Public Schools of North Carolina
State Board of Education | Department of Public Instruction

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Grade 1
Crosswalk: English Language Arts and Reading (ELAR)

- **Common Core State Standards (CCSS, 2010) and**
- **North Carolina Standard Course of Study (NCSCOS, 2004)**

Overview

North Carolina students have the opportunity to benefit from standards that were developed using the most effective academic standards from across the country and around the world. These standards are aligned with college and work ready expectations, include rigorous content *and* application of knowledge through higher order thinking skills, are internationally benchmarked, and are evidence and/or research-based. Rooted in the criteria of "fewer, clearer, higher," the Common Core State Standards (CCSS, 2010) reflect a strong belief that fewer core standards allow a deeper focus on essential knowledge and skills, that clearer standards can be implemented with rigor and instructional creativity, and that higher standards help all students to learn deeper content knowledge and acquire meaningful authentic skills needed to achieve in a 21st century global society.

The College and Career Readiness (CCR) standards anchor the CCSS and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCSS set grade-level English Language Arts (ELA) requirements for grades K-8 and grade bands for 9-10 and 11-12. The expectations are organized into the strands of Reading, Writing, Speaking/Listening, and Language.

The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. The Speaking and Listening standards require that students be able to gain, evaluate, and present increasingly complex information, ideas, and evidence. The Language standards include vocabulary and convention standards. Although Language standards are identified in a

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separate strand, they should not be taught, learned, and implemented in isolation but should be used and developed throughout reading, writing, speaking, and listening.

This crosswalk reflects a comparison between the Common Core State Standards (CCSS, 2010) for English Language Arts (ELA) and the North Carolina Standard Course of Study (NCSCOS, 2004) for English/Language Arts (ELA). It is designed as a resource to inform educators about how the current North Carolina ELA standards align with the CCSS ELAR standards.

www.corestandards.org

http://www.gatesfoundation.org/learning/Pages/2010-fewer-clearer-standards.aspx

http://www.achieve.org/files/AchievingCCSS-ELAFINAL.pdf

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Grade 1

		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Key Ideas and Details	1. Ask and answer questions about key details in a text.	2.03 Read and comprehend both fiction and nonfiction text appropriate for grade one using: • questions 2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing). 2.07 Respond and elaborate in answering what, when, where, and how questions. 2.08 Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts. 4.02 Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did ___ do) in simple texts.	The Common Core State Standard (CCSS) specifies literature (strand).
		2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.03 Read and comprehend both fiction and nonfiction text appropriate for grade one using: summary 4.04 Extend skills in using oral and written language: • using clear and precise language to paraphrase messages.	

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
			3.04 Share personal experiences and responses to experiences with text: • discussing interpretations.	
		3. Describe characters, settings, and major events in a story, using key details	4.02 Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did ___ do) in simple texts.	CCSS focuses on descriptive language and requires the use of key details as evidence.

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		Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard		Objective	Comments
Reading Standards for Literature	Craft and Structure	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.			New expectation in CCSS.
		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.		2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).	CCSS focuses on differences between text types.
		6. Identify who is telling the story at various points in a text.			New expectation in CCSS.

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Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Integration of Knowledge and Ideas	7. Use illustrations and details in a story to describe its characters, setting, or events.	4.02 Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did ___ do) in simple texts.	CCSS emphasizes using information from the text.
		8. (Not applicable to literature)		
		9. Compare and contrast the adventures and experiences of characters in stories.		New expectation in CCSS. Students are required to compare and contrast.

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Literature	Range of Reading and Level of Text Complexity	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	2.03. Read and comprehend both fiction and nonfiction text appropriate for grade one.	CCSS is more specific and includes prompting and support.

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		Common Core State Standards (CCSS, 2010)	**NC Standard Course of Study (NCSCOS, 2004)**	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Key Ideas and Details	1. Ask and answer questions about key details in a text.	2.03 Read and comprehend both fiction and nonfiction text appropriate for grade one using: • questions 2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing). 2.07 Respond and elaborate in answering what, when, where, and how questions. 2.08 Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts. 4.02 Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did ___ do) in simple texts.	CCSS specifies informational text (strand).
		2. Identify the main topic and retell key details of a text.	2.03 Read and comprehend both fiction and nonfiction text appropriate for grade one using: • summary. 4.04 Extend skills in using oral and written language: • using clear and precise language to paraphrase messages.	

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
		3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.		New expectation in CCSS.

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Craft and Structure	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.	
		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.		New expectation in CCSS.
		6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		New expectation in CCSS.

