

Understanding the NC English Language Arts Standard Course of Study

GRADE
K

ELA STANDARDS WITH CLARIFICATIONS AND GLOSSARY



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Understanding the English Language Arts Standard Course of Study for Kindergarten ELA Standards with Clarification and Glossary

Purpose

This document provides the Kindergarten *NC Standard Course of Study for English Language Arts (2017)* in a format that includes a clarification of each standard and glossary. The standards define what students should know and be able to do. The clarifications include an explanation of the standards, ideas for instruction, and examples. The standards appear in the left column with glossary terms bolded. The middle column contains the clarification of the standard with ideas for “In the Classroom.” The right column is the glossary.

These standards will be implemented in all North Carolina schools beginning in the 2018-19 school year.

KINDERGARTEN

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.

CCR Anchor Standards for Reading

Key Ideas and Evidence

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 (RI) or themes (RL) 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 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, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

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 Complexity

10. Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

Reading Standards for Literature

| STANDARD | | CLARIFICATION | GLOSSARY |
|--|--|---|--|
| Cluster: Key Ideas and Evidence | | | |
| RL.K.1 | With prompting and support, ask and answer questions about key details in a text. | <p>Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text. Teachers and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> The teacher selects a mentor text and reads it to the students. The teacher models asking questions about what is happening in the text. The teacher asks a question and allows the students to think about the story events in order to answer the question.</p> <p>Students use words, sentences, and illustrations to help them ask and answer questions about the important parts of the text.</p> <p>The teacher provides pictures and words about the key details of a text. Students take turns asking questions about those key details which are answered by their classmates.</p> | <p>key details – specific and important parts of the text that provide information, support, and elaboration</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> |
| RL.K.2 | With prompting and support, retell familiar stories, including key details . | <p>Students tell what happened in a familiar story. They include important details such as who, what, when, where, why, or how. Teachers and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> The teacher reads stories aloud enough times for students to become familiar (two-three times). Familiar story examples include picture books, fairy tales, folk tales, and nursery rhymes. While reading, the teacher models his/her thinking aloud by recalling events and commenting on key details.</p> | <p>key details – specific and important parts of the text that provide information, support, and elaboration</p> <p>retell – to state, either verbally or through writing, events and details that are remembered from something that has been read or heard; may or may not have the same chronological structure as the original</p> |

Kindergarten: ELA Standards, Clarifications and Glossary

| STANDARD | | CLARIFICATION | GLOSSARY |
|---------------|--|---|--|
| | | <p>During read alouds, the teacher checks for understanding by stopping periodically and asking guided questions about key details. Students turn and talk to partners about sequence and key details that help them retell the story.</p> <p>Students retell the story in multiple ways. Students draw character puppets and glue them on popsicle sticks, make masks, and work in small groups to act out the story. They could also use three fingers when retelling the story as a reminder to include a beginning, middle, and end.</p> | |
| RL.K.3 | With prompting and support, identify characters, settings , and major events in a story. | <p>Students name characters in a story, including both main and supporting characters. They also name specific places where the story happens. Students name the important events in the story. Teachers and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> During read alouds, the teacher models his/her thinking by identifying the characters (“who”), the settings (“where”), and major events (“what happened”).</p> <p>After listening to a story, students draw pictures of and label the character(s). When sharing the pictures, students supply information about each character.</p> <p>When working with small groups, the teacher helps students identify settings by placing post-its on pictures of different settings throughout the story. Students then use the book to draw a timeline of the settings.</p> <p>After read alouds, the teacher and students create a class story map of the main events, discussing why these events are major.</p> | <p>event – a thing that happens; an occurrence</p> <p>major events – the most important events that occur within a literary work; similar to main ideas, major events cannot be eliminated without changing the primary progression of the work or the development of the characters</p> <p>setting – the time and place of the action in a book, play, story, etc.</p> |

Kindergarten: ELA Standards, Clarifications and Glossary

| STANDARD | | CLARIFICATION | GLOSSARY |
|-------------------------------------|--|--|--|
| Cluster: 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. | <p>Students ask questions about words in a text that suggest feelings (e.g. happy, mad, sad) or appeal to the senses (e.g. stinky smell, bright sight, loud sound, delicious taste, soft touch). Students also answer questions about the selected words. The teacher and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> Students help the teacher create a list of question starters. When doing read alouds, the teacher uses the list to model asking questions about words in the text that suggest feelings or appeal to the senses.</p> <p>When working with small groups, the teacher helps students use sticky notes to locate words that suggest feelings or appeal to the senses. Students practice asking and answering questions about the words with partners.</p> | text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |
| RL.K.5 | Recognize common types of texts . | <p>Students identify different types of text, including poems, stories, and informational books.</p> <p><i>In the Classroom:</i> When selecting read alouds, the teacher includes a variety of texts. Before reading, the teacher indicates the type of text and explains simple text features. While reading, the teacher models how to notice these text features to determine the text type.</p> <p>Students help the teacher create an anchor chart that lists common types of texts and their distinguishing features. Students reference the anchor chart when identifying text types.</p> | text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |
| RL.K.6 | With prompting and support, define the role of the author and illustrator in telling the story. | Students describe the roles of the author and the illustrator. They explain how each contributes to the telling of the story. The teacher and/or peers provide support and prompting. | |

Kindergarten: ELA Standards, Clarifications and Glossary

| STANDARD | | CLARIFICATION | GLOSSARY |
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| | | <p><i>In the Classroom:</i> During a read aloud, the teacher discusses with students how the author wrote the words of the text and the illustrator provided visuals. The teacher explains that both provide important information in the story.</p> <p>Students draw illustrations. They trade papers and their peers add words (by teacher scribing if needed) to the illustrations to create stories. The students get back with their partners and explain what they did as authors or illustrators to help tell the story.</p> | |
| Cluster: Integration of Ideas and Analysis | | | |
| RL.K.7 | With prompting and support, describe how the words and illustrations work together to tell a story. | <p>Students explain how words and illustrations contribute to what is happening in a story. They explain the connection between the words and the illustrations, such as what moment in the story an illustration depicts. The teacher and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> The teacher conducts a read aloud. During the first read, the teacher only reads the words. During the second read, he/she shows the illustrations as well. Students discuss how their understanding of the text changed once they viewed the illustrations.</p> <p>The teacher shares a wordless book with the students. The students tell the story through words. The teacher scribes their class story and creates a class book, with the illustrations and words. Students draw illustrations. Then they add appropriate text to their illustrations. In partners, the students discuss how their words and illustrations work together to tell their story.</p> | <p>describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account</p> <p>illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</p> |
| RL.K.8 | Not applicable to literature. | | |

Kindergarten: ELA Standards, Clarifications and Glossary

| STANDARD | | CLARIFICATION | GLOSSARY |
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| RL.K.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | <p>Students describe the similarities and differences between the adventures and experiences of characters in known stories. The teacher and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> The teacher reads aloud a familiar story. With the students, the teacher creates a story map, highlighting key events and characters from the story. The teacher reads aloud another familiar story. With the students, the teacher creates a story map of that story, highlighting key events and characters from that story. The class discusses how the story maps are alike and how they are different.</p> <p>The teacher reads aloud a familiar text. Students help the teacher write key details about the characters' experiences on sticky notes. The teacher places the sticky notes on a Venn diagram, comparing and contrasting the experiences of the characters. The students discuss why they placed the sticky notes on the diagram where they did.</p> | compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast , this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar. |
| Cluster: Range of Reading and Level of Complexity | | | |
| RL.K.10 | Actively engage in group reading activities with purpose and understanding. | <p>As a class or in small groups, students engage in activities such as asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud.</p> <p><i>In the Classroom:</i> The teacher reads a nursery rhyme to the students. Then the students' choral read the nursery rhyme. Students practice reading the nursery rhyme and discussing the details of the rhyme in small groups.</p> <p>The teacher shares a simple poem with the students. The teacher writes the poem on sentence strips and</p> | purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) |

Kindergarten: ELA Standards, Clarifications and Glossary

| | STANDARD | CLARIFICATION | GLOSSARY |
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| | | <p>asks students to read the poem along with him/her. The teacher displays the sentence strips, and the students read the poem with the teacher again.</p> <p>The teacher reads a story aloud to the students. The teacher and students echo read the story the second time. The teacher uses guiding questions to discuss the story elements (character, setting, big idea, lesson, etc.). The students discuss the story, and the teacher guides and encourages students to elaborate and give more details.</p> | |

