and tempo when singing and playing music.

1.ML.2 Interpret the sound and symbol systems of music.

    1.ML.2.1 Interpret rhythm patterns that use iconic or standard notation for quarter notes, quarter rests and beamed eighth notes.

    1.ML.2.2 Execute three-pitch songs with voice and/or instruments.

    1.ML.2.3 Use iconic symbols to notate quarter notes and quarter rests.

1.ML.3 Create music using a variety of sound and notational sources.

    1.ML.3.1 Use improvisation to create two-phrase melodies using three pitches.

    1.ML.3.2 Select a variety of traditional and non-traditional sound sources to accompany readings, stories, or dramatizations.

    1.ML.3.3 Use iconic notation to compose simple rhythm patterns consisting of quarter notes, beamed eighth notes, and quarter rest durations.

MUSICAL RESPONSE

1.MR.1 Understand the interacting elements to respond to music and music performances.

    1.MR.1.1 Use corresponding movements or actions to respond to prominent music characteristics (such as patterns in rhythm, melodic contour, dynamics, and form) while listening to and/or singing music.

    1.MR.1.2 Recognize melodic patterns, rhythmic patterns, dynamics, and forms when presented aurally.

    1.MR.1.3 Compare appropriate behaviors for different types of music performances (such as outdoor concerts, concerts with audience participation, vocal concerts, etc.).

    1.MR.1.4 Classify timbre by pitched or unpitched instruments and sounds.

CONTEXTUAL RELEVANCY

1.CR.1 Understand global, interdisciplinary, and 21st century connections with music.

    1.CR.1.1 Recognize how music is used in customs and traditions of various cultures.

    1.CR.1.2 Understand the relationships between music and concepts from other areas.

ARTS EDUCATION – THEATRE ARTS
NORTH CAROLINA ESSENTIAL STANDARDS

COMMUNICATION

1.C.1 Use movement, voice, and writing to communicate ideas and feelings.

 1.C.1.1 Use non-verbal expression to communicate movement elements, including size, weight, and rate.

 1.C.1.2 Use creative drama techniques, such as storytelling or puppetry, to demonstrate vocal variety.

 1.C.1.3 Understand that stories have a beginning, middle, and end.

1.C.2   Use performance to communicate ideas and feelings.

 1.C.2.1 Use improvisation to communicate activities in a variety of situations.

 1.C.2.2 Use dramatic play to perform stories while texts are read aloud.

ANALYSIS

1.A.1 Analyze literary texts and performances.

 1.A.1.1 Analyze texts in terms of the relationships among characters, setting, and events.

 1.A.1.2 Explain qualities of characters and sequence of events in formal and informal productions.

AESTHETICS

1.AE.1 Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.

 1.AE.1.1 Understand how to prepare spaces for presentations.

 1.AE.1.2 Understand how the use of costumes and props enhance dramatic play.

CULTURE

1.CU.1 Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.

 1.CU.1.1 Recognize how theatre is used in customs and traditions of various cultures.

 1.CU.1.2 Compare the impact of different media, such as theatre, film, the Internet, and television, on family life.

1.CU.2 Understand the traditions, roles, and conventions of theatre as an art form.

 1.CU.2.1 Understand how to use appropriate behavior as an audience member.

 1.CU.2.2 Use appropriate responses to the director or acting coach.

ARTS EDUCATION – VISUAL ARTS
NORTH CAROLINA ESSENTIAL STANDARDS

VISUAL LITERACY

1.V.1 Use the language of visual arts to communicate effectively.

1.V.1.1 Identify tools, media and processes.

1.V.1.2 Create original art that expresses ideas, themes, and events.

1.V.1.3 Recognize that symbols, subjects, or themes are used in the works of others to communicate.

1.V.1.4 Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, and space.

1.V.1.5 Understand characteristics of the Principles of Design, including repetition, emphasis, contrast, and balance.

1.V.2 Apply creative and critical thinking skills to artistic expression.

1.V.2.1 Recognize that artistic problems have multiple solutions.

1.V.2.2 Understand how physical location affects what is seen in the immediate environment.

1.V.2.3 Create art from imaginary sources of inspiration.

1.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.

1.V.3.1 Use a variety of tools safely and appropriately to create art.

1.V.3.2 Execute control of a variety of media.

1.V.3.3 Use the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, and ceramics to create art.

CONTEXTUAL RELEVANCY

1.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.

1.CX.1.1 Recognize how visual arts are used in customs and traditions of various cultures.

1.CX.1.2 Identify images in art as depicting something old (historic) or new (contemporary).

1.CX.1.3 Classify art into categories, such as landscapes, cityscapes, seascapes, portraits, and still life.

1.CX.1.4 Understand how art represents different cultures.

1.CX.1.5 Understand that art is a reflection of the artist's ideas, environment, and/or resources.

1.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.

1.CX.2.1 Identify the role of functional art in various communities around the world.

1.CX.2.2 Identify connections between art and concepts from other disciplines, such as math, science, language arts, social studies, and other arts.

1.CX.2.3 Differentiate between sharing ideas and copying.

CRITICAL RESPONSE

1.CR.1 Use critical analysis to generate responses to a variety of prompts.

1.CR.1.1 Use appropriate art terminology to express personal opinions about art.

1.CR.1.2 Explain how and why personal works of art are made, focusing on media and process.

HEALTHFUL LIVING – HEALTH EDUCATION
NORTH CAROLINA ESSENTIAL STANDARDS

MENTAL AND EMOTIONAL HEALTH

1.MEH.1 Understand the relationships among healthy expression of emotions, mental health, and healthy behavior.

1.MEH.1.1 Use effective communication to express and cope with emotions.

1.MEH.1.2 Use methods of positive coping with disappointment and failure.

1.MEH.1.3 Classify stressors as eustress or distress.

PERSONAL AND CONSUMER HEALTH

1.PCH.1 Apply measures for cleanliness and disease prevention.

1.PCH.1.1 Recognize that germs produce illness and can be spread from one person to another.

1.PCH.1.2 Use measures for preventing the spread of germs.

1.PCH.2 Understand wellness, disease prevention, and recognition of symptoms.

1.PCH.2.1 Illustrate symptoms of sickness and measures for getting well.

1.PCH.2.2 Summarize the transition between primary and permanent teeth and steps for seeking help for dental problems.

1.PCH.3 Understand necessary steps to prevent and respond to unintentional injury.

1.PCH.3.1 Identify safety hazards in the home and injury prevention strategies.

1.PCH.3.2 Identify items that can cause burns, strategies to prevent fire and burn injury.

1.PCH.3.3 Execute the Stop, Drop, and Roll response.

1.PCH.3.4 Execute an emergency phone call.

INTERPERSONAL COMMUNICATION AND RELATIONSHIPS

1.ICR.1 Understand healthy and effective interpersonal communication and relationships.

1.ICR.1.1 Explain the importance of demonstrating respect for the personal space and boundaries of others.

1.ICR.1.2 Explain the value of having a diversity of students in the classroom.

1.ICR.1.3 Contrast tattling with reporting aggression, bullying, and violent behavior.

1.ICR.1.4 Contrast appropriate and inappropriate touch.

1.ICR.1.5 Illustrate how to seek adult assistance for inappropriate touch.

NUTRITION AND PHYSICAL ACTIVITY

1.NPA.1 Understand MyPlate as a tool for selecting nutritious foods.

1.NPA.1.1 Select a variety of foods based on MyPlate.

1.NPA.1.2 Contrast more nutrient dense foods from those that are less nutrient dense.

1.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.

1.NPA.2.1 Classify the sources of a variety of foods.

1.NPA.2.2 Select healthy alternatives to foods and beverages that are high in sugar.

1.NPA.3 Remember fitness concepts to enhance quality of life.

    1.NPA.3.1 Recognize the benefits of physical activity.

    1.NPA.3.2 Recall fitness and recreation activities that can be used during out of school hours.

ALCOHOL, TOBACCO, AND OTHER DRUGS

1.ATOD.1 Understand how to use household products and medicines safely.

    1.ATOD.1.1 Recognize the harmful effects of medicine when used incorrectly.

    1.ATOD.1.2 Recognize how to behave safely with medicines and household cleaners.

    1.ATOD.1.3 Classify products as harmful or safe.

    1.ATOD.1.4 Summarize strategies for reporting harmful substances.