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Integration of Knowledge and Ideas	7. Use the illustrations and details in a text to describe its key ideas.	4.02 Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did ___ do) in simple texts.	CCSS asks the students to provide details from the text.
		8. Identify the reasons an author gives to support points in a text.		New expectation in CCSS.
		9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		New expectation in CCSS.

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards for Informational Text	Range of Reading and Level of Text Complexity	10. With prompting and support, read informational texts appropriately complex for grade 1.	2.03 Read and comprehend both fiction and nonfiction text appropriate for grade one.	CCSS is more specific and includes prompting and support.

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2010)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards: Foundational Skills	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).	3.07 Compare authors' uses of conventions of language that aid readers including: • kinds of sentences. • capitalization of first word in a sentence and proper names. • Punctuation to end a declarative and interrogative sentence.	

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Strand	Cluster	Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
		Standard	Objective	Comments
Reading Standards: Foundational Skills	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).	1.02 Demonstrate decoding and word recognition strategies and skills: • generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns. • use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. • recognize many high frequency and/or common irregularly spelled words in text (e.g., have said, where, two). • read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking). 5.01 Use phonic knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three-and four-letter words.	

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Common Core State Standards (CCSS, 2010)		NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Reading Standards: Foundational Skills	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 (two letters that represent one sound). 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.	1.02 Demonstrate decoding and word recognition strategies and skills: • generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns. • use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. • recognize many high frequency and/or common irregularly spelled words in text (e.g., have said, where, two). 1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors. 1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).	

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Strand	Cluster	Standard	Objective	Comments
Reading Standards: Foundational Skills	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. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.05 Increase vocabulary, concepts, and reading stamina by reading self selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	CCSS specifies fluency as well as oral reading. It emphasizes self-correcting and rereading.

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Strand	Cluster	Standard	Objective	Comments
Writing Standards	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.		New expectation in CCSS.
		2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		New expectation in CCSS.
		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.	4.02 Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did ___ do) in simple texts. 4.03 Use specific words to name and tell action in oral and written language (e.g., using words such as frog and toad when discussing a nonfiction text).	CCSS is more specific requiring temporal words and a conclusion.

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Writing Standards	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.	4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process. 5.06 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).	CCSS refers to a guided writing process with support.
		6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers		CCSS encourages the use of technology in the publishing process with guidance and support.

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Strand	Cluster	Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
		Standard	Objective	Comments
Writing Standards	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).		New expectation in CCSS. CCSS requires research products.
		8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		New expectation in CCSS. CCSS requires students to gather relevant information to address a question.
		9. (Begins in grade 4)		

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Writing Standards	Range of Writing	10. (Begins in grade 3)		

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Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Speaking and Listening Standards	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.	3.04 Share personal experiences and responses to experiences with text by: • publishing non-print texts, • discussing interpretations, • recording personal responses. 4.04 Extend skills in using oral and written language: • clarifying purposes for engaging in communication. • using clear and precise language to paraphrase messages. • engaging in more extended oral discussions.	
		2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		New expectation in CCSS.
		3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		New expectation in CCSS.

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		Common Core State Standards (CCSS, 2010)	**NC Standard Course of Study (NCSCOS, 2004)**	
Strand	Cluster	Standard	Objective	Comments
Speaking and Listening Standards	Presentation of Knowledge and Ideas	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		New expectation in CCSS.
		5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		New expectation in CCSS.
		6. Produce complete sentences when appropriate to task and situation.	5.04 Use complete sentences to write simple texts.	

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Language Standards	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.	5.03 Write all upper and lower case letters of the alphabet, using correct letter formation. 5.04 Use complete sentences to write simple texts. 5.05 Use basic capitalization and punctuation: • first word in a sentence. • proper names. • period to end declarative sentence. • question mark to end interrogative sentence.	CCSS is more specific with regards to the use of conventions in writing and speaking.

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
		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.	5.01 Use phonic knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three-and four-letter words 5.05 Use basic capitalization and punctuation: • first word in a sentence. • proper names. • period to end declarative sentence. • question mark to end interrogative sentence.	.

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Language Standards	Knowledge of Language	3. (Begins in grade 2)		

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Common Core State Standards (CCSS, 2010)			NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
Language Standards	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*).	1.02 Demonstrate decoding and word recognition strategies and skills: • read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking).	
		5. With guidance and support from adults, demonstrate understanding of figurative language, 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,*		New expectation in CCSS. CCSS requires students to understand word relationships and nuances in word meanings with support.

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		Common Core State Standards (CCSS, 2010)	NC Standard Course of Study (NCSCOS, 2004)	
Strand	Cluster	Standard	Objective	Comments
		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., *I named my hamster Nibblet because she nibbles too much because she likes that*).	4.01 Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).	CCSS is more specific and includes using conjunctions to show relationships.