Reading Standards for Informational Text

| STANDARD | | CLARIFICATION | GLOSSARY |
|--|---|---|---|
| Cluster: Key Ideas and Evidence | | | |
| RI.K.1 | With prompting and support, ask and answer questions about key details in a text . | <p>Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text. Teachers and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> The teacher selects a mentor text and reads it to the students. The teacher models asking questions about what is happening in the text. The teacher asks a question, and then he/she allows the students to think about the information and answer the question.</p> <p>Students use words, sentences, and illustrations to help them understand the important parts of the text.</p> <p>The teacher provides pictures and words regarding key details from the text. Students take turns asking questions which are answered by their classmates.</p> | <p>key details – specific and important parts of the text that provide information, support, and elaboration</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> |
| RI.K.2 | With prompting and support, identify the main topic and retell key details of a text . | <p>Students state the main topic of an informational text. Students also state important details from the text. Teachers and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> While doing a read aloud, the teacher discusses the main topic and stops periodically to ask questions about key details. Students turn and talk to partners about important information from the text.</p> <p>After reading, the teacher draws an ice cream cone as an analogy for the main topic and key details. The cone is the main topic and the scoops are the key details. The more key details the students identify, the bigger the ice cream cone.</p> | <p>key details – specific and important parts of the text that provide information, support, and elaboration</p> <p>retell – to state, either verbally or through writing, events and details that are remembered from something that has been read or heard; may or may not have the same chronological structure as the original</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p> |

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| STANDARD | | CLARIFICATION | GLOSSARY |
|-------------------------------------|--|--|--|
| | | When working with reading in small groups, the teacher helps students complete a web diagram that includes the main topic in the middle and two to four key details surrounding it. The teacher models how to refer back to the book to find key details. Students can write, draw, or dictate their ideas. | |
| RI.K.3 | With prompting and support, describe the connection between two individuals, events , ideas, or pieces of information in a text . | <p>Students explain how two individuals, events, ideas, or pieces of information from a text are related. Students access the book and pictures as support. Teacher and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> During a read aloud, the teacher models how to describe the connection between two ideas in a text. The teacher points out linking words, such as because, so, first, second, etc. that help him/her understand the connection.</p> <p>When working on reading in small groups, students work with partners to draw pictures that show how two individuals or ideas from a text are connected or linked, and then they share out with the group.</p> | <p>describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account</p> <p>event – a thing that happens; an occurrence</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> |
| Cluster: Craft and Structure | | | |
| RI.K.4 | With prompting and support, ask and answer questions about words in a text . | <p>Students ask questions about unfamiliar and familiar words in a text. Students also answer questions about those words. The teacher and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> During read alouds, the teacher models how to ask questions about words by pausing when an unfamiliar, unknown, or compelling word appears in the text. The teacher then models how to use question stems, context clues, and pictures to better understand the meaning of the word. The class creates an anchor chart students can refer to when asking and answering questions about words.</p> | <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> |

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| STANDARD | | CLARIFICATION | GLOSSARY |
|---------------|---|--|--|
| | | When working with small groups, the teacher asks students questions about known or familiar words in a text. Students use the text to answer those questions. | |
| RI.K.5 | Identify the front cover, back cover, and title page of a book. | <p>Students point out the front cover, back cover, and title page of a book.</p> <p><i>In the Classroom:</i> Before doing read alouds, the teacher models how to locate the front cover, back cover, and title page of the book and explains features of each. The front cover contains the title, author, and a picture. The back cover is either blank or has a brief explanation/picture of what the book is about. The title page is the first page after the front cover and repeats the information from the front cover. The class creates an anchor chart that shows examples of each part of the book and lists key features.</p> <p>When working with small reading groups, the teacher asks students to identify the front cover, back cover, and title page of the book before reading.</p> <p>Students dictate, draw, or write stories and then publish their own books. As part of their final products, they design front covers, back covers, and title pages to include in their books.</p> | |
| RI.K.6 | With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text . | <p>Students describe the roles of the author and the illustrator in providing information. The teacher and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> During a read aloud, the teacher discusses with students how the author wrote the words of the text and the illustrator provided visuals. The teacher explains that both provide important information in the text.</p> | text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |

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| STANDARD | | CLARIFICATION | GLOSSARY |
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| | | The teacher shows the illustrations in a book without reading the text. Students look at the illustrations and practice explaining the text. The teacher then reads the text and shows the illustrations. Students compare their versions of the words with the words of the author. | |
| Cluster: Integration of Ideas and Analysis | | | |
| RI.K.7 | With prompting and support, describe how the words and illustrations work together to provide information. | <p>Students explain how the words and illustrations within a text provide insight into what is happening in the text. They explain the connection between the words and the illustrations, such as what person, place, thing, or idea in the text an illustration depicts. The teacher and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> The teacher conducts a read aloud. During the first read, the teacher only reads the words. During the second read, he/she shows the illustrations as well. Students discuss how their understanding of the text changed once they viewed the illustrations.</p> <p>Students draw illustrations. They then add text to their illustrations, based on what they drew.</p> | <p>describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account</p> <p>illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</p> |
| 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 . | <p>Students recognize how two texts with the same topic are the same and different. This includes similarities and differences between illustrations, descriptions, or procedures. The teacher and/or peers provide support and prompting.</p> <p><i>In the Classroom:</i> The teacher reads two texts and demonstrates for the students how to look for and find differences and similarities in both texts.</p> | <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p> |

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| STANDARD | | CLARIFICATION | GLOSSARY |
|--|--|--|--|
| | | <p>The teacher reads two texts on the same topic aloud. In small groups, students write one key idea or detail from each text on sticky notes. The groups place their sticky notes on a Venn diagram. They explain why they placed the sticky note on the diagram where they did.</p> <p>The teacher reads aloud the text of two books on the same topic. The students discuss the texts, and the teacher scribes the student responses. The students draw pictures and write about the key details to make a class collage depicting how the texts are alike and different.</p> | |
| Cluster: Range of Reading and Level of Complexity | | | |
| RI.K.10 | Actively engage in group reading activities with purpose and understanding. | <p>As a class or in small groups, students engage in activities such as asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud.</p> <p><i>In the Classroom:</i> Students choral read the book. Students practice reading the book and discussing the details of the book in small groups.</p> <p>The teacher reads a text aloud to the students. The teacher and students echo read the text the second time. The teacher encourages the students to discuss the text details and information. The students discuss the text while the teacher guides and encourages students to elaborate with more details.</p> | purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain) |

KINDERGARTEN

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

| STANDARD | CLARIFICATION | GLOSSARY |
|--------------------------------|---|--|
| <i>Cluster: Print Concepts</i> | | |
| <p>RF.K.1</p> | <p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> 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. <p>Students understand the basic concepts of print.</p> <ul style="list-style-type: none"> • Students move from left to right across a page, from the top to the bottom of a page, and from one page to the next. • Students know that words are made of letters and that spoken words can be written to become a piece of writing. • Students know that letters together in a certain sequence make words and these words are written with spaces between them. • Students name all letters in uppercase and lowercase forms. <p><i>In the Classroom:</i></p> <p>The teacher uses mentor texts to teach print features. As the teacher reads a text to the class, he/she models tracking text and moving correctly through a book. Students practice as they move through texts with the teacher and independently.</p> <p>The teacher conducts whole class writing lessons, where he/she shows the reading/writing connection. As the teacher tells a story, he/she writes the letters and words that represent what he/she is saying. The teacher also models appropriate spacing between words.</p> <p>The teacher teaches letter names, integrated with letter sounds and forming letters. Students use flashcards containing the letter to practice naming the letter, making its sound, and writing the letter.</p> | <p>sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other</p> |