HEALTHFUL LIVING – PHYSICAL EDUCATION
NORTH CAROLINA ESSENTIAL STANDARDS

MOTOR SKILL DEVELOPMENT

1.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

PE.1.MS.1.1 Execute recognizable forms of all eight basic locomotor skills in different pathways, levels, or directions.

PE.1.MS.1.2 Use recognizable forms of the five basic manipulative skills.

PE.1.MS.1.3 Generate smooth transitions between sequential locomotor skills.

PE.1.MS.1.4 Use non-locomotor and locomotor skills in a variety of pathways, in different directions, and at different levels in response to music.

MOVEMENT CONCEPTS

1.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.

PE.1.MC.2.1 Use movement and manipulative skills involving equipment.

PE.1.MC.2.2 Illustrate two or more of the essential elements of correct form for the five fundamental manipulative skills.

PE.1.MC.2.3 Understand how to use teacher and peer feedback to improve basic motor performance.

PE.1.MC.2.4 Illustrate activities that increase heart rate and make muscles strong.

HEALTH-RELATED FITNESS

1.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.

PE.1.HF.3.1 Recognize two or more of the five health-related fitness assessments and the associated exercises.

PE.1.HF.3.2 Select physical activities based on ones interests and physical development.

PE.1.HF.3.3 Contrast moderate physical activity and vigorous physical activity.

PERSONAL/SOCIAL RESPONSIBILITY

1.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

PE.1.PR.4.1 Use basic strategies and concepts for working cooperatively in group settings.

PE.1.PR.4.2 Understand how social interaction can make activities more enjoyable.

PE.1.PR.4.3 Use safe practices when engaging in physical education activities.

INFORMATION AND TECHNOLOGY
NORTH CAROLINA ESSENTIAL STANDARDS

The standards are critical building blocks for our students and are designed to be delivered in all curricular areas and grade levels. In order to appropriately plan and deliver integrated Information and Technology Essential Standards, collaborative planning should occur in grade level planning teams which include media specialist and technology facilitators.

SOURCES OF INFORMATION

1.SI.1 Recall useful Sources of Information.

1.SI.1.1 Identify various resources for information (e. g., print, audio-visual, electronic, people).

1.SI.1.2 Classify resources as relevant for a given purpose and/or topic.

INFORMATIONAL TEXT

1.IN.1 Understand the difference between text read for enjoyment and text read for information.

1.IN.1.1 Classify text as nonfiction or fiction.

1.IN.1.2 Compare important facts and minor details.

TECHNOLOGY AS A TOOL

1.TT.1 Use technology tools and skills to reinforce classroom concepts and activities.

1.TT.1.1 Use a variety of technology tools to gather data and information (e.g., Web-based resources, e-books, online communication tools, etc.).

1.TT.1.2 Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

1.TT.1.3 Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

RESEARCH PROCESS

1.RP.1 Remember the steps of a simple (or simplified) research process.

1.RP.1.1 Recognize the steps of a simple (or simplified) research process.

SAFETY AND ETHICAL ISSUES

1.SE.1 Understand safety and ethical issues related to the responsible use of information and technology resources.

1.SE.1.1 Use technology hardware and software responsibly.

1.SE.1.2 Explain why safety is important when using the Internet.

1.SE.1.3 Recognize the need to obtain permission or give credit when using intellectual property of others.

SCIENCE
NORTH CAROLINA ESSENTIAL STANDARDS

FORCES AND MOTION

1.P.1 Understand how forces (pushes or pulls) affect the motion of an object.

　1.P.1.1 Explain the importance of a push or pull to changing the motion of an object.

　1.P.1.2 Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.

　1.P.1.3 Predict the effect of a given force on the motion of an object, including balanced forces.

EARTH IN THE UNIVERSE

1.E.1 Recognize the features and patterns of the earth/moon/sun system as observed from Earth.

　1.E.1.1 Recognize differences in the features of the day and night sky and apparent movement of objects across the sky as observed from Earth.

　1.E.1.2 Recognize patterns of observable changes in the Moon's appearance from day to day.

EARTH SYSTEMS, STRUCTURES AND PROCESSES

1.E.2 Understand the physical properties of Earth materials that make them useful in different ways.

　1.E.2.1 Summarize the physical properties of Earth materials, including rocks, minerals, soils and water that make them useful in different ways.

　1.E.2.2 Compare the properties of soil samples from different places relating their capacity to retain water, nourish and support the growth of certain plants.

ECOSYSTEMS

1.L.1 Understand characteristics of various environments and behaviors of humans that enable plants and animals to survive.

　1.L.1.1 Recognize that plants and animals need air, water, light (plants only), space, food and shelter and that these may be found in their environment.

　1.L.1.2 Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places throughout the world.

　1.L.1.3 Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering).

EARTH SYSTEMS, STRUCTURES AND PROCESSES

1.L.2 Summarize the needs of living organisms for energy and growth.

　1.L.2.1 Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.

　1.L.2.2 Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth.

SOCIAL STUDIES
NORTH CAROLINA ESSENTIAL STANDARDS

HISTORY

1.H.1 Understand that history tells a story of how people and events changed society over time.

1.H.1.1 Explain how and why neighborhoods and communities change over time.

1.H.1.2 Explain the importance of folklore and celebrations and their impact on local communities.

1.H.1.3 Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.)

GEOGRAPHY AND ENVIRONMENTAL LITERACY

1.G.1 Use geographic representations, terms and technologies to process information from a spatial perspective.

1.G.1.1 Use geographic tools to identify characteristics of various landforms and bodies of water.

1.G.1.2 Give examples showing location of places (home, classroom, school, and community

1.G.1.3 Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).

1.G.2 Understand how humans and the environment interact within the local community.

1.G.2.1 Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).

1.G.2.2 Explain how people use natural resources in the community.

1.G.2.3 Explain how the environment impacts where people live (urban, rural, weather, transportation, etc.).

ECONOMICS AND FINANCIAL LITERACY

1.E.1 Understand basic economic concepts.

1.E.1.1 Summarize the various ways in which people earn and use money for goods and services.

1.E.1.2 Identify examples of goods and services in the home, school and community.

1.E.1.3 Explain how supply and demand affects the choices families and communities make.

CIVICS AND GOVERNMENT

1.C&G.1 Understand the importance of rules.

1.C&G.1.1 Explain why rules are needed in the home, school and community.

1.C&G.1.2 Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc.).

1.C&G.1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms and communities.

CULTURE

1.C.1 Understand the diversity of people in the local community.

1.C.1.1 Compare the languages, traditions, and holidays of various cultures.

1.C.1.2 Use literature to help people understand diverse cultures.

ENGLISH LANGUAGE DEVELOPMENT
NORTH CAROLINA ESSENTIAL STANDARDS

[Standards that are used by all teachers working with English Language Learners]

The North Carolina English Language Development Standard Course of Study is the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards [approved by the State Board of Education June 5, 2008]. These standards are for grades K-12.

STANDARD 1   English language learners communicate for Social and Instructional purposes within the school setting.

STANDARD 2   English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

STANDARD 3   English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

STANDARD 4   English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

STANDARD 5   English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The **Performance Definitions** for North Carolina's levels of English language proficiency follow WIDA's Performance Definitions. These can be downloaded. http://www.wida.us/standards/RG_ Performance Definitions.pdf

The 2007 Edition of the WIDA ELD Standards outlines the progression of English language development of English language learners. It provides guidance for teaching academic language in ESL instruction as well as within the context of any subject area. These ELD Standards and the Model Performance Indicators (MPIs) which are grouped in **formative and summative frameworks** are available as two separate documents to reduce the size of the download.

Grade level clusters K-5 – http://www.wida.us/standards/PreK-5 Standards web.pdf

Grade level clusters 6-12 – http://www.wida.us/standards/6-12 Standards web.pdf

Unpacking Standards Toolkit
Another tool which explains the North Carolina English Language Development Essential Standards and provides CAN DO Descriptors is available at the following link: http://www.ncpublicschools.org/docs/acre/standards/support-tools/unpacking/esl/esl.pdf

Speaking Rubric of the WIDA™ Consortium*			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar

WIDA ELP Standards Resource Guide, 2007. For more information please visit the WIDA website at www.wida.us.

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced	Usage of general language related to the content area; lack of vocabulary may be evident	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Usage of highest frequency vocabulary from school setting and content areas	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text

WIDA ELP Standards Resource Guide, 2007. For more information please visit the WIDA website at www.wida.us.

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

GUIDANCE
NORTH CAROLINA ESSENTIAL STANDARDS

The North Carolina Essential Standards for Guidance are organized into the following strands and essential standards.

