North Carolina English Language Arts

Grade K

Adopted 2018

Reading Literature

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.** RL.1
   1. With prompting and support, ask and answer questions about key details in a text. RL.K.1

2. **Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.** RL.2
   2. With prompting and support, retell familiar stories, including key details. RL.K.2

3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RL.3
   3. With prompting and support, identify characters, settings, and major events in a story. RL.K.3

4. **Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.** RL.4
   4. With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses. RL.K.4

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.** RL.5
   5. Recognize common types of texts. RL.K.5

6. **Assess how point of view, perspective, or purpose shapes the content and style of a text.** RL.6
   6. With prompting and support, define the role of the author and illustrator in telling the story. RL.K.6

7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RL.7
   7. With prompting and support, describe how the words and illustrations work together to tell a story. RL.K.7

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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. RL.8

K-12 not applicable to literature.

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.** RL.9

    9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. RL.K.9

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

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

Reading Informational Text

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.** RI.1

    1. With prompting and support, ask and answer questions about key details in a text. RI.K.1

2. **Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.** RI.2

    2. With prompting and support, identify the main topic and retell key details of a text. RI.K.2

3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.** RI.3

    3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.K.3

4. **Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.** RI.4

    4. With prompting and support, ask and answer questions about words in a text. RI.K.4

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.** RI.5

    5. Identify the front cover, back cover, and title page of a book. RI.K.5

6. **Assess how point of view, perspective, or purpose shapes the content and style of a text.** RI.6

    6. With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text. RI.K.6

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7. **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.** RI.7

7. With prompting and support, describe how the words and illustrations work together to provide information. RI.K.7

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.** RI.8

   8. Begins in grade 1. RI.K.8

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.** RI.9

   9. With prompting and support, identify basic similarities in and differences between two texts on the same topic. RI.K.9

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

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

Reading Foundational Skills

Print Concepts

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

Handwriting

2. Print upper- and lower-case letters. RF.K.2

Phonological Awareness

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

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honics and Word Recognition

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

    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. RF.K.4.A

    b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.4.B

    c. Read common high-frequency words by sight. RF.K.4.C

    d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.4.D

Fluency

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

Writing

1. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.** W.1

    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. W.K.1

        a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. W.K.1.A

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.** W.2

    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. W.K.2

        a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. W.K.2.A

3. **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.** W.3

    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. W.K.3

        a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed. W.K.3.A

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

    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. W.K.4

5. **Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.** W.5

    5. Participate in shared investigation of grade appropriate topics and writing projects. W.K.5

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.** W.6

    6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.K.6

Speaking and Listening

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.** SL.1

    1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.K.1

        a. Follow agreed-upon rules for discussions. SL.K.1.A

        b. Continue a conversation through multiple exchanges. SL.K.1.B

2. **Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** SL.2

    2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. SL.K.2

3. **Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** SL.3

    3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SL.K.3

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.** SL.4

    4. Speak audibly and express thoughts, feelings, and ideas clearly. SL.K.4

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5. **Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.** SL.5

   5. Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.5

Language

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.** L.1

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

2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.** L.2

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

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.** L.3

   3. Begins in grade 2 L.K.3

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.** L.4

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

5. **Demonstrate understanding of figurative language and nuances in word meanings.** L.5

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

      a. Sort common objects into categories to gain a sense of the concepts the categories represent. L.K.5.A

      b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). L.K.5.B

      c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. L.K.5.C

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**

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vocabulary knowledge when encountering an unknown term important to comprehension or expression. L.6

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