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| STANDARD | | CLARIFICATION | GLOSSARY |
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| Cluster: Handwriting | | | |
| RF.K.2 | Print upper- and lowercase letters. | <p>Students write uppercase and lowercase letters.</p> <p><i>In the Classroom:</i> The teacher models printing letters as he/she is teaching the sounds of the letters. Students write the letter in the air or on individual white boards as the teacher prints the letter.</p> <p>The teacher supplies handwriting paper that contains traceable letters (this can be printed or teacher-created) according to what letters are being taught at that time. Students trace the letter using their fingers, pencils, and/or crayons.</p> <p>The teacher uses the “hand over hand” technique. The teacher places his/her hand on the hand of the student and guides him/her through the correct letter formation, talking him/her through each movement. Students will move along with the teacher, and then they practice the formation independently.</p> | |
| Cluster: Phonological Awareness | | | |
| RF.K.3 | <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant,</p> | <p>Students demonstrate phonological awareness at the word level, syllable level, and sound level.</p> <ul style="list-style-type: none"> • Students identify and create rhyming words. • Students divide words into syllables and count those syllables. They say the sounds in the syllables and blend them to create words. • In single-syllable words, students blend and segment the onset and rime (The onset in “mat” is /m/ and the rime is /at/). • Students segment CVC (consonant-vowel-consonant) words (e.g. dot) so that each sound is heard in isolation (e.g. /d//o//t/ is “dot” note: except for CVC endings /l/, /r/, and /x/). | |

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| | STANDARD | CLARIFICATION | GLOSSARY |
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| | <p>or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> | <ul style="list-style-type: none"> Students manipulate phonemes (sounds) in single syllable words to make new words (e.g. substitute /c/ in “mat” to make “cat” or add /l/ to “fat” to make “flat”). <p><i>In the Classroom:</i> The teacher demonstrates identifying syllables by placing one hand under his/her chin while saying a word. Each time the mouth drops, it marks a syllable. Students practice this during guided instruction.</p> <p>The teacher says a CVC word (e.g. “tap”), then taps a finger to his/her thumb for each sound heard (e.g. /t/ (tap pointer finger to thumb)/a/(tap middle finger to thumb)/p/(tap ring finger to thumb)). Students do this, tap on their desks, or lay out objects to mark sounds.</p> | |
| Cluster: Phonics and Word Recognition | | | |
| RF.K.4 | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> | <p>Students read words using grade-level appropriate strategies.</p> <ul style="list-style-type: none"> Students produce all (or most) of the primary sounds for consonants. Students know the long and short vowel sounds and their common spellings. Students read frequently seen words by sight (e.g. the, of, to, you, she, my, is, are, do, does). Students identify the sound that is different in two similarly spelled words (e.g. went and want, students identify that /e/ in went is different than /a/ in want). <p><i>In the Classroom:</i> Students conduct a letter hunt. They identify, mark and say the sound for the chosen consonant each time they find it in a text.</p> | <p>analysis – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</p> |

Kindergarten: ELA Standards, Clarifications and Glossary

| STANDARD | | CLARIFICATION | GLOSSARY |
|-------------------------|--|---|--|
| | | <p>The teacher introduces sight words using a familiar mentor text. He/she writes the words on individual cards and places them where students can access. As students read independently, they can place stickers on the cards if/when they find sight words in a text.</p> <p>The teacher guides students in creating 'Spelling Pattern' anchor charts that evolve as new words fitting the focus pattern are added throughout the year.</p> | |
| Cluster: Fluency | | | |
| RF.K.5 | Read emergent-reader texts with purpose and understanding. | <p>Students read and understand texts that align with a systematic phonics scope and sequence and give emergent readers practice reading single consonants, short vowels, several high-utility digraphs and endings, and CVC words.</p> <p><i>In the Classroom:</i> The teacher models the use of whisper phones and how they are used to listen to one’s own reading. Students use these to hear themselves read aloud.</p> <p>The teacher and students choral read a grade appropriate emergent text. After the choral reading, students independently practice reading the text.</p> | <p>emergent-reader text – a text designed to help beginning readers practice the reading skills they have been instructed on. They should include comprehensible decodables that exemplify the skills/patterns that have been taught.</p> <p>purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> |

KINDERGARTEN

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*.

CCR Anchor Standards for Writing Standards

Text Types, Purposes, and Publishing

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.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
6. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Writing Guide for W.1, W.2 and W.3

W.K.1 Opinion writing is the first developing form of argument writing. Opinion writing has many purposes – to convince the reader that the writer’s position is correct, change the reader’s position on a topic or encourage the reader to take action. Writers use reasons to support their positions on topics or books under study. Kindergarten students identify the topic or the name of the book they’re writing about and state an opinion. While most kindergarten students are not able to fully and logically support arguments, they can offer opinions and provide details.

Students discuss thoughts with their peers and the teacher. Students state opinions by responding to simple questions such as, “What is your favorite book?” After students learn to state their opinions orally, they begin to put their thoughts on paper. Early writing in kindergarten often looks like squiggles and random marks on paper, and then progresses to strings or groups of letters. This is valid writing for developing authors. Kindergarten students also draw pictures to add details. The teacher asks questions and makes suggestions to help students strengthen their writing.

The teacher helps students grasp the idea of stating an opinion and providing support by practicing as a whole group. For example, the teacher can create a chart with three columns, each labeled with a different pet. After a discussion about what makes a good pet, students vote by writing their names on the chart under their favorite animals. The teacher models using a T-chart to show students how to take a position (A dog is the best pet) on one side of the chart, while providing a detail (You can play ball with dogs) on the other. Students use this model to create their own T-charts, construct sentences, write them on paper and illustrate them.

The teacher supports young writers by providing exposure to texts in which the author or a main character states and supports an opinion. The teacher helps students brainstorm a list of topics on chart paper. Then students make their own lists of topics about which they want to write.

Kindergarten students use graphic organizers such as the 4-square model to plan and complete their writing. The teacher provides a print-rich environment in the classroom so students have exposure to lists, charts, and word walls to aid them in their writing. Environmental print, such as pictures of road, restaurant, and store signs, is also an important part of the kindergarten classroom.

W.K.2 Informative/explanatory writing communicates information. It has many purposes – to increase the reader’s understanding of a topic, process, or procedure; to provide clarification on a topic, process, or procedure; and/or to answer “what,” “how,” and “why” questions regarding the topic under study. Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. It is important for the teacher to emphasize that informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. Kindergarten students use dictating, drawing, and writing to identify and supply information about a topic and demonstrate their knowledge about the topic.

Students work in groups and, with adult guidance, the class chooses a topic to research. With the help of adults, students research facts about the topic and include the information in their writing. The teacher guides students in the use of print or digital media to find facts about the subject. The teacher uses a chart or board to record information about the topic. Students then draw, dictate, or write the name of the topic and facts about the topic.

For example, the teacher can introduce a non-fiction subject (ex: turtles) and guide the class in creating a T-chart. One side is labeled, “What do I know about turtles?” and the other side is labeled, “What do I want to know about turtles?” The teacher and students add information to the chart throughout the duration of the unit.

The teacher can also create a chart and place a picture of a turtle in the center. The teacher and students fill in the chart with information as they read informational texts and learn about turtles. Students can even create their own turtle posters, drawing diagrams and copying at least one piece of information from the class chart.

Throughout the writing process, the teacher meets with individual students to offer support and guidance, ask questions, and make suggestions to help students strengthen their work. Students also meet with their peers to share their information and ask and answer questions to help clarify writing.

W.K.3 Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. Kindergarten students learn to share their many stories by developing their voices as narrative writers. Kindergarten students write about a single event or several roughly related events in a sequential order and, with teacher support, provide a reaction to what happened.

Students' first narratives are simply drawings. The teacher guides students to think of an event, picture the event in their head, and tell a partner about it. After students share their stories, the teacher models drawing his/her story. As the teacher draws, she/he tells the story out loud and adds details to the drawing as needed. Students think about, picture, tell, and draw their own stories.

Beginning writers use their developing phonemic awareness skills to label their pictures. Often, students simply write the beginning and ending sounds of words. The teacher encourages this writing by asking students to “spell the best you can.” This gives young writers the freedom to experiment with storytelling without fear of failure. Students begin by drawing and writing about a single event, but eventually, they tell a story by connecting events in a sequence and writing multiple sentences to explain what happened. Teachers ask students for reactions to their stories, using questions like “How did you feel?” Students share their emotions and reactions as part of the story's conclusion.

As kindergarten students begin to put words together to make short sentences, the teacher guides them to prewrite by drawing a detailed picture, describing the picture orally, and then putting their descriptions on paper. The teacher helps students generate ideas for narrative writing by providing multiple opportunities for discussions about life experiences. Students list story ideas in journals, and they brainstorm ideas for class topics with the teacher. When conferencing with students, the teacher asks questions and makes comments, encouraging students to add details to their drawings. Kindergarten writers dictate and copy statements about their drawings.