SOCIO-EMOTIONAL

SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

SE.2 Understand the relationship between self and others in the broader world.

SE.3 Use communication strategies effectively for a variety of purposes and audiences.

COGNITIVE

C.1 Use creative strategies to make decisions and solve problems.

C.2 Use analytical strategies to understand situations and make appropriate decisions.

CAREER

CR.1 Understand the meaning and importance of career self-awareness and career goals.

CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

Proficiency Levels
- Readiness/Exploratory/Discovery (RED)
- Early Emergent/Emergent (EEE)
- Progressing (P)
- Early Independent (EI)
- Independent (I)

PROFICIENCY LEVEL: READINESS/EXPLORATORY/DISCOVERY

SOCIO-EMOTIONAL

EEE.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.
EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.
EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

EEE.SE.2 Understand the relationship between self and others in the broader world.
EEE.SE.2.1 Contrast the influence of self and others in relationship building.
EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.
EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

EEE.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

    EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.

    EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

COGNITIVE

EEE.C.1 Use creative strategies to solve problems.

    EEE.C.1.1 Create strategies for solving problems that have been problems for some time.

    EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

EEE.C.2 Use analytical strategies to understand situations.

    EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.

    EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.

    EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

CAREER

EEE.CR.1 Understand the meaning and importance of career self-awareness and career goals.

    EEE.CR.1.1 Explain the importance of planning in career success.

EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

    EEE. CR.2.1 Identify personal preferences and interests that influence career choice and success.

    EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

EEE.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

    EEE. CR.3.1 Understand the relationship between educational achievement and career success.

    EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

EEE.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

    EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.

    EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

PROFICIENCY LEVEL: EARLY EMERGENT/EMERGENT

SOCIO-EMOTIONAL

EEE.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

    EEE.SE.1.1 Contrast appropriate and inappropriate physical contact.

    EEE.SE.1.2 Illustrate personal responsibility in a variety of settings and situations.

EEE.SE.2 Understand the relationship between self and others in the broader world.

EEE.SE.2.1 Contrast the influence of self and others in relationship building.

EEE.SE.2.2 Explain why it is important to follow rules in order to build relationships.

EEE.SE.2.3 Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.

EEE.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

EEE.SE.3.1 Use written communication strategies and techniques in communication to share ideas and information with others.

EEE.SE.3.2 Summarize written communications in order to share ideas and information with others.

COGNITIVE

EEE.C.1 Use creative strategies to solve problems.

EEE.C.1.1 Create strategies for solving problems that have been problems for some time.

EEE.C.1.2 Use creative strategies to achieve academic, personal, social, and professional goals.

EEE.C.2 Use analytical strategies to understand situations.

EEE.C.2.1 Analyze problems in terms of the academic, social, personal, and career information needed to solve them.

EEE.C.2.2 Apply critical thinking skills systematically to solve problems and make decisions.

EEE.C.2.3 Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.

CAREER

EEE.CR.1 Understand the meaning and importance of career self-awareness and career goals.

EEE.CR.1.1 Explain the importance of planning in career success.

EEE.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

EEE. CR.2.1 Identify personal preferences and interests that influence career choice and success.

EEE.CR.2.2 Exemplify (give examples of) how personal preferences and interests influence career choice and success.

EEE.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

EEE. CR.3.1 Understand the relationship between educational achievement and career success.

EEE.CR.3.2 Exemplify (give examples of) how educational achievement influences career success.

EEE.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

EEE.CR.4.1 Explain how working cooperatively with others as a team member can influence career choices and success.

EEE.CR.4.2 Explain how attendance, school grades, and GPA are possible indicators of future academic and career success.

SOCIO-EMOTIONAL

P.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.

P.SE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).

P.SE.2 Understand the relationship between self and others in the broader world.

P.SE.2.1 Interpret the meaning of self-concept.

P.SE.2.2 Explain how understanding differences among people can increase self-understanding.

P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.

P.SE.3 Use communication strategies effectively for a variety of purposes and audiences.

P.SE.3.1 Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.

P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.

P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people.

COGNITIVE

P.C.1 Use creative strategies to make decisions and solve problems.

P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.

P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.

P.C.2 Use analytical strategies to understand situations.

P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.

P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.

CAREER

P.CR.1 Understand the meaning and importance of career self-awareness and career goals.

P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.

P.CR.1.2 Develop a competency plan in your chosen career areas.

P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.

P.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

P.CR.2.1 Maintain a career-planning portfolio.

P.CR.2.2 Use research and information resources to obtain career information.

P.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

P.CR.3.1 Describe the effect of work on lifestyle.

P.CR.3.2 Explain how work can help to achieve personal success and satisfaction.

P.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

P.CR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.

P.CR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.

PROFICIENCY LEVEL: EARLY INDEPENDENT

SOCIO-EMOTIONAL

EI.SE.1 Understand the meaning and importance of personal responsibility and self-awareness.

EI.SE.1.1 Explain the impact of personal responsibility on others.

EI.SE.1.2 Contrast rights, privileges, and responsibilities.

EI.SE.2 Understand the relationship between self and others in the broader world.

EI.SE.2.1 Exemplify respect for individual and cultural differences.

EI.SE.2.2 Understand the importance of dependability, productivity, and initiative when working with others.

EI.SE.3 Use communication strategies to share information effectively for a variety of purposes and audiences.

EI.SE.3.1 Use communication strategies that are appropriate for the situation and setting.

EI.SE.3.2 Use conflict management skills to achieve desired outcomes.

COGNITIVE

EI.C.1 Use creative strategies to make decisions and solve problems.

EI.C.1.1 Analyze solution strategies in terms of assumptions and biases.

EI.C.1.2 Create new and different ways of achieving long-term goals.

EI.C.1.3 Evaluate the effectiveness of creative strategies in solving problems, making adjustments as necessary.

EI.C.2 Use analytical strategies to understand situations and make appropriate decisions.

EI.C.2.1 Use analytical strategies appropriately in the areas of career planning, course selection, and career transitions.

EI.C.2.2 Evaluate the effectiveness of analytical strategies in solving problems, making adjustments as necessary.

CAREER

EI.CR.1 Understand the meaning and importance of career self-awareness and career goals.

EI.CR.1.1 Demonstrate knowledge of the career planning process and its relationship to one's self-awareness and goals.

EI.CR.1.2 Analyze your career plan and goals in relationship to your self-awareness and personal goals.

EI.CR.1.3 Evaluate your career plan and goals in order to make appropriate career plans.

EI.CR.2 **Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.**

EI.CR.2.1 Understand how changing economic and societal needs influence employment trends and future training.

EI.CR.2.2 Demonstrate knowledge about the changing workplace and its relationship to your interests, abilities, and aptitudes.

EI.CR.3 **Understand the relationship among personal and academic decisions, career expectations, and future life decisions.**

EI.CR.3.1 Understand that the changing workplace requires lifelong learning and the ongoing acquisition of new skills.

EI.CR.3.2 Select course work that is related to your career plan.

EI.CR.4 **Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.**

EI.CR.4.1 Re-evaluate your educational plan to support appropriate career goals, interests, and abilities.

EI.CR.4.2 Utilize time-management and task-management skills in career planning and goal setting.

PROFICIENCY LEVEL: INDEPENDENT (I)

SOCIO-EMOTIONAL

I.SE.1 **Understand the meaning and importance of personal responsibility and self-awareness.**

I.SE.1.1 Explain the role of personal responsibility in leadership.

I.SE.1.2 Integrate personal responsibility into the way you live your life on a daily basis.

I.SE.2 **Understand the relationship between self and others in the broader world.**

I.SE.2.1 Exemplify how peer pressure can be both a negative and positive influence.

I.SE.2.2 Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.

I.SE.2.3 Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

I.SE.3 **Use communication strategies effectively for a variety of purposes and audiences.**

I.SE.3.1 Use communication strategies to take a position and to defend a stand on controversial issues.

I.SE.3.2 Use communication strategies that emphasize clarity and precision to achieve desired outcomes.

COGNITIVE

I.C.1 **Use creative strategies to make decisions and solve problems.**

I.C.1.1 Design new strategies by making modifications to previously used strategies, as needed.

I.C.1.2 Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

I.C.2 **Use analytical strategies to understand situations and make appropriate decisions.**

I.C.2.1 Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).

I.C.2.2 Use past experiences and general information to make decisions in a variety of situations.

CAREER

I.CR.1 Understand the meaning and importance of career self-awareness and career goals.

