

English Language Arts Standard Course of Study Kindergarten Grade-Specific Standards

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.

English Language Arts Standard Course of Study Kindergarten Grade-Specific Standards

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.

English Language Arts Standard Course of Study Kindergarten Grade-Specific Standards

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.
- Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - 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).
- Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - 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/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

English Language Arts Standard Course of Study Kindergarten Grade-Specific Standards

Phonics and Word Recognition

RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. 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.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight.
- d. 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.

English Language Arts Standard Course of Study Kindergarten Grade-Specific Standards

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.
 - a. 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.
 - a. 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.
 - a. 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.

English Language Arts Standard Course of Study Kindergarten Grade-Specific Standards

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 (SL.K)

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.
 - a. Follow agreed-upon rules for discussions.
 - b. 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.

English Language Arts Standard Course of Study Kindergarten Grade-Specific Standards

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 (L.K)

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. (See Language Standards – Grammar Continuum page 8.)
- 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. (See Language Standards – Conventions Continuum page 11.)

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 Standard Course of Study
Kindergarten Grade-Specific Standards**

Language Standards – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences 	<ul style="list-style-type: none"> Ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Nouns	<ul style="list-style-type: none"> Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) Use common, proper, & possessive nouns 	<ul style="list-style-type: none"> Explain the function of nouns Use collective nouns (such as <i>group</i>) Form and use frequently occurring regular and irregular plural nouns 	<ul style="list-style-type: none"> Use abstract nouns (such as <i>courage</i>) Continue to use regular and irregular plural nouns 		
Verbs	<ul style="list-style-type: none"> Form frequently occurring verbs Convey sense of time 	<ul style="list-style-type: none"> Explain the function of verbs Form and use past tense of frequently occurring irregular verbs Form and use regular and irregular verbs Form and use simple verb tenses Form and use the perfect verb tenses Convey sense of various times, sequences Recognize inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Form and use progressive verb tenses Use modal auxiliaries (such as <i>may</i> or <i>must</i>) Continue to form and use the perfect verb tenses Convey sense of various times, sequences, states, and conditions Recognize and correct inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>) Form and use verbs in active & passive voice Form and use indicative, imperative, interrogative, conditional moods Recognize and correct inappropriate shifts in voice and mood Form and use transitive/intransitive verbs 	
Adjectives	<ul style="list-style-type: none"> Use frequently occurring adjectives 	<ul style="list-style-type: none"> Explain the function of adjectives Accurately choose which to use – adjective or adverb 	<ul style="list-style-type: none"> Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb Order adjectives within sentences according to conventional patterns 	<ul style="list-style-type: none"> Form and use compound adjectives 	

**English Language Arts Standard Course of Study
Kindergarten Grade-Specific Standards**

SKILL	K-1	2-3	4-5	6-8	9-12
Conjunctions	<ul style="list-style-type: none"> Use frequently occurring conjunctions 	<ul style="list-style-type: none"> Explain the function of conjunctions Use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> Continue to use coordinating and subordinating conjunctions Use correlative conjunctions (such as <i>either/or</i>) 		<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Adverbs		<ul style="list-style-type: none"> Accurately choose which to use – adjective or adverb Explain the function of adverbs Form and use comparative adverbs 	<ul style="list-style-type: none"> Form and use comparative and superlative adverbs Use relative adverbs 	<ul style="list-style-type: none"> Use adverbs that modify adjectives Use adverbs that modify adverbs 	
Sentences	<ul style="list-style-type: none"> Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences Understand and use question words 	<ul style="list-style-type: none"> Produce, expand, and rearrange simple and compound sentences 	<ul style="list-style-type: none"> Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Produce, expand, and rearrange simple, compound, and complex sentences 	<ul style="list-style-type: none"> Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas 	
Prepositions	<ul style="list-style-type: none"> Use frequently occurring prepositions 	<ul style="list-style-type: none"> Explain the function of prepositions 	<ul style="list-style-type: none"> Form and use prepositional phrases 		
Pronouns	<ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns 	<ul style="list-style-type: none"> Explain the function of pronouns Continue to use personal, possessive, and indefinite pronouns Use reflexive pronouns 	<ul style="list-style-type: none"> Ensure pronoun-antecedent agreement Use relative pronouns 	<ul style="list-style-type: none"> Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>) Use intensive pronouns Recognize and correct inappropriate shifts in pronoun number and person 	

**English Language Arts Standard Course of Study
Kindergarten Grade-Specific Standards**

SKILL	K-1	2-3	4-5	6-8	9-12
				<ul style="list-style-type: none"> Recognize and correct vague pronouns Continue to ensure pronoun-antecedent agreement Recognize and apply the nominative case and objective case 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Determiners	<ul style="list-style-type: none"> Use determiners 	<ul style="list-style-type: none"> Correctly use <i>a, an,</i> and <i>the</i> 			
Commonly Confused Words		<ul style="list-style-type: none"> Correctly use common homophones 	<ul style="list-style-type: none"> Correctly use frequently confused words (such as <i>to, two, too</i>) 	<ul style="list-style-type: none"> Continue to correctly use frequently confused words 	
Interjections		<ul style="list-style-type: none"> Explain the function of and use interjections 	<ul style="list-style-type: none"> Continue to use interjections 		
Phrases and Clauses			<ul style="list-style-type: none"> Explain the function of phrases and clauses Recognize independent and dependent phrases and clauses 	<ul style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers Form and use indirect/direct objects 	
Usage				<ul style="list-style-type: none"> Recognize variations from standard English in their own and others' writing and speaking Identify and use strategies to improve expression in conventional language 	

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Kindergarten Grade-Specific Standards**

Language Standards – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun “I” • Capitalize dates and names of people 	<ul style="list-style-type: none"> • Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization 	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Continue to use correct capitalization 		Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Punctuation	<ul style="list-style-type: none"> • Recognize end punctuation • Name end punctuation • Use end punctuation for sentences • Use commas in dates 	<ul style="list-style-type: none"> • Use commas to separate single words in a series • Use commas in greetings and closings of letters • Use an apostrophe to form contractions • Use an apostrophe to form frequently occurring possessives • Use commas in addresses • Use commas in dialogue • Form and use possessives • Use quotation marks in dialogue 	<ul style="list-style-type: none"> • Use punctuation to separate items in a series • Continue to use commas in addresses • Continue to use commas in dialogue • Continue to use quotation marks in dialogue • Use a comma before a coordinating conjunction in a compound sentence • Use commas and quotations to mark direct speech and quotations from a text • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles of works 	<ul style="list-style-type: none"> • Use punctuation to set off nonrestrictive/parenthetical elements • Use a comma to separate coordinate adjectives • Use punctuation to indicate a pause or break • Use an ellipsis to indicate an omission • Use a semicolon to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply hyphen conventions 	

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Kindergarten Grade-Specific Standards**

Skill	K-1	2-3	4-5	6-8	9-12
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 	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words 	<ul style="list-style-type: none"> • Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly 	<ul style="list-style-type: none"> • Consistently apply conventional rules to spell words correctly 	<p>Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
References		<ul style="list-style-type: none"> • Consult reference materials as needed to check and correct spellings 	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings 	<ul style="list-style-type: none"> • Continue to consult reference materials as needed to check and correct spellings 	