Writing Standards

| STANDARD | | CLARIFICATION | GLOSSARY |
|--|--|-------------------|--|
| <i>Cluster: Text Types, Purposes, and Publishing</i> | | | |
| 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. | See Writing Guide | dictating – to say or read aloud with the purpose of having another write down what is spoken respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. topic – the subject or matter being discussed or written about in a text, speech, etc. |
| 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. | See Writing Guide | dictating – to say or read aloud with the purpose of having another write down what is spoken respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. topic – the subject or matter being discussed or written about in a text, speech, etc. |

Kindergarten: ELA Standards, Clarifications and Glossary

| STANDARD | | CLARIFICATION | GLOSSARY |
|--------------------------|---|--|---|
| 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. | See Writing Guide | dictating – to say or read aloud with the purpose of having another write down what is spoken event – a thing that happens; an occurrence respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc. strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc. |
| 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 . | Students explore an assortment of digital tools and resources to compose and publish original writing as a class, small groups, or with partners. Teachers provide support and guidance. <i>In the Classroom:</i> The teacher selects a topic. Students write two-three sentences about the topic. The teacher assists students as they use digital tools to produce the sentences. The teacher demonstrates how to use digital tools to research a topic. Students work in pairs and use digital tools to explore the topic with assistance from adults. | digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc. publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available setting – the time and place of the action in a book, play, story, etc. |
| Cluster: Research | | | |
| W.K.5 | Participate in shared investigation of grade appropriate topics and writing projects. | As a class, students explore and write about a topic. <i>In the Classroom:</i> The teacher chooses a topic from grade K science or social studies standards and introduces the topic to the students by reading a variety of texts aloud, exploring online resources, viewing pictures, etc. Students | topic – the subject or matter being discussed or written about in a text, speech, etc. |

Kindergarten: ELA Standards, Clarifications and Glossary

| STANDARD | | CLARIFICATION | GLOSSARY |
|--------------|--|--|----------|
| | | <p>are guided by their teacher through the process and are given access to a wide variety of resources and information in order to participate in the shared investigation. Students discuss their knowledge of this topic. Together, they create a class book, "All About _____."</p> <p>The teacher reads aloud several books by a familiar author that the students enjoy. Each student expresses his/her opinion (either in writing or teacher scribing) of each book and gives at least one reason why he/she feels that way. The teacher compiles the students' opinions and creates a poster, bulletin board, or class book.</p> | |
| W.K.6 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | <p>Students think about and use personal experiences and/or collected information to provide answers to a specific question. The teacher provides support and guidance.</p> <p><i>In the Classroom:</i> The teacher asks a question regarding a studied topic and provides videos, texts, images, etc. for students to explore. The class comes together to answer the question based on the gathered information.</p> <p>The teacher asks a question related to a recent classroom experience (e.g. field trip, guest speaker, science experiment). First, students discuss everything they remember about that event that helps answer the question. The teacher gathers their thoughts on a class chart. Next, they discuss what information is still missing. The teacher provides specific texts, pictures, online resources, etc. and in groups, students explore these. The class reconvenes to add their learning to the chart and then answer the question.</p> | |

KINDERGARTEN

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.

CCR Anchor Standards for Speaking and Listening

Collaboration and Communication

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.

Speaking and Listening Standards

| STANDARD | | CLARIFICATION | GLOSSARY |
|---|---|---|---|
| Cluster: Collaboration and Communication | | | |
| SL.K.1 | <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>b. Continue a conversation through multiple exchanges.</p> | <p>Students discuss grade-level appropriate topics and texts with different partners and adults in small group and whole class settings.</p> <ul style="list-style-type: none"> • Students help develop, understand, and agree to follow discussion rules and norms such as listening to others and taking turns speaking about the topics and texts under discussion. • Students add to a conversation with appropriate comments. <p><i>In the Classroom:</i> The teacher works with students to establish norms for working collaboratively and discussing topics and texts. This list is displayed on an anchor chart, then modeled, taught, and reinforced.</p> <p>During discussions, students stay on topic and continue the conversation by adding thoughts, asking questions, or responding to questions.</p> | <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> <p>topic – the subject or matter being discussed or written about in a text, speech, etc.</p> |
| SL.K.2 | <p>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.</p> | <p>Students demonstrate their understanding by asking and answering questions about important information in a text read aloud, or on an oral presentation, or presented in a different way.</p> <p><i>In the Classroom</i> The teacher models how to ask a question when something is not understood. While watching a video, teacher may stop the video and say, “I noticed _____. I wonder if _____.” Students can be given an opportunity to do this with a partner as the teacher stops again at another place that would prompt questions.</p> | <p>key details – specific and important parts of the text that provide information, support, and elaboration</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> |

Kindergarten: ELA Standards, Clarifications and Glossary

| STANDARD | | CLARIFICATION | GLOSSARY |
|---|---|--|----------|
| | | Students refer to the words, pictures, or statements made during the presentation or read aloud to answer questions about key details, or to ask a question for clarification. | |
| SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | <p>Students ask questions if they need help, need additional information, or need clarity. Students also answer questions to provide information or make information clear.</p> <p><i>In the Classroom:</i> The teacher provides students with opportunities to indicate on paper their level of understanding of a presented topic. Students mark a star (shows understanding) or a question mark (to show they need clarification) on whiteboards or sticky notes. Students hold them up to indicate if they have a question or want to make a statement.</p> <p>The teacher uses class KWL charts to accompany texts that are read aloud. Students orally provide statements of what they already know on the topic and questions regarding what they want to know about the topic.</p> | |
| Cluster: Presentation of Knowledge and Ideas | | | |
| SL.K.4 | Speak audibly and express thoughts, feelings, and ideas clearly. | <p>Students speak so that they can be heard and understood by the listener. Students verbally share enough details and information about what they think or feel, as well as ideas they have about a variety of topics, so that they can be fully understood.</p> <p><i>In the Classroom:</i> The teacher selects students to role-play how to be sure that speaking is audible. Students role-play speaking too softly, yelling, speaking with fingers in their mouths, or speaking with paper or a book in front of their faces. The remaining students discuss whether or not that person can be understood and why or why not.</p> | |

Kindergarten: ELA Standards, Clarifications and Glossary

| STANDARD | | CLARIFICATION | GLOSSARY |
|---------------|--|---|----------|
| | | Teachers display picture cards and have students practice sharing their thoughts and feelings about the object or scene displayed. Students observe the object or scene, create a response based upon their thoughts, feelings, and ideas, and then share their responses. | |
| SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. | <p>Students add pictures or other visuals to provide more information to a description. The visuals should support their descriptions and offer additional details.</p> <p><i>In the Classroom:</i> The teacher writes a description of a common event (e.g. lunch or recess). He/she begins a visual that will add more detail to the description. Students tell the teacher what details to add to make the visual more clear and complete. Students apply this strategy to their own visuals.</p> <p>The teacher gives students a topic and lets them create descriptions of the topic. Students then add drawings or other visuals to their descriptions. Once finished, students share their descriptions and why they chose to add particular visuals or drawings.</p> | |

KINDERGARTEN

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*.

CCR Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.

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 and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

K-5 Language Continuums Guide

What are the Language Continuums?

Language Standards 1 and 2 include two continuums, one for grammar and one for conventions. The skills within each continuum are arranged by grade band rather than by grade to allow for multiple years of practice, differentiation, and scaffolding as needed. In the lower grade of the band, the teacher is introducing and modeling the skill. In the higher grade(s) of the band, students are applying the skill to more complex text as they work toward mastery. Some skills, such as subject-verb agreement, may require continued attention each year.

How do I read them?

The Language Continuums, when read horizontally, show the progression of the grade level bands in grammar and conventions. When read vertically, they show the skills taught in the specific grade band. The supporting clarifications include suggestions for how to introduce, model, build, and recognize mastery for each skill.

What does instruction look like in the classroom?

The skills are arranged by grade band to allow for two years of practice and eventual mastery.

- The use of formative assessment allows teachers to determine how well students have acquired learning and where they fall in the continuum.
- Teachers provide scaffolding based on formative assessments to meet students' needs within the continuum. In the lower grade of the band, the teacher introduces and models new skills allowing students to practice with teacher guidance. In the higher grade(s) of the band, the teacher provides students with opportunities to independently practice these skills, use the skills with increasingly complex text, and apply the skills to their writing and speaking.