    I.CR.1.1 Demonstrate respect for individual uniqueness and differences in the workplace.

    I.CR.1.2 Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.

I.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

    I.CR.2.1 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.

    I.CR.2.2 Apply job readiness skills to seek employment opportunities and related academic opportunities.

I.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

    I.CR.3.1 Demonstrate how to write an effective résumé and how to use a résumé in a job search.

    I.CR.3.2 Demonstrate the knowledge of the rights and responsibilities of employers and employees.

I.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.

    I.CR.4.1 Apply decision-making skills when implementing career planning, course selection, and career transition.

    I.CR.4.2 Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

WORLD LANGUAGES
NORTH CAROLINA ESSENTIAL STANDARDS

The North Carolina Essential Standards for World Languages are organized into the following strands and essential standards.

Connections to Language & Literacy – CLL (Comparisons)

Connections to Other Disciplines – COD (Connections)

Communities – CMT (Communities)

STANDARD 1	Use the language to engage in interpersonal communication. (Interpersonal communication: Person-to-Person Communication)
STANDARD 2	Understand words and concepts presented in the language. (Interpretive communication: Listening and Reading)
STANDARD 3	Use the language to present information to an audience. (Presentational Communication: Speaking and Writing)
STANDARD 4	Compare the students' culture and the target culture. (Culture)

Two program models are available at the Elementary Level:
1. FLES/Early Start Programs
2. Dual Language/Immersion Programs

For more information regarding program models, please see the Unpacking Tools at:
http://www.ncpublicschools.org/acre/standards/support-tools/#unworld

Proficiency Levels
- Novice Low
- Novice Mid
- Novice High
- Intermediate Low
- Intermediate Mid
- Intermediate High
- Advanced Low
- Advanced Mid

CONNECTIONS TO LANGUAGE & LITERACY

NL.CLL.1 Use the language to engage in interpersonal communication.
NL.CLL.1.1 Use single words and simple, memorized phrases to express needs, preferences, and feelings.

NL.CLL.1.2 Use culturally appropriate greetings, farewells, apologies, and expressions of courtesy.

NL.CLL.1.3 Use a variety of verbal and non-verbal communication strategies to ask memorized questions and express ideas or thoughts with prompting and modeling.

NL.CLL.2 Understand words and concepts presented in the language.
NL.CLL.2.1 Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.

NL.CLL.2.2 Understand the meanings of spoken words that are similar to those in the students' language.

NL.CLL.2.3 Identify written words and phrases that are similar to words and phrases in the students' language.

NL.CLL.2.4 Interpret phrases, commands, simple questions and descriptions that are presented with accompanying gestures, intonations, and other visual and auditory clues.

NL.CLL.2.5 Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

NL.CLL.3 Use the language to present information to an audience.
NL.CLL.3.1 Use single words and simple, memorized phrases in presentations to identify the names of people, places, and things.

NL.CLL.3.2 Use the language to recite memorized poetry and songs from the target culture.

NL.CLL.3.3 Use appropriate pronunciation to present memorized phrases.

NL.CLL.4 Compare the students' culture and the target culture.
NL.CLL.4.1 Compare behaviors, such as gestures and greetings, in the target culture and the students' culture.

NL.CLL.4.2 Recognize cultural expectations of people in both the target culture and the students' culture.

NL.CLL.4.3 Recognize examples of cognates and loan words.

CONNECTIONS TO OTHER DISCIPLINES

NL.COD.1 Use the language to engage in interpersonal communication.
NL.COD.1.1 Carry out simple exchanges of information using memorized content vocabulary.

NL.COD.1.2 Use single words and simple, memorized phrases to express classroom needs, preferences, and feelings.

NL.COD.2 Understand words and concepts presented in the language.
NL.COD.2.1 Understand how to respond to simple, memorized questions in the target language that focus on key concepts in classroom activities and different content areas.

NL.COD.2.2 Compare the vocabulary of the target and students' language in different content areas.

NL.COD.2.3 Recognize words in groups from other disciplines.

NL.COD.3 Use the language to present information to an audience.

NL.COD.3.1 Use single words and simple, memorized phrases, such as those for weather, days of the week, months, seasons, numbers and daily classroom activities, to present to an audience.

NL.COD.3.2 Use single words and simple, memorized phrases to name common objects and actions related to other disciplines.

NL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language.

NL.COD.4 Compare the students' culture and the target culture.

NL.COD.4.1 Identify tangible products related to the home and the classroom in both the students' and target cultures.

NL.COD.4.2 Recognize examples of cognates and loan words from the target language in other disciplines.

COMMUNITIES

NL.CMT.1 Use the language to engage in interpersonal communication.

NL.CMT.1.1 Use single words and simple, memorized phrases to carry out simple interactions with people from the target culture or with communities of learners of the same target language.

NL.CMT.1.2 Use simple communication strategies from the target culture, such as greetings and expressions of courtesy.

NL.CMT.2 Understand words and concepts presented in the language.

NL.CMT.2.1 Recognize single words and simple, memorized phrases from media in the language community.

NL.CMT.2.2 Recall simple, spoken expressions and memorized phrases commonly used in target language communities.

NL.CMT.3 Use the language to present information to an audience.

NL.CMT.3.1 Identify arts, sports, games and media from the target culture.

NL.CMT.3.2 Understand roles in school or community traditions related to the target culture.

NL.CMT.4 Compare the students' culture and the target culture.

NL.CMT.4.1 Recognize simple language that communicates knowledge of the target language and cultures to others.

NL.CMT.4.2 Use simple, appropriate gestures, body language, and cultural practices.

NL.CMT.4.3 Recognize simple patterns of behavior or interaction from the target culture.

NL.CMT.4.4 Identify products from the target cultures that are used globally.

PROFICIENCY LEVEL: NOVICE MID (NM)

CONNECTIONS TO LANGUAGE & LITERACY

NM.CLL.1 Use the language to engage in interpersonal communication.

NM.CLL.1.1 Use memorized words and phrases to exchange information on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

NM.CLL.1.2 Use memorized responses to simple questions, statements, commands, or other stimuli.

NM.CLL.2 Understand words and concepts presented in the language.

NM.CLL.2.1 Understand the meaning of memorized phrases and questions about familiar topics and surroundings.

NM.CLL.2.2 Understand the meaning of memorized words and phrases in sentences.

NM.CLL.2.3 Generalize short fiction and non-fiction passages about familiar topics in the target language, using context clues (signs, charts, graphs, etc.).

NM.CLL.2.4 Infer conclusions from simple spoken and written passages about familiar topics, using context clues and cognates.

NM.CLL.2.5 Understand language components (stems, prefixes, tones, verb endings, parts of speech) that are used in the target language.

NM.CLL.3 Use the language to present information to an audience.

NM.CLL.3.1 Use memorized words and phrases in presentations on familiar topics, such as likes, dislikes, emotions, everyday activities, and immediate surroundings.

NM.CLL.3.2 Use the language to recite and act out simple poetry and songs from the target culture.

NM.CLL.3.3 Use appropriate pronunciation and voice inflection in spoken presentations.

NM.CLL.4 Compare the students' culture and the target culture.

NM.CLL.4.1 Compare basic cultural practices of people in the target culture and the students' culture.

NM.CLL.4.2 Exemplify instances of cognates and loan words.

NM.CLL.4.3 Compare the language conventions of the students' language and the target language.

CONNECTIONS TO OTHER DISCIPLINES

NM.COD.1 Use the language to engage in interpersonal communication.

NM.COD.1.1 Use memorized words and phrases to exchange information about the classroom and school environment.

NM.COD.1.2 Use memorized responses to simple academic questions, statements, commands, or other stimuli.

NM.COD.2 Understand words and concepts presented in the language.

NM.COD.2.1 Classify memorized words and phrases in the target language by key academic concepts.

NM.COD.2.2 Understand how the basic terms from other content areas may be different from the students' language.

NM.COD.2.3 Interpret short, non-fiction passages from academic content areas using context clues (signs, charts, graphs, etc.).

NM.COD.3 Use the language to present information to an audience.

NM.COD.3.1 Use memorized words and phrases about the weather, date, seasons, numbers, and daily classroom activities to give a spoken or written presentation.

NM.COD.3.2 Use memorized words and phrases to describe common objects and actions related to other disciplines.

NM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

NM.COD.4 Compare the students' culture and the target culture.

NM.COD.4.1 Compare tangible products related to the home and the classroom from the students' and the target cultures.

