

ENGLISH LANGUAGE ARTS

NORTH CAROLINA STANDARD COURSE OF STUDY

READING STRAND

K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.
- RL.K.5 Recognize common types of texts.
- RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.

Integration of Ideas and Analysis

- RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.
- RL.K.8 Not applicable to literature.
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Complexity

- RL.K.10 Actively engage in group reading activities with purpose and understanding.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- RI.K.4 With prompting and support, ask and answer questions about words in a text.
- RI.K.5 Identify the front cover, back cover, and title page of a book.
- RI.K.6 With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.

Integration of Ideas and Analysis

- RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information.
- RI.K.8 Begins in grade 1.
- RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic.

Range of Reading and Level of Complexity

- RI.K.10 Actively engage in group reading activities with purpose and understanding.

READING FOUNDATIONAL SKILLS

The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Print Concepts

- RF.K.1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet.

Handwriting

- RF.K.2 Print upper- and lowercase letters.

Phonological Awareness

- RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
 - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - Read common high-frequency words by sight.
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- RF.K.5 Read emergent-reader texts with purpose and understanding.

WRITING STRAND

To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by the *end of each grade*.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.
- W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.
- W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.
- With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.
- W.K.4 With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.

Research

- W.K.5 Participate in shared investigation of grade appropriate topics and writing projects.
- W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SPEAKING AND LISTENING STRAND

The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions.
 - Continue a conversation through multiple exchanges.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.K.4. Speak audibly and express thoughts, feelings, and ideas clearly.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

LANGUAGE STRAND

Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

LANGUAGE STANDARDS

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.

Language Standards – Grammar Continuum

Skill	K-1
Subject/Verb Agreement	<ul style="list-style-type: none">Use singular and plural nouns with matching verbs in basic sentences
Nouns	<ul style="list-style-type: none">Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)Use common, proper, and possessive nouns
Verbs	<ul style="list-style-type: none">Form frequently occurring verbsConvey sense of time
Adjectives	<ul style="list-style-type: none">Use frequently occurring adjectives

Conjunctions	• Use frequently occurring conjunctions
Adverbs	
Sentences	• Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences • Understand and use question words
Prepositions	• Use frequently occurring prepositions
Pronouns	• Use personal, possessive, and indefinite pronouns
Determiners	• Use determiners
Commonly Confused Words	
Interjections	
Phrases & Clauses	
Usage	

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

Language Standards – Conventions Continuum

Skill	K-1
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun “I” • Capitalize dates and names of people
Punctuation	<ul style="list-style-type: none"> • Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates
Spelling	<ul style="list-style-type: none"> • Write a letter or letters for most consonant and short-vowel sounds • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words
References	

Knowledge of Language

L.K.3 (Begins in grade 2)

Vocabulary Acquisition and Use

L.K.4 Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.

L.K.5 With guidance and support from adults, explore nuances in word meanings.

- a. Sort common objects into categories to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

L.K.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts.

ENGLISH/LANGUAGE ARTS

EXTENDED CONTENT STANDARDS

READING STANDARDS FOR LITERATURE

Key Ideas and Evidence

- RL.K.1 With guidance and support, identify details in familiar stories.
- RL.K.2 With guidance and support, identify key details in familiar stories.
- RL.K.3 With guidance and support, identify characters and settings in a familiar story.

Craft and Structure

- RL.K.4 With guidance and support, identify feeling words within a familiar story.
- RL.K.5 With guidance and support, recognize familiar texts.
- RL.K.6 With guidance and support, distinguish between words and illustrations in a story.

Integration of Ideas and Analysis

- RL.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.

K-12 Not Applicable to Literature

- RL.K.9 With guidance and support, identify the experiences of a character in a familiar story.

Range of Reading and Level of Complexity

- RL.K.10 Actively engage in group reading activities.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Evidence

- RI.K.1 With guidance and support, identify a detail in a familiar text.
- RI.K.2 With guidance and support, identify the main topic of a familiar text.
- RI.K.3 With guidance and support, identify individuals, events, or ideas in a familiar informational text.

Craft and Structure

- RI.K.4 With guidance and support, answer what questions about words in a familiar text.
- RI.K.5 With guidance and support, identify the front cover of the book.
- RI.K.6 With guidance and support, distinguish between words and illustrations in a familiar informational text.

Integration of Ideas and Analysis

- RI.K.7 With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.
- RI.K.8 Begins in grade 1.
- RI.K.9 With guidance and support, identify something that is the same about two familiar texts on the same topic.

Range of Reading and Level of Complexity

- RI.K.10 Actively engage in group reading of informational text.

READING STANDARDS FOR FOUNDATIONAL SKILLS

Key Ideas and Evidence

- RF.K.1 Demonstrate emerging understanding of the organization of print.
- With guidance and support during shared reading, demonstrate understanding that print is read left-to-right and top-to-bottom.
 - With guidance and support during shared reading, demonstrate understanding of the orientation of books and other forms of print.
 - With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words.
- RF.K.2 With guidance and support, selects or produces letters when asked to write.
- RF.K.3 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).
- With guidance and support, recognize rhyming words.
 - With guidance and support, recognize the number of words in a spoken message.
 - With guidance and support, identify single-syllable, familiar, spoken words with the same onset (beginning sound).

Craft and Structure

- RF.K.4 Demonstrate emerging awareness of print.
- With guidance and support, recognize first letter of own name in print.
 - With guidance and support, recognize environmental print.
- RF.K.5 Engage in purposeful shared reading of familiar text.

WRITING STANDARDS

Text Types, Purposes, and Publishing

- W.K.1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.
- W.K.2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about it.
- W.K.3 With guidance and support, select a familiar event and use drawing, dictating, or writing to share information about it.
- W.K.4 With guidance and support from adults, explore a variety of digital tools to produce group writing.

Research

- W.K.5 With guidance and support, participate in shared research and writing projects.
- W.K.6 With guidance and support from adults, identify information, objects, or events that relate to personal experiences.

SPEAKING AND LISTENING STANDARDS

Collaboration and Communication

- SL.K.1 Participate in communication with others.
- Communicate directly with supportive adults or peers.
 - Participate in multiple-turn communication exchanges with support from adults.
- SL.K.2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by identifying objects, images, or other representations of the text.
- SL.K.3 With guidance and support ask for help when needed.
- SL.K.4 Communicate with adult communication partners.
- SL.K.5 With guidance and support add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events.

LANGUAGE STANDARDS

Conventions of Standard English

- L.K.1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating.
- L.K.2 Begins in grade 1
- L.K.3 Begins in grade 2
- L.K.4 With guidance and support, demonstrate knowledge of word meanings used in every day routines.
- L.K.5 With guidance and support, demonstrate emerging understanding of word relationships.
 - a. Sort common objects into familiar categories
 - b. Demonstrate understanding of frequently occurring opposites
- L.K.6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.