How do I know where my students fall within the grade band?

Pre-assessments and formative assessments throughout the year can be helpful in determining where students fall within the band. One type of assessment might be a writing sample completed without assistance.

Formative assessments should provide teachers with an understanding of students' prior knowledge on a given skill. Teachers may build on this prior knowledge rather than reintroducing the skill each year. Teachers may find they do not need to begin with the suggestions in the "How to Introduce and Model" column of the continuum clarification document.

Kindergarten: ELA Standards, Clarifications and Glossary

How do I talk about the Language Continuums with colleagues?

Teacher communication and discussion within each grade level and among the grade levels is a vital component for ensuring student success. Through PLC work, teachers should develop a shared understanding of the skills and how the continuums and support documents can be used to support instruction.

Grade level PLCs

- Discuss and develop pre-assessments for each skill, or group of skills, to determine student readiness. Consider using flexible grouping after reviewing pre-assessment results.
- Revisit the continuum clarification document for suggested teaching strategies. Consider possible mentor texts.
- Discuss providing feedback to students about specific skill use within their writing. Consider developing a standards-based rubric.
- Reflect on student work to plan for next steps. Consider students who need scaffolding as well as those who need enrichment.

Vertical PLCs

- Discuss how each grade level can build on the previous grade level's instruction.
- Discuss the mentor texts and the strategies used to introduce and build skills.
- Look at the previous grade band in the Language Continuums to determine which skills have been introduced.
- Look at the previous grade band in the Language Continuums to determine which skills are being introduced for the first time.

L1 – 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, and possessive nouns | <ul style="list-style-type: none"> Explain the function of nouns Use collective nouns (such as group) Form and use frequently occurring regular and irregular plural nouns | <ul style="list-style-type: none"> Use abstract nouns (such as courage) 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 may or must) 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 | <ul style="list-style-type: none"> Form and use compound adjectives | |
| | | | | | |

Kindergarten: ELA Standards, Clarifications and Glossary

| SKILL | K-1 | 2-3 | 4-5 | 6-8 | 9-12 |
|---------------------|---|---|---|---|--|
| | | | <ul style="list-style-type: none"> Order adjectives within sentences according to conventional patterns | | <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> |
| 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 either/or) | | |
| 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 (subjective, objective, possessive) Use intensive pronouns | |

Kindergarten: ELA Standards, Clarifications and Glossary

| SKILL | K-1 | 2-3 | 4-5 | 6-8 | 9-12 |
|--------------------------------|---|---|--|---|--|
| | | | | <ul style="list-style-type: none"> Recognize and correct inappropriate shifts in pronoun number and person 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 a, an, and the | | | |
| 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 to, two, too) | <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 | |

Kindergarten: ELA Standards, Clarifications and Glossary

| SKILL | K-1 | 2-3 | 4-5 | 6-8 | 9-12 |
|-------|-----|-----|-----|--|------|
| | | | | <ul style="list-style-type: none">• Identify and use strategies to improve expression in conventional language | |

CLARIFICATIONS

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

Mastery: Teachers recognize and assess student mastery of the skills in the L.1 Continuum through student writing and speaking. Students’ writing and speaking are assessed by the student, peers, and the teacher.

| K-1 Skill | How to Introduce and Model | How to Build |
|--|---|--|
| Subject/Verb Agreement | | |
| <p>Use singular and plural nouns with matching verbs in basic sentences</p> | <p>The teacher directly introduces singular and plural nouns and matching verbs by using a read aloud mentor text. The teacher points out examples from the text and students discuss what they notice about the nouns and matching verbs.</p> <p>The teacher models singular and plural nouns and matching verbs with age appropriate examples such as “Cat runs.”, “Cats run.”, “Dog jumps.”, “Dogs jump.”, “He hops.”, “We hop.” He/she writes the examples on the board.</p> <p>During read aloud or shared reading time, the teacher compares and contrasts singular and plural nouns and verbs.</p> | <p>The teacher creates an anchor chart that will be added to as students read singular and plural nouns with matching verbs.</p> <p>The teacher models reading and writing basic sentences using singular and plural nouns with matching verbs.</p> <p>Students work in pairs to orally generate sets of singular and plural nouns with matching verbs. Students continue to practice this skill by participating in skill-based performance activities such as matching cards, computer games, and composing basic sentences.</p> |
| Nouns | | |
| <p>Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)</p> | <p>Forming frequently occurring nouns and regular plural nouns (/s/ or /es/) is introduced as the teacher creates an anchor chart with frequently occurring nouns and regular plural nouns heard during a read aloud. Examples include: dog, dogs; wish, wishes. Teacher thinks aloud about why and how he/she decides to add /s/ or /es/ to form regular plural nouns.</p> <p>The students say and write the frequently occurring nouns and regular plural nouns on a whiteboard as the teacher writes them on the anchor chart</p> | <p>During shared reading and writing, the teacher and students add other frequently occurring nouns and regular plural nouns (/s/ or /es/) to the anchor chart.</p> <p>During partner reading, students form frequently occurring nouns and regular plural nouns (/s/ or /es/) found in the text with pencils, markers, pens, beans, counters, etc.</p> <p>Students write frequently occurring nouns and regular plural nouns on paper and add drawings/illustrations that correspond with the words.</p> |

Kindergarten: ELA Standards, Clarifications and Glossary

| K-1 Skill | How to Introduce and Model | How to Build |
|--|---|--|
| <p>Use common, proper, and possessive nouns</p> | <p>The teacher directly introduces common, proper, and possessive nouns by using a read aloud mentor text. During read aloud, the teacher pauses when he/she comes to a common, proper, or possessive noun such as dog, Pug, dog’s collar, and he/she thinks aloud about which type of noun it is.</p> <p>The students and teacher create a graphic organizer or anchor chart that names common, proper, and possessive nouns. Students turn to partners and practice using these nouns in sentences.</p> | <p>The teacher conducts a group writing activity. The teacher writes a morning message, letter, story, etc. and uses common, proper, and possessive nouns in the writing. Students raise their hands when they see/hear the teacher write a common, proper, and/or possessive noun. The teacher stops and discusses which type of noun it is and why.</p> <p>In cooperative groups, students color-code the different types of common, proper, & possessive nouns they find in a text.</p> |
| <p>Verbs</p> | | |
| <p>Form frequently occurring verbs</p> | <p>Forming frequently occurring verbs is introduced as the teacher creates an anchor chart with frequently occurring verbs heard during a read aloud. Examples include: eat, ate, jump, hop, run, play</p> <p>Students turn to partners and use these verbs in sentences.</p> <p>Students practice forming the verbs on paper, in sand, in rice, with beans, etc.</p> | <p>As they read texts, students add more examples of frequently occurring verbs to the anchor chart.</p> <p>In pairs, students take turns choosing sentence starters. Students then complete the sentences using verbs. Examples include: The rabbits hop. The boys run. The girls play. I eat. The dog ate. The kangaroos jump. Students say the sentences orally and write the sentences on whiteboards or on paper.</p> |
| <p>Convey sense of time</p> | <p>Using the frequently occurring verbs anchor chart, the teacher clearly explains, demonstrates, and models how verbs change tense to convey a sense of time. The class creates sentences using those verbs, conveying different senses of time.</p> <p>The teacher writes examples (such as, “Yesterday I walked home.”, “Today I walk home.”, “Tomorrow I will walk home.”) on the board and circles or underlines what part of the sentence conveys a sense of time.</p> | <p>Students choose a frequently occurring verb from the anchor chart and use the verb in three sentences (orally and/or in writing) that convey a sense of time.</p> <p>In guided groups, students read and color-code words in a text that convey a sense of time.</p> |