NM.COD.4.2 Identify information about target culture perspectives and practices.

COMMUNITIES

NM.CMT.1   Use the language to engage in interpersonal communication.

NM.CMT.1.1 Use memorized words and phrases to ask and answer simple questions on familiar topics.

NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

NM.CMT.2 Understand words and concepts presented in the language.

NM.CMT.2.1 Understand the meaning of memorized words and phrases used in the community.

NM.CMT.2.2 Infer meaning from familiar texts by using visual cues, such as road signs, charts, graphs, etc., that reflect the target culture.

NM.CMT.2.3 Recall common expressions and phrases about familiar topics used in target language communities.

NM.CMT.3 Use the language to present information to an audience.

NM.CMT.3.1 Use memorized words and phrases to describe arts, sports, games, and media from the target culture.

NM.CMT.3.2 Use memorized words and phrases to participate in school or community events related to the target culture.

NM.CMT.4 Compare the students' culture and the target culture.

NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language.

NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.

NM.CMT.4.3 Differentiate gestures for appropriateness in the target culture.

NM.CMT.4.4 Identify how knowledge of the target language is useful in a global economy.

PROFICIENCY LEVEL: NOVICE HIGH (NH)

CONNECTIONS TO LANGUAGE & LITERACY

NH.CLL.1 Use the language to engage in interpersonal communication.

NH.CLL.1.1 Use simple phrases and short sentences to exchange information about familiar topics.

NH.CLL.1.2 Generate conversations using familiar vocabulary and structures in short social interactions.

NH.CLL.1.3 Generate responses to familiar questions, statements, commands, or other stimuli.

NH.CLL.1.4 Use simple questions about familiar topics to acquire needed information.

NH.CLL.2 Understand words and concepts presented in the language.

NH.CLL.2.1 Understand ideas on familiar topics expressed in short sentences and frequently used expressions.

NH.CLL.2.2 Summarize spoken messages and announcements about familiar topics.

NH.CLL.2.3 Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.

NH.CLL.2.4 Compare simple fiction texts with non-fiction texts about familiar topics.

NH.CLL.3 Use the language to present information to an audience.

NH.CLL.3.1 Create simple phrases and short sentences in spoken or written presentations to provide information about familiar topics.

NH.CLL.3.2 Use the language to recite and act out poetry, songs, and simple stories from the target culture.

NH.CLL.3.3 Produce simple dialogues and short skits using familiar structures and vocabulary.

NH.CLL.4 Compare the students' culture and the target culture.

NH.CLL.4.1 Classify basic cultural practices of people in the target culture and the students' culture.

NH.CLL.4.2 Use learned cognates and loan words to express ideas on familiar topics.

NH.CLL.4.3 Analyze the language conventions from simple written and spoken texts in the target language.

CONNECTIONS TO OTHER DISCIPLINES

NH.COD.1 Use the language to engage in interpersonal communication.

NH.COD.1.1 Use simple phrases and short sentences to exchange information about topics in other disciplines.

NH.COD.1.2 Generate simple responses to questions, statements, commands, or other stimuli in various classes across the disciplines.

NH.COD.1.3 Understand how to ask simple questions about familiar topics to acquire needed information for classes in other disciplines.

NH.COD.2 Understand words and concepts presented in the language.

NH.COD.2.1 Understand spoken and written commands about other disciplines in the target language.

NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details.

NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

NH.COD.3 Use the language to present information to an audience.

NH.COD.3.1 Use the target language to give short spoken or written presentations about familiar academic topics.

NH.COD.3.2 Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.

NH.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

NH.COD.4 Compare the students' culture and the target culture.

NH.COD.4.1 Understand cultural practices and perspectives from the target culture.

NH.COD.4.2 Identify the products of the target culture.

COMMUNITIES

NH.CMT.1 Use the language to engage in interpersonal communication.

NH.CMT.1.1 Use simple phrases and short sentences in short social interactions.

NH.CMT.1.2 Carry out short interactions on familiar topics, such as family, friends, and activities, with people from the target culture or communities of learners of the same target language.

NH.CMT.2 Understand words and concepts presented in the language.
NH.CMT.2.1 Understand practices, products, and perspectives on familiar topics from simple texts.

NH.CMT.2.2 Understand the meaning of short messages used in the target culture or by communities of learners of the same target language.

NH.CMT.3 Use the language to present information to an audience.
NH.CMT.3.1 Use simple phrases and short sentences to describe arts, sports, games, and media from the target culture.

NH.CMT.3.2 Use simple phrases and short sentences to present information in school or community events related to the target culture.

NH.CMT.4 Compare the students' culture and the target culture.
NH.CMT.4.1 Compare traditions and events of the target culture and the students' culture.

NH.CMT.4.2 Identify examples of products, practices, and perspectives in the community related to the target culture.

NH.CMT.4.3 Identify key characteristics of target culture traditions.

PROFICIENCY LEVEL: INTERMEDIATE LOW (IL)

CONNECTIONS TO LANGUAGE & LITERACY

IL.CLL.1 Use the language to engage in interpersonal communication.
IL.CLL.1.1 Carry out unrehearsed conversations on familiar topics with some details.

IL.CLL.1.2 Use questions to exchange information in familiar situations.

IL.CLL.2 Understand words and concepts presented in the language.
IL.CLL.2.1 Summarize main ideas and a few details in short conversations and some forms of media.

IL.CLL.2.2 Summarize main ideas and a few details in texts that contain familiar vocabulary.

IL.CLL.2.3 Recognize that ideas and expressions may be presented differently in the target language than the students' language.

IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics.

IL.CLL.3 Use the language to present information to an audience.
IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.

IL.CLL.3.2 Use the language to act out and summarize poetry, lyrics, prose, and other literature from the target culture.

IL.CLL.3.3 Use a series of phrases and sentences to give spoken and written presentations about familiar topics, situations, and experiences with some details.

IL.CLL.3.4 Create dialogues and skits to present with some details about familiar topics.

IL.CLL.4 Compare the students' culture and the target culture.
IL.CLL.4.1 Classify cultural practices of people in the target culture and the students' culture using familiar topics, situations, and experiences.

IL.CLL.4.2 Use cognates, loan words, and some idiomatic expressions to express information about familiar topics.

IL.CLL.4.3 Analyze the language conventions in authentic written and spoken texts.

CONNECTIONS TO OTHER DISCIPLINES

IL.COD.1 Use the language to engage in interpersonal communication.

IL.COD.1.1 Understand how to start and continue unrehearsed conversations on a limited number of academic topics.

IL.COD.1.2 Understand how to ask and answer questions and exchange information on academic topics.

IL.COD.2 Understand words and concepts presented in the language.

IL.COD.2.1 Analyze the relationship between words from the target language and the students' language to expand vocabulary related to academic topics.

IL.COD.2.2 Differentiate the structural patterns of the target language and the students' language.

IL.COD.2.3 Understand main ideas and a few details in class discussions and some forms of media.

IL.COD.2.4 Understand main ideas and a few details in academic texts that contain familiar vocabulary.

IL.COD.2.5 Remember expanded vocabulary and language structures essential to comprehension in academic class discussions and presentations.

IL.COD.3 Use the language to present information to an audience.

IL.COD.3.1 Use academic content terminology in a series of phrases and sentences with a few details to give spoken or written presentations in the target language on familiar topics.

IL.COD.3.2 Produce a series of phrases and sentences about familiar themes related to other disciplines.

IL.COD.3.3 Use readily available technology tools and digital literacy skills to present in the target language about other disciplines.

IL.COD.4 Compare the students' culture and the target culture.

IL.COD.4.1 Analyze cultural practices and perspectives from the target culture with the students' culture.

IL.COD.4.2 Understand how prominent citizens and events impact(ed) the target culture and the students' culture.

COMMUNITIES

IL.CMT.1 Use the language to engage in interpersonal communication.

IL.CMT.1.1 Carry out unrehearsed interactions in familiar situations with people from the target culture or communities of learners of the same target language.

IL.CMT.1.2 Use the language to exchange information with people from the target culture about shared experiences.

IL.CMT.2 Understand words and concepts presented in the language.

IL.CMT.2.1 Understand practices, products, and perspectives from texts about familiar topics with some details.

IL.CMT.2.2 Understand the meaning of messages on familiar topics displayed in the community or created by peers learning the same target language.

IL.CMT.3 Use the language to present information to an audience.

IL.CMT.3.1 Use a series of phrases and sentences to describe arts, sports, games, and media from the target culture.

IL.CMT.3.2 Use limited dialogue to participate in school or community activities related to the target culture.

IL.CMT.4 Compare the students' culture and the target culture.
    IL.CMT.4.1 Integrate traditions and activities of the target culture and the students' culture.
    IL.CMT.4.2 Create resources in the target language for use in the community.
    IL.CMT.4.3 Coordinate events or presentations that share the target language and culture with the community.

PROFICIENCY LEVEL: INTERMEDIATE MID

CONNECTIONS TO LANGUAGE & LITERACY

IM.CLL.1 Use the language to engage in interpersonal communication.
    IM.CLL.1.1 Carry out and continue conversations involving personal views on familiar topics with many details and in uncomplicated settings.
    IM.CLL.1.2 Use conversation skills to join and participate in a spontaneous discussion on a variety of familiar topics.
    IM.CLL.1.3 Use questions with some detail to exchange information in uncomplicated situations.

IM.CLL.2 Understand words and concepts presented in the language.
    IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.
    IM.CLL.2.2 Understand the main idea and many details in texts that contain familiar vocabulary.
    IM.CLL.2.3 Summarize texts containing unfamiliar vocabulary in terms of the main idea and some details.

IM.CLL.3 Use the language to present information to an audience.
    IM.CLL.3.1 Use a series of connected sentences in presentations to describe experiences, events, and opinions.
    IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.
    IM.CLL.3.3 Summarize familiar topics with many details in order to describe and/or explain.

IM.CLL.4 Compare the students' culture and the target culture.
    IM.CLL.4.1 Use cultural practices to analyze familiar topics, situations, and experiences.
    IM.CLL.4.2 Analyze media and identify idiomatic expressions that add cultural relevancy.
    IM.CLL.4.3 Deconstruct written and spoken texts for cultural attitudes, viewpoints and values.

CONNECTIONS TO OTHER DISCIPLINES

IM.COD.1 Use the language to engage in interpersonal communication.
    IM.COD.1.1 Understand how to participate in discussions on familiar academic topics and in uncomplicated settings.
    IM.COD.1.2 Understand how to ask and answer questions with some detail about various academic topics in uncomplicated situations.

IM.COD.2 Understand words and concepts presented in the language.
    IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.
    IM.COD.2.2 Analyze texts that contain familiar academic vocabulary and main ideas in terms of important and relevant details.
    IM.COD.2.3 Identify the main idea and some details from texts containing unfamiliar academic vocabulary.

IM.COD.3 Use the language to present information to an audience.

IM.COD.3.1 Summarize academic content with many details to give spoken or written presentations about familiar topics.

IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.

IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IM.COD.4 Compare the students' culture and the target culture.

IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.

IM.COD.4.2 Understand how practices and perspectives impact the target culture.

COMMUNITIES

IM.CMT.1 Use the language to engage in interpersonal communication.

IM.CMT.1.1 Carry out spontaneous interactions on familiar topics with people from the target culture or communities of learners of the same target language.

IM.CMT.1.2 Use the language to exchange information with people from the target culture about familiar topics and personal opinions in uncomplicated situations.

IM.CMT.2 Understand words and concepts presented in the language.

IM.CMT.2.1 Recognize information about practices, products, and perspectives presented in texts on familiar and unfamiliar topics.

IM.CMT.2.2 Understand the meaning of longer messages on familiar and unfamiliar topics displayed in the community or created by communities of learners of the same target language.

IM.CMT.3 Use the language to present information to an audience.

IM.CMT.3.1 Use a series of connected sentences to describe arts, sports, games, and media from the target culture.

IM.CMT.3.2 Use the language in school or community activities related to the target culture.

IM.CMT.4 Compare the students' culture and the target culture.

IM.CMT.4.1 Understand the influence of the target culture on literature, media, and global concerns.

IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.

IM.CMT.4.3 Evaluate the traditions of the target culture and the students' culture.

PROFICIENCY LEVEL: INTERMEDIATE HIGH (IH)

CONNECTIONS TO LANGUAGE & LITERACY

IH.CLL.1 Use the language to engage in interpersonal communication.

IH.CLL.1.1 Understand how to state and support personal views in discussions about familiar topics in complicated settings.

IH.CLL.1.2 Understand how to communicate detailed factual information in social situations.

IH.CLL.1.3 Understand how to ask and answer questions related to areas of personal interest.

IH.CLL.2 Understand words and concepts presented in the language.

IH.CLL.2.1 Understand extended conversations or speech involving a combination of familiar and unfamiliar topics, live or via media.

IH.CLL.2.2 Understand many different types of texts that contain unfamiliar vocabulary.

IH.CLL.2.3 Understand how to differentiate between adapted and authentic texts.

IH.CLL.2.4 Summarize texts that contain increasingly complex language structures and unfamiliar vocabulary.

IH.CLL.3 Use the language to present information to an audience.

IH.CLL.3.1 Create clear, detailed descriptions for presentations about events, experiences, and personal interests.

IH.CLL.3.2 Use the language to provide and support personal viewpoints and opinions.

IH.CLL.3.3 Use detailed narratives, descriptions and explanations about familiar and unfamiliar topics to give spoken and written presentations.

IH.CLL.3.4 Implement consistent pronunciation and appropriate voice inflection in spoken communication.

IH.CLL.4 Compare the students' culture and the target culture.

IH.CLL.4.1 Identify dialectical differences in media from various cultures.

IH.CLL.4.2 Evaluate texts and presentations for cultural viewpoints, values, and bias.

CONNECTIONS TO OTHER DISCIPLINES

IH.COD.1 Use the language to engage in interpersonal communication.

IH.COD.1.1 Understand how to take an active part in discussions about a variety of familiar academic topics in complicated settings.

IH.COD.1.2 Understand how to communicate detailed, factual information in academic situations.

IH.COD.1.3 Understand how to ask and answer questions related to academic pursuits and career interests.

IH.COD.2 Understand words and concepts presented in the language.

IH.COD.2.1 Understand extended discussions or lectures involving a combination of familiar and unfamiliar academic topics, live or via media.

IH.COD.2.2 Understand detailed, factual information from many different types of academic texts and resources that contain unfamiliar vocabulary.

IH.COD.3 Use the language to present information to an audience.

IH.COD.3.1 Use the language to give spoken and written presentations on a variety of familiar and some unfamiliar academic topics.

IH.COD.3.2 Summarize personal views related to academic content with supporting details.

IH.COD.3.3 Explain familiar and new concepts related to other academic content areas using detailed descriptions and narratives.

IH.COD.3.4 Use readily available technology tools and digital literacy skills to present academic information in the target language.

IH.COD.4 Compare the students' culture and the target culture.

IH.COD.4.1 Understand how geography and history impact the development of global culture and civilization.

IH.COD.4.2 Analyze the target culture and its civilizations in terms of how products, perspectives, and practices are interdependent.

COMMUNITIES

IH.CMT.1 Use the language to engage in interpersonal communication.

IH.CMT.1.1 Carry out extended interactions on familiar and some unfamiliar topics with people from the target culture or communities of learners of the same target language.

IH.CMT.1.2 Use the language to exchange detailed factual information with people from the target culture about familiar and unfamiliar topics, as well as personal views, in complicated situations.

IH.CMT.2 Understand words and concepts presented in the language.

IH.CMT.2.1 Extrapolate information about practices, products, and perspectives presented in many different types of texts and media about familiar and unfamiliar topics.

IH.CMT.2.2 Understand the meaning of messages on familiar and unfamiliar topics used or displayed in the community or created by peers learning the same target language.

IH.CMT.3 Use the language to present information to an audience.

IH.CMT.3.1 Use detailed narratives to describe arts, sports, games, and media from the target culture.

IH.CMT.3.2 Use the language in school or community activities related to academic pursuits and career interests.

IH.CMT.3.3 Use the language to analyze the target culture in terms of traditions, activities, viewpoints, and opinions.

IH.CMT.4 Compare the students' culture and the target culture.

IH.CMT.4.1 Explain the influence of the target culture on literature, media, and global concerns.

IH.CMT.4.2 Understand the impact of the target culture on contemporary perspectives, practices, and products of the global economy.

PROFICIENCY LEVEL: ADVANCED LOW

CONNECTIONS TO LANGUAGE & LITERACY

AL.CLL.1 Use the language to engage in interpersonal communication.