| K-1 Skill | How to Introduce and Model | How to Build |
|---|---|--|
| Adjectives | | |
| <p>Use frequently occurring adjectives</p> | <p>The teacher directly introduces frequently occurring adjectives by using a read aloud mentor text. Thinking aloud, the teacher models how frequently occurring adjectives describe and provide more information about the nouns in the text. Examples include: little dog, big chair, helpful boy, hot pot, tiny ant, ugly duckling.</p> <p>The teacher dresses in an unusual way and students take turns describing what he/she is wearing. The teacher records their descriptions. Then the students provide oral/written responses using frequently occurring adjectives to describe how the teacher should dress the next day.</p> | <p>The teacher creates an anchor chart that will be added to as students come across frequently occurring adjectives.</p> <p>In guided groups, the teacher provides pictures with basic sentences that are directly associated with the pictures. Students use frequently occurring adjectives to describe and provide more information about the nouns in the pictures and corresponding sentences.</p> |
| Conjunctions | | |
| <p>Use frequently occurring conjunctions</p> | <p>The teacher models the proper use of conjunctions. Frequently occurring conjunctions include: and, but, or, so, because.</p> <p>Visual representations help students understand the meaning and usage for each. For example, while reviewing lunch choices, the teacher reads a printed sentence, “Would you like pizza or a hot dog for lunch?” The conjunction “or” is written in a bold color. The teacher displays a picture of a child holding hands out to the side, palms up, to represent alternatives. In this way, the students learn that “or” represents a choice. You cannot have both pizza and a hot dog. The teacher refers to the visuals, while modeling use of conjunctions in written form. While reviewing the daily schedule, the teacher writes, “It is raining, so we will stay inside.”</p> | <p>After reading a story aloud, the teacher says, “I liked the dog and the cat in this story.” Students take turns sharing two things about the story. If the student provides only one response, the teacher prompts the student to use a conjunction and expand his/her sentence. While learning about the weather, the students respond to the teacher’s sentence starter, “It is cold today...so I will wear a coat.”</p> <p>Students review their writing journals and highlight conjunctions they have used.</p> |

| K-1 Skill | How to Introduce and Model | How to Build |
|--|---|--|
| Sentences | | |
| <p>Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences</p> | <p>The teacher models the usage of a variety of sentence types. He/she writes a declarative sentence, “Today is a sunny day” as part of calendar activities. While writing a morning message with the class, the teacher elicits and includes simple sentences, “We have art today” and compound sentences, “It is Matt’s birthday, so we will have cupcakes.” The class reads the message together, highlighting a specific sentence type each day.</p> <p>After reading a story about a mean wolf, the teacher makes an exclamatory remark, “The wolf was not nice!” The students repeat the sentence with the same emotion.</p> <p>The teacher models the use of a variety of sentence types in written form by placing labels around the room with interrogative sentences such as, “How will you go home today?” or imperative sentences such as “Put papers here.” Highlighting the punctuation will help call attention to the various sentence types.</p> | <p>The teacher leads students to identify a variety of sentence types in a mentor text read aloud by highlighting each type in a different color.</p> <p>In conversation, if a student responds with a single word or phrase, such as “rode bike,” the teacher models an expanded sentence: “You rode your bike? That’s great. Say, I rode my bike.” The student mimics the teacher. The teacher increases the complexity of the sentence as a student’s understanding increases.</p> <p>In the writing center, students sort sentences by type. Differentiation can occur by using color-coded clues.</p> |
| <p>Understand and use question words</p> | <p>The teacher models the use of question words such as questions that begin with who, what, where, when, why, and how. He/she asks questions, following a read aloud of a mentor text, to provide a retell, such as “What happened first?” The teacher brings attention to the question words that he/she uses.</p> <p>The class creates an anchor chart of question starters and question words. Students turn to their shoulder buddies and ask questions, using starters/words from the anchor chart. The teacher models the use of question words and color-codes them.</p> | <p>The teacher engages students in oral and written language activities by modeling, prompting, and guiding the usage of question words. If a student asked “Water?” the teacher responds, “Are you asking where is the water fountain?” or “When can you get water?”</p> <p>The teacher uses Who, What, Where, When, Why, How word cards to produce a class written sentence or short story. One child provides a response to “Who?” A monkey. Another child supplies an idea of “what” he is doing. Riding a bike. A monkey is riding a bike.</p> |

| K-1 Skill | How to Introduce and Model | How to Build |
|---|--|---|
| Prepositions | | |
| <p>Use frequently occurring prepositions</p> | <p>The teacher models the use of prepositions such as to, from, in, out, off, for, of, by, with, during, beyond, and toward. Giving directions offers many opportunities. For example, the teacher might say, “During Guided Reading, you will work quietly in centers.” or “After you write the word, color the picture.” or “Turn toward the front of the room.” While on the playground, the teacher’s directions may include, “Do not go beyond the monkey bars.”</p> <p>The teacher models use of prepositions in written form. Written directions such as “Name on your paper.” “Put work in the basket.” or “Line up by the door.” are posted in the classroom with the prepositions highlighted or bolded.</p> <p>The class develops student friendly definitions and illustrations for future reference. For example, the students may define after, “as what comes next” and use an illustration to represent the preposition.</p> | <p>While leading a story retell, the teacher prompts students to name what happened during the storm or after the girl went home.</p> <p>The class uses prepositions to generate a chart of things they do upon arrival. Take your folder out of your backpack. Bring notes from your parents to the teacher. Sign up for your lunch choice. Say the pledge with the class.</p> <p>Students write a how-to book in the writing center. After they write, students highlight the prepositions.</p> |
| Pronouns | | |
| <p>Use personal, possessive, and indefinite pronouns</p> | <p>The teacher models the use of personal (such as I, me, they), possessive (such as my, their, yours) and indefinite (such as anyone and everything) pronouns. Rules and expectations may be stated, “We take care of our room. Anyone who wants a turn must raise a hand.” The pronouns are highlighted. Speech bubbles to the side explain whom the pronoun represents. We—all of us. Our—the things that belong to us.</p> <p>The teacher uses a think aloud strategy to model choosing appropriate pronouns while writing a story.</p> | <p>The class creates an anchor chart of personal, possessive, and indefinite pronouns. Students turn to their shoulder buddies and produce sentences using pronouns from the anchor chart.</p> <p>The teacher displays a variety of personal, possessive, and indefinite pronouns, along with a couple of students’ names. The teacher makes a statement such as “Ralph and Aiden are in our class.” Students take turns, verbally adding details. “They like to ride their bikes. We like to play with them.” The teacher scribes the sentences. The class-generated stories are bound into a book to be re-read in the class library.</p> |

| K-1 Skill | How to Introduce and Model | How to Build |
|-------------------------------|--|---|
| | <p>The teacher writes several sentences on the board, each using a different pronoun. Students take turns changing the pronoun in the sentences. The class discusses how different pronouns change the meaning of the sentences.</p> | <p>Student names and pronouns cards, along with sentence starters, are placed in the writing center for additional writing opportunities.</p> |
| Determiners | | |
| <p>Use determiners</p> | <p>The teacher introduces determiners such as articles and demonstratives as a means of clarifying. The teacher presents a classroom item and asks students to name it. The teacher models using a determiner, such as “This is a pencil.” The teacher explains that people use words a, an, and the to make sure we are speaking or writing clearly and can be understood. The teacher displays word cards a, an, the.</p> <p>The teacher calls attention to the text of the previously read book and points out places where the author uses determiners a, an, the. The teacher connects the use of determiners in the text to the illustrations. He/she makes the following distinctions:</p> <ul style="list-style-type: none"> • Determiners are used before a common noun. • <i>A</i> is used to represent a single item in a general way. (A tree in the forest refers to only one tree, but it could be one of many.) • <i>An</i> is used in the same way but precedes words beginning with a vowel, to make it easier to say. (A apple is not as easy to say as an apple.) • <i>The</i> is used to represent single or multiple items in a specific way. (This is the book for your mother.) | <p>During classroom transition, the teacher begins a chant of “This book is my book” and calls on a child who names another object in the room, “This chair is my chair.” Students continue, in turn. The class identifies the determiners in the sentences.</p> <p>The class composes an anchor chart with student friendly definitions of determiners, along with visual representations. The students use the anchor chart to provide written responses to a story read during guided reading. They then trade with partners and highlight determiners (using the anchor chart for reference.) Students trade back and discuss if they used the correct determiners.</p> |

L2 – 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 | | <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> |
| 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 | <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 | |

Kindergarten: ELA Standards, Clarifications and Glossary

| Skill | K-1 | 2-3 | 4-5 | 6-8 | 9-12 |
|-------------------|--|--|--|--|---|
| | | | <ul style="list-style-type: none"> • Use underlining, quotation marks, or italics to indicate titles of works | | <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> |
| 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 word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) 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 | |
| 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 | |

CLARIFICATIONS

L.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the **K-1 conventions continuum**.