AL.CLL.1.1 Understand how to express personal viewpoints on a variety of familiar and unfamiliar topics.

AL.CLL.1.2 Understand how to communicate ideas and information in lengthy conversations.

AL.CLL.1.3 Understand how to ask about, paraphrase, and describe ideas in unfamiliar situations.

AL.CLL.2 Understand words and concepts presented in the language.

AL.CLL.2.1 Understand extended speech on unfamiliar topics, live or via media.

AL.CLL.2.2 Understand the subtleties and stylistic features of texts on familiar topics.

AL.CLL.2.3 Understand how to interpret texts on unfamiliar topics.

AL.CLL.3 Use the language to present information to an audience.

AL.CLL.3.1 Create presentations on a variety of topics that are comprehensible to specified audiences.

AL.CLL.3.2 Analyze texts to produce clear and organized summaries of ideas.

AL.CLL.3.3 Use language to modify presentations for some specific audiences.

AL.CLL.3.4 Use accurate pronunciation and appropriate voice inflection in spoken presentations.

AL.CLL.4 Compare the students' culture and the target culture.

AL.CLL.4.1 Compare dialectical differences in media from various target cultures.

AL.CLL.4.2 Compare target culture perspectives in texts and presentations with students' culture perspectives.

CONNECTIONS TO OTHER DISCIPLINES

AL.COD.1 Use the language to engage in interpersonal communication.

AL.COD.1.1 Understand how to participate in lengthy discussions on a variety of familiar and unfamiliar academic topics.

AL.COD.1.2 Understand how to communicate ideas and information about academics and coursework in lengthy conversations.

AL.COD.1.3 Understand how to ask about, paraphrase, and describe discipline-specific ideas in unfamiliar situations.

AL.COD.2 Understand words and concepts presented in the language.

AL.COD.2.1 Understand detailed information in texts on unfamiliar academic topics.

AL.COD.2.2 Understand the subtleties and stylistic features of texts on familiar academic topics.

AL.COD.2.3 Understand how to interpret texts on unfamiliar academic topics.

AL.COD.3 Use the language to present information to an audience.

AL.COD.3.1 Use language to modify presentations about academic content area topics for some specific audiences.

AL.COD.3.2 Use readily available technology tools and digital literacy skills to present discipline-specific information in the target language.

AL.COD.4 Compare the students' culture and the target culture.

AL.COD.4.1 Contrast the historical views of public and private life in the target culture and its civilizations with world views.

AL.COD.4.2 Identify examples of the target culture and its civilizations in contemporary media and entertainment.

COMMUNITIES

AL.CMT.1 Use the language to engage in interpersonal communication.

AL.CMT.1.1 Use the language in a variety of familiar and unfamiliar situations.

AL.CMT.1.2 Carry out lengthy interactions on familiar and unfamiliar topics with people from the target culture or communities of learners of the same target language.

AL.CMT.2 Understand words and concepts presented in the language.

AL.CMT.2.1 Analyze information about practices, products, and perspectives presented in texts and media about various topics.

AL.CMT.2.2 Understand the meaning of lengthy messages on various topics used or displayed in the community or created by peers learning the same target language.

AL.CMT.3 Use the language to present information to an audience.

AL.CMT.3.1 Use the language to share information about a variety of topics with some specific audiences.

AL.CMT.3.2 Use the language in school or community events on familiar and unfamiliar topics.

AL.CMT.4 Compare the students' culture and the target culture.

AL.CMT.4.1   Critique the influence of the target culture in literature, media, and global concerns.

AL.CMT.4.2   Differentiate the effect of events in the target culture's history on its contemporary perspectives, practices, and products.

PROFICIENCY LEVEL: ADVANCED MID

CONNECTIONS TO LANGUAGE & LITERACY

AM.CLL.1 Use the language to engage in interpersonal communication.

AM.CLL.1.1   Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.

AM.CLL.1.2   Understand how to ask and answer questions to solve an unexpected or unfamiliar complication.

AM.CLL.2 Understand words and concepts presented in the language.

AM.CLL.2.1   Analyze extended, complex speeches and lectures for multiple viewpoints and opinions.

AM.CLL.2.2   Understand the subtleties and stylistic features of texts on unfamiliar topics.

AM.CLL.2.3   Understand how to interpret long, complex texts.

AM.CLL.2.4   Compare literary and technical writing styles.

AM.CLL.3 Use the language to present information to an audience.

AM.CLL.3.1   Create clearly articulated presentations on personal, academic, and professional topics.

AM.CLL.3.2   Produce clear, well-organized texts for a variety of audiences on concrete, social and professional topics.

AM.CLL.3.3   Use accurate pronunciation and suitable stylistic elements in spoken presentations.

AM.CLL.3.4   Use the language with fluency and flexibility to provide, compare, and support multiple viewpoints and opinions.

AM.CLL.4 Compare the students' culture and the target culture.

AM.CLL.4.1   Use dialectical differences to adapt and give presentations.

AM.CLL.4.2   Produce media for distribution that is culturally responsible and sensitive.

CONNECTIONS TO OTHER DISCIPLINES

AM.COD.1 Use the language to engage in interpersonal communication.

AM.COD.1.1   Understand how to engage in extended, complex conversations about concrete, social and professional topics with fluency and flexibility.

AM.COD.1.2   Understand how to conduct or participate in interviews related to academic and professional topics of personal interest.

AM.COD.2 Understand words and concepts presented in the language.

AM.COD.2.1   Understand multiple viewpoints and opinions in long, complex texts on unfamiliar academic topics.

AM.COD.2.2   Compare technical writing styles relevant to academic and professional topics.

AM.COD.3 Use the language to present information to an audience.

AM.COD.3.1 Use specialized and precise language to design presentations about academic or professional topics.

AM.COD.3.2 Produce clear, well-organized texts related to academic and professional topics appropriate for a variety of audiences.

AM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic and professional information in the target language.

AM.COD.4 Compare the students' culture and the target culture.

AM.COD.4.1 Explain the influence of the target culture perspectives on products and practices.

AM.COD.4.2 Explain how social and political events affected the perspectives, practices, and products of the target culture.

COMMUNITIES

AM.CMT.1 Use the language to engage in interpersonal communication.

AM.CMT.1.1 Use the language in a variety of situations with fluency and flexibility.

AM.CMT.1.2 Carry out extended, complex interactions on various topics in almost any situation with people from the target culture or communities of learners of the same target language.

AM.CMT.2 Understand words and concepts presented in the language.

AM.CMT.2.1 Evaluate practices, products, and perspectives related to social and professional topics.

AM.CMT.2.2 Understand the meaning of messages on social and professional topics used or displayed in the community.

AM.CMT.3 Use the language to present information to an audience.

AM.CMT.3.1 Use the language to share information about concrete, social and professional topics in a variety of settings.

AM.CMT.3.2 Use specialized and precise language in school and community events.

AM.CMT.4 Compare the students' culture and the target culture.

AM.CMT.4.1 Critique the influence of the target culture on global philosophy and professional discourse.

AM.CMT.4.2 Critique the effect of events in the target culture's history on perspectives, practices, and products of global interest.

ENGLISH/LANGUAGE ARTS
EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE (1.RL)

Key Ideas and Details
1. With prompting and support, ask and answer questions about key details in a story.
2. With prompting and support, identify key details in a story.
3. With prompting and support, identify characters in a story.

Craft and Structure
4. With pre-teaching and support, identify emotion words or phrases that suggest emotions in stories or poems.
5. Identify stories and information texts on the same topic (e.g., a story about a bunny and an information book about rabbits).
6. Identify which character is telling the story.

Integration of Knowledge and Ideas
7. With prompting and support, identify illustrations or details to describe characters or events in a story.
8. (Not applicable to literature)
9. With prompting and support, identify experiences of characters in familiar stories as same or different (e.g., both characters are shopping, one goes to grocery store and the other goes to a pet store).

Range of Reading and Level of Text Complexity
10. Actively engage in group reading of prose and poetry for a clearly stated purpose (e.g., Listen while I read so you can tell me what the characters did that was the same).

READING STANDARDS FOR INFORMATIONAL TEXT (1.RI)

Key Ideas and Details
1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify key details related to the topic of the text.
3. With prompting and support, identify words that describe individuals, events or ideas in a text (e.g., Which of these words describe the…?).

Craft and Structure
4. With prompting and support, ask a reader to clarify the meaning of words in a text.
5. With prompting and support, locate key facts or information in a text.
6. Match illustrations or pictures with information provided in a text.

Integration of Knowledge and Ideas
7. With prompting and support, match illustrations or details in a text with its key ideas.
8. Match key information from the text with the topic of the same text.
9. Match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).

Range of Reading and Level of Text Complexity
10. Actively engage in group reading of informational text for a clearly stated purpose (e.g., Listen while I read so you can tell me who this text is about.).

READING STANDARDS: FOUNDATIONAL SKILLS (1.RF)

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
    a. Distinguish an individual word within a sentence (e.g., When given a sentence can point to or otherwise indicate a single word when asked, "Show me just one word.")
    b. Understand one-to-one correspondence between spoken word and written word (e.g., point to word one at a time while adult reads).
    c. Recognize and name all uppercase letters of the alphabet in context.
    d. Recognize and name all lowercase letters of the alphabet in context.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    a. Match orally presented segmented phonemes (e.g., C-A-T) to pictures illustrating the corresponding word.
    b. Recognize single syllable words with the same ending sound.

Phonics and Word Recognition

3. With prompting and support, read words and apply letter-sound knowledge and read words.
    a. In context, identify 4 or more letter-sound associations.
    b. Identify written words that begin with single consonant phonemes produced by an adult.
    c. Identify written words associated with familiar pictures and symbols used to support routines, schedules and communication.

Fluency

4. Engage in sustained independent study of books (e.g., carefully studies a book page one page at a time).
    a. Independently turn pages or navigate pages in a multi-media book, pausing long enough to consider both words and pictures.
    b. Sustain interest in a variety of reading materials reflecting a variety of text genre.

WRITING STANDARDS (1.W)

Text Types and Purposes

1. Select a topic and use drawing, dictating, or writing* to state an opinion about it.
2. Select a topic and use drawing, dictating, or writing* to compose a message with one or more ideas about the topic.
3. Select an event and use drawing, dictating, or writing* to compose a message with one or more ideas about the event.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, add more information to own written message to strengthen it.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared writing about:
    a. Familiar topics
8. With guidance and support from adults, identify information for use in shared writing, objects, or events that relate to own experiences.

9. (Begins in grade 4)

Range of Writing
10. (Begins in grade 3)

SPEAKING AND LISTENING STANDARDS (1.SL)

Comprehension and Collaboration
1. Participate in communicative exchanges.
    a. Communicate directly with peers in multi-turn exchanges.
    b. Build on comments or topics initiated by adult communication partners in multi-turn exchanges.
2. Answer questions about key details from books read aloud by others or presented through other media.
3. Answer questions posed by adult communication partners.

Presentation of Knowledge and Ideas
4. Identify words that describe familiar people, places, things, and events.
5. Select or create pictures, drawings, or other visual or tactual displays that represent ideas, thoughts, or feelings.
6. Provide more information regarding thoughts, feelings, and ideas when appropriate.

LANGUAGE STANDARDS (1.L)

Conventions of Standard English
1. Demonstrate understandings of standard English grammar usage when communicating.
    a. Write* 14 or more upper-case letters of the alphabet.
    b. Use common nouns.
    c. Produce noun + verb or verb + noun combinations.
    d. Use question words (interrogatives) (e.g., who, what, where, when, why, how).
2. With guidance and support from adults, explore letter-sound knowledge to spell words phonetically.

Knowledge of Language
3. (Begins in grade 2)

Vocabulary Acquisition and Use
4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.
    a. Use context to choose from an array of familiar words the word that completes a sentence read aloud by an adult.
5. With guidance and support from adults, explore word relationships.
    a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
    b. Identify attributes of familiar words (e.g., elephant is big; apple is red; dad is tall).
    c. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).
    d. Identify real-life connections between words and their use (e.g., hot, the stove is hot).
6. Use words and phrases appropriately across context.

* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

MATHEMATICS
EXTENDED CONTENT STANDARDS

OPERATIONS & ALGEBRAIC THINKING (1.OA)

1. Use informal language (take away, give, add, more, same quantity) to describe the joining situations (putting together) and separating situations (breaking apart).
2. Use joining and separating to solve problems (to at least 10) using objects, representations and numbers using only two sets.
3. Describe equal sets as same quantity after counting objects (up to ten).
4. Use objects and representations to make two sets equal.

NUMBER & OPERATIONS IN BASE TEN (1.NBT)

1. Count forward using the 1-20 sequence.
2. Write or use an alternative pencil to write numbers 0-20.
3. Illustrate whole numbers to 20 using objects, representations and numbers.
4. Use number word (0-20) of last object counted in a set, to name the total number of objects in the set when asked, "How many?" (cardinality)
5. Use zero to indicate no objects when asked, "How many?"
6. Compare objects, representations and numbers (1-20) using words "more" and "less".
7. Use a set of objects and separate set into smaller sets (number partners).
8. Understand a set has smaller quantities within the whole set (inclusion).
9. Illustrate the relationship between subsets and the whole (part-part-whole) using objects.

MEASUREMENT & DATA (1.MD)

1. Describe length of an object (long/short, big/small).
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute.
3. Use the words "today, tomorrow and yesterday" to refer to personal activities and events.
4. Use a schedule to keep track of events with modeling.
5. Remember, in order, the names of the days of the week.
6. Collect and categorize objects or pictures to answer questions about topics relevant to student.
7. Use data to answer questions about the total number of data points and whether there are more or less in one category than in another.

GEOMETRY (1.G)

1. Describe attributes of the shape.
2. Correctly name shapes regardless of their orientations or overall size.
3. Partition circles and rectangles into two and four equal shares or recognize when circles and squares have been partitioned equally.
4. Identify congruent two-dimensional shapes.

SCIENCE
EXTENDED CONTENT STANDARDS

FORCES AND MOTION

EX.1.P.1 Understand how pushes or pulls change the motion of an object.

    EX.1.P.1.1 Identify what is causing a stationary object to move: a push or pull.

    EX.1.P.1.2 Observe that objects initially at rest will move in the direction of the push or pull.

MATTER, PROPERTIES AND CHANGE

EX.1.P.2 Understand physical properties of objects.

    EX.1.P.2.1 Classify objects by observable properties (size, shape, color, and texture).

    EX.1.P.2.2 Classify objects by the Material they are made from (e.g., clay, wood, cloth, paper).

    EX.1.P.3.1 Recognize objects as same serving the same function even when one property has changed (e.g., size, color).

EARTH SYSTEMS, STRUCTURES AND PROCESSES

EX.1.E.2 Identify differences in Earth Materials.

    EX.1.E.2.1 Identify change in an object (color, size, shape) using one or more of the senses.

    EX.1.E.2.2 Identify earth Materials (rocks, soils and water).

STRUCTURES AND FUNCTIONS OF LIVING ORGANISMS

EX.1.L.1 Understand characteristics of living and nonliving things.

    EX.1.L.1.1 Classify objects, people and animals as living or nonliving.

    EX.1.L.1.2 Identify major external human body parts (head, eyes, ears, nose, mouth, hands, feet, legs and arms).

ECOSYSTEM

EX.1.L.2 Understand characteristics of various environments.

    EX.1.L.2.1 Identify ones own environment when transitioning from place to place (e.g., school, home, outside).

    EX.1.L.2.2 Identify living and nonliving things in indoor and outdoor environments.

    EX.1.L.2.3 Describe Materials found in various environments (e.g. rocks, soil, water, clay, wood, cloth, paper).

    EX.1.L.2.4 Use one or more of the senses to make observations about the environment (e.g. weather conditions).

SOCIAL STUDIES
EXTENDED CONTENT STANDARDS

GEOGRAPHY AND ENVIRONMENTAL LITERACY

EX.K.G.1 Identify location of familiar objects in the classroom.

EX.G.1.1 Locate areas of the classroom.

EX.G.1.2 Locate familiar objects in the environment.

EX.G.1.3 Use positional and directional words (e.g., in, on, out, under, off, beside, behind) to locate objects.

ECONOMICS AND FINANCIAL LITERACY

EX.K.E.1 Identify needs of individual and family.

EX.K.E.1.1 Identify the needs of a family.

EX.K.E.1.2 Communicate personal needs.

CIVICS AND GOVERNANCE

EX.K.C&G.1 Understand expectations of participating in a group.

EX.K.C&G.1.1 Demonstrate joint attention with a peer.

EX.K.C&G.1.2 Follow simple classroom expectations (e.g., keep hands and feet to self, stay in your place, do your work).

NOTES

NOTES

NOTES