Mastery: Teachers recognize and assess student mastery of the skills in the L.2 Continuum through student writing and speaking. Students’ writing and speaking are assessed by the student, peers, and the teacher.

| K-1 Skill | How to Introduce and Model | How to Build |
|---|---|--|
| Capitalization | | |
| <p>Capitalize the first word in a sentence</p> | <p>After reading a mentor text, the teacher calls attention to the capital letter at the beginning of a sentence. He/she contrasts the use of an uppercase letter at the beginning of the first word in a sentence (The) with the lowercase letters used throughout the sentence. (...boy is big.) The teacher locates other examples in the text. He/she compares the author’s use of capitals in the book to writing his/her own sentences. The teacher models writing a sentence, capitalizing the first word and using lowercase letters in the remaining words. He/she thinks aloud the while writing.</p> <p>Students practice capitalizing the first word in sentences they write.</p> | <p>The teacher models the correct use of capitalization in a shared writing experience. Following a social studies or science lesson, the teacher asks the class to recall information learned. As the teacher writes the information, he/she involves the class by asking leading questions. “How do I start the sentence? Should this be an uppercase or lowercase letter?”</p> <p>The class creates an anchor chart stating, “Capitalize the first word in a sentence.” Sample sentences are created with the capitalized letter written in a different color.</p> <p>Students write sentences in a writing center, capitalizing the first word in sentences. When writing about a favorite school event or home activity, students use uppercase letters to begin sentences and lowercase letters for remaining words.</p> |
| <p>Capitalize the pronoun “I”</p> | <p>The teacher explains the word, I, as a term referring to oneself. The teacher provides written examples. He/she references her name posted in the classroom, calling attention to the capitalization. He/she explains that names begin with capital letters because they refer to specific people. The teacher personalizes the example by saying, “When I write about myself, I use the pronoun, I. I am still referring to a specific person—myself, so I capitalize I.” Another explanation might be a sentence such as “Mrs. Jones and I read books.” The teacher highlights the use of a capital letter in a person’s name and in the word I. Both refer to specific people. The teacher highlights examples of the pronoun, I, capitalized in books.</p> | <p>The teacher presents written questions using student names, such as “Kathy, how old are you?” The teacher records a student response. For example, “I am six.” A student traces over the capitalized letter, I, while all other students skywrite the uppercase letter. The teacher repeats the process with additional questions and responses. The class generates an explanation regarding capitalizing the pronoun, I. The teacher records this information for future reference.</p> <p>Students capitalize the pronoun, I, in sentences. This includes writing about favorite book characters, what they did over the weekend, or a Valentine written to a friend.</p> |

| K-1 Skill | How to Introduce and Model | How to Build |
|--|--|---|
| <p>Capitalize dates and names of people</p> | <p>The teacher displays word cards such as boy, girl, and the names of two students. He/she highlights the capital letter at the beginning of the student’s name and contrasts it with the lowercase letters in “boy” and “girl.” The teacher explains that boy and girl could refer to any boy or girl in the class, so it is written with lowercase letters. A proper noun, such as a name, refers to a specific person and therefore begins with a capital letter.</p> <p>In the same manner, the teacher presents word cards such as day, month, Friday and October. He/she explains that day and month are general terms that could refer to any day or month. Friday is the name of a specific day. The teacher relates to a specific class activity, such as “Friday is the day we have pizza. It is the name of a specific day, so it is capitalized. October is the name of a specific month, so it is also capitalized.” The teacher names a specific child’s birthday in October or Halloween, to distinguish it from a generic month.</p> <p>While reading a mentor text, the teacher points out capitalized dates and names of people.</p> <p>Students write their names using capitalization correctly. They write the months of their birthdays or the days of the week using correct capitalization.</p> | <p>The teacher displays students’ names. He/she asks students to name the beginning letter of a student’s name. The teacher prompts specific responses, such as “capital K,” instead of “K.” After several examples, the teacher asks students to identify what is common among each name (begins with a capital letter). The teacher refers to the remaining letters in a child’s name to identify these as lowercase letters. The students create an explanation, which is posted with samples for future reference.</p> <p>The class dictates the daily news of the classroom. The teacher records while eliciting guidance from the students on capitalization of dates and names of people.</p> <p>The students cut out examples of names and dates in newspapers, magazines, and other printed materials. The students circle the beginning, capitalized letters and glue them on index cards to be used as a reference for future writing.</p> |
| <p>Punctuation</p> | | |
| <p>Recognize end punctuation</p> | <p>The teacher reads aloud a mentor text to the students in a shared reading format. After reading, he/she points out the punctuation at the end of a sentence. The teacher explains that the author ends each sentence by using punctuation. This tells the reader where to stop. It also lets the reader know when to ask questions and when to be excited. The teacher reviews additional examples of punctuation in the text.</p> | <p>The teacher reviews the author’s use of punctuation as a way to tell the reader how to read the text. The teacher displays an enlarged text or short story, asking students to look for punctuation at the end of a sentence. The teacher reads aloud, underlining each word with her finger. When students recognize an end punctuation, they clap.</p> <p>Students recognize end punctuation as they read in a guided reading group with the teacher.</p> |

| K-1 Skill | How to Introduce and Model | How to Build |
|---|--|---|
| | | <p>Students use highlighting tape to recognize end punctuation in books in the class library. Students circle or highlight end punctuation in teacher created charts.</p> |
| <p>Name end punctuation</p> | <p>The teacher displays a short story on chart paper that includes sentences ending with a period, a question mark, and an exclamation mark. He/she reads aloud the text and then identifies the end punctuation of each sentence. He/she traces over each punctuation with a contrasting marker. The teacher provides the name of each punctuation along with the symbol. He/she displays a word card with both the name and symbol for each end punctuation.</p> | <p>The teacher reviews the name of end punctuation by referring to previously displayed word cards. The teacher presents a variety of sentences, asking students to look for end punctuation. The teacher reads a sentence aloud, underlining each word with her finger. Students say the name of the end punctuation aloud. For example, the teacher reads, "The kite flew up in the air." Students say "period" when the teacher points to the period.</p> <p>When reading in collaborative pairs in the literacy center, students name end punctuation to partners. Students locate and name end punctuation in teacher created sentences about a recent social studies unit.</p> |
| <p>Use end punctuation for sentences</p> | <p>The teacher refers to a mentor text and locates end punctuation. He/she relates the author's purpose with the punctuation. For example, "Tomie dePaola put a period at the end of a sentence to tell the reader to stop." The teacher repeats the explanation with examples of question marks and exclamation marks. For example, "Eric Carle uses a question mark as an end punctuation because he is asking a question. Dr. Seuss ended this sentence with an exclamation mark to show excitement."</p> <p>The teacher explains that punctuation at the end of the sentence helps make the meaning of a sentence more clear. He/she provides sentences with different end punctuation, and students identify periods, question marks, and exclamation points. As a class, they create their own example sentences using each end punctuation.</p> | <p>The teacher and students write questions and answers about classroom routines. Students identify the end punctuation needed for each sentence. When completed, students review the use of end punctuation by highlighting periods in one color, question marks in another color, and exclamation marks in a third color. This activity may involve the teacher writing all the sentences with student input, or the teacher may write on the board while students write individually at their seats.</p> <p>The teacher provides sentences selected from a previously read text, omitting the end punctuation. Students rewrite each sentence using the correct end punctuation. The students then locate the sentence in the book to self-check their work.</p> |

| K-1 Skill | How to Introduce and Model | How to Build |
|---|--|---|
| <p>Use commas in dates</p> | <p>The teacher writes the date on the board with the comma in the proper place. The teacher uses different color markers for the month, the date, and the year, in order to set the comma apart. He/she states the punctuation is called a comma and explains it is used to indicate a pause. The teacher highlights the comma, reading the date aloud to model its effect. He/she compares reading the date aloud without a comma and without a pause to emphasize the importance of the punctuation for clarity and understanding. The teacher displays additional sample dates and repeats the process.</p> <p>The teacher writes the current date on the board. Students add the comma.</p> | <p>The teacher and class create a list of important dates for the current month. As the students brainstorm, the teacher records each date. With teacher guidance, as needed, the students indicate the proper use of commas in dates.</p> <p>The teacher and class create a chart with sample dates. Commas are written in different colors. Arrows point to the commas, and a student generated explanation of the proper use of commas in dates is recorded for future reference.</p> |
| <p>Spelling</p> | | |
| <p>Write a letter or letters for most consonant and short-vowel sounds</p> | <p>The teacher presents letter cards with pictures of objects representing each letter sound. He/she models the process of producing a consonant sound and making an association with a specific picture and letter. The teacher then models writing the letter, using the letter formation exemplified on the card. He/she repeats the process with other consonant or short vowel sounds, deliberately following the same procedure (produce sound, identify with picture/letter, write letter). The teacher repeats this process over many sessions. As students internalize the connection between letters and sounds, they will eliminate the need for specific picture card support.</p> <p>Students draw pictures. They place a letter next to two of the images in their drawings. For example, the student writes “h” to label the house and “s” or “sn” to label the sun in a drawing.</p> | <p>The teacher makes a consonant sound. Students echo the sound. With teacher support, as needed, the students make an association with a specific picture and letter. The teacher writes the letter, using the letter formation, while students write the letter on individual white boards. The teacher and class repeat the process with other consonant or short vowel sounds, allowing students additional involvement and practice with producing the sound, identifying with a picture/letter, and writing the letter.</p> |

| K-1 Skill | How to Introduce and Model | How to Build |
|--|---|---|
| <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p> | <p>The teacher models spelling simple words phonetically. He/she says a word, then repeats it slowly, isolating each phoneme. The teacher models identifying the letter that represents each sound. The teacher writes the letters representing the sounds in order to complete the word. This process is repeated with multiple words.</p> <p>The teacher guides the students to use sound-letter relationship along with letter-sound cards, as needed, to write each letter. The teacher records on the board, while the students write on individual white boards.</p> | <p>The teacher and students spell simple words phonetically. The teacher says a word. The class repeats the word slowly.</p> <p>Students use magnetic letters to build words that match a picture of a CVC word. They are reminded to say the name of the object in the picture, isolate each sound they hear in the word, and match the magnetic letter to the sound they hear.</p> |
| <p>Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions</p> | <p>The teacher displays pictures relating to a previously taught science/social studies lesson and names the object in each picture. He/she models segmenting each sound in the word and draws a line to represent each phoneme. For a picture of a bat, the teacher says /b/ /a/ /t/ and writes _ _ _ . The teacher models the thought process of identifying letter(s) for each phoneme and writes each on the corresponding line (<u>b</u> <u>a</u> <u>t</u>). The teacher repeats the process with additional picture cards.</p> <p>The teacher transfers information from a phonics lesson to spelling and writing by summarizing, “If you are writing today, remember to...” In this way, the teacher sets expectations and models application of the information presented. This includes spelling conventions, such as every word includes a vowel.</p> | <p>The teacher and students spell words phonetically as they label a photograph of pets. The teacher leads the class in the process of naming each pet, segmenting sounds, and drawing lines to represent each phoneme. Then the class and teacher identify and write letter(s) on each line, spelling untaught words phonetically.</p> <p>The teacher leads the students to list supplies they use at school. While the teacher models on the board, students spell phonetically on individual white boards. With repeated practice, students eliminate the step of drawing lines.</p> <p>The class develops anchor charts to reflect spelling conventions previously taught. The teacher models referencing the information during shared writing activities.</p> |
| <p>Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words</p> | <p>The teacher demonstrates the process of spelling words using think aloud. He/she demonstrates spelling words with common spelling patterns as well as words that have irregular spellings. The teacher reminds students of the spelling patterns they have learned and applies this knowledge to daily writing.</p> | <p>The teacher and students create an anchor chart of spelling patterns and an anchor chart of irregular words. The teacher and students refer to the anchor charts as they write about a field trip, list the supplies needed for a project, or explain how to solve a math problem.</p> <p>Students create word journals of words they like and use, spelling their chosen words correctly.</p> |

Language Standards

| STANDARD | | CLARIFICATION | GLOSSARY |
|---|--|------------------------------------|--|
| Cluster: 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 Grammar Continuum | <p>conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language</p> <p>grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.</p> <p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p>usage – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions</p> |
| 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 Conventions Continuum | <p>conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language</p> <p>proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</p> <p>punctuation – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)</p> |

Kindergarten: ELA Standards, Clarifications and Glossary

| STANDARD | | CLARIFICATION | GLOSSARY |
|--|--|---|--|
| Cluster: Knowledge of Language | | | |
| L.K.3 | (Begins in grade 2) | | |
| Cluster: 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 . | <p>Students figure out and/or confirm the meaning of grade K words/phrases that are unfamiliar. When figuring out and/or confirming the meaning of words/phrases, students use context clues, word parts, and word relationships.</p> <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately: Students understand and identify new meanings for familiar words. For example, roll is a type of bread and a verb, to roll. Duck is a bird and a verb, to duck. • Use frequently occurring inflections and affixes as a clue to the meaning of a word: Students read and use prefixes and suffixes to understand the meaning of a word. Examples include –ed, -s, re-, un-, pre-, -ful, and -less. • Identify real-life connections between words and their use: Students think about new words in familiar contexts. For example, when learning about the word colorful, students identify places around school that are colorful. <p><i>In the Classroom:</i> Students help the teacher create an anchor chart that lists common root words and examples of the word with different inflections and affixes (e.g., color: colors, colored, colorful). When doing read alouds, the teacher models using the anchor chart to determine and/or clarify the meaning of unknown words or phrases in the text. New words are frequently added to the anchor chart.</p> <p>The teacher creates a matching game for words with multiple meanings. Each match includes a word and two pictures. Examples include bat (animal and sports equipment), wave (with a hand and in the ocean), bark (like a dog and on a tree). The class works together to match the pictures to the correct words.</p> | <p>context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it</p> <p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p> <p>word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)</p> |

Kindergarten: ELA Standards, Clarifications and Glossary

| | STANDARD | CLARIFICATION | GLOSSARY |
|-------|---|--|--|
| L.K.5 | <p>With guidance and support from adults, explore nuances in word meanings.</p> <p>a. Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.</p> | <p>Students investigate subtle differences in word meanings. Teachers and/or other adults provide guidance and support.</p> <ul style="list-style-type: none"> • Students sort known objects into categories to better understand the categories that they represent, such as food, shapes, and animals. • Students explain common verbs (action words) and adjectives (describing words) by exploring their opposites (antonyms). • Students act out the meanings of verbs to show the differences in meanings. Examples include walk, march, strut, and prance. <p><i>In the Classroom:</i> The class sits in a circle and the teacher gives each child a picture card that contains objects that are circles (ball, plate), triangles (ice cream cone, piece of pizza), and squares (box, book). The students sort the objects by shape and discuss features of each shape.</p> <p>Students spread out around the classroom, and the teacher calls out verbs for the children to act out. The teacher models the action and helps students mimic the behavior. They discuss how those actions look and feel different from each other.</p> | <p>adjective – a word that modifies a noun by providing more detailed information (e.g., fast car)</p> <p>nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)</p> |
| L.K.6 | <p>Use words and phrases learned through conversations, reading and being read to, and responding to texts.</p> | <p>Students use words and phrases in their speaking and writing. The words and phrases are learned through conversations with peers and adults, texts that they read or that have been read to them, and responses to texts, both oral and written.</p> <p><i>In the Classroom:</i> When doing a read aloud, the teacher points out a word or phrase that is unfamiliar, unknown, or compelling. The teacher gives a brief definition of the word or phrase and prompts students to use it when turning and talking to</p> | <p>phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</p> <p>text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more</p> |

Kindergarten: ELA Standards, Clarifications and Glossary

| | STANDARD | CLARIFICATION | GLOSSARY |
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| | | <p>elbow partners. For example, when learning that “creature” means animal, students turn to partners and say, “My favorite creature is ____ because ____.”</p> <p>When doing read alouds, the teacher and students select words and phrases from texts to create a class dictionary. The teacher puts the words/phrases and simple pictures on big note cards. The note cards are displayed on the “Word Wall” or in a designated spot in the classroom. The teacher draws attention to the wall whenever students use the words or phrases in their speaking or writing.</p> <p>The teacher designates a “Word of the Day.” During morning meeting, the teacher introduces and defines a new word or phrase. Students are encouraged to use the word in their speaking or writing throughout the day.</p> | |