North Carolina Extended Content Standards For English Language Arts

Kindergarten

READING: LITERATURE

1 CCR Anchor Standard RL.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.

1 With guidance and support, identify details in familiar stories. RL.K.1

2 CCR Anchor Standard RL.2 –Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2 With guidance and support, identify key details in familiar stories. RL.K.2

3 CCR Anchor Standard RL.3 –Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3 With guidance and support, identify characters and settings in a familiar story. RL.K.3

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

4 With guidance and support, identify feeling words within a familiar story. RL.K.4

5 CCR Anchor Standard RL.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.

5 With guidance and support, recognize familiar texts. RL.K.5

6 CCR Anchor Standard RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text.

6 With guidance and support, distinguish between words and illustrations in a story. RL.K.6

7 CCR Anchor Standard RL.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

8 CCR Anchor Standard RL.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.

Not applicable to literature

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9 **CCRAnchorStandardRL.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.**

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

10 **CCR Anchor Standard RL.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

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

READING: INFORMATIONAL TEXT

1 **CCR Anchor Standard RI.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.**

1 With guidance and support, identify a detail in a familiar text. RI.K.1

2 **CCR Anchor Standard RI.2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2 With guidance and support, identify the main topic of a familiar text. RI.K.2

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

3 With guidance and support, identify individuals, events, or ideas in a familiar informational text. RI.K.3

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

4 With guidance and support, answer what questions about words in a familiar text. RI.K.4

5 **CCR Anchor Standard RI.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.**

5 With guidance and support, identify the front cover of the book." RI.K.5

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

6 With guidance and support, distinguish between words and illustrations in a familiar informational text. RI.K.6

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

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

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8 **CCR Anchor Standard RI.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.**

8 Begins in grade 1. RI.K.8

9 **CCR Anchor Standard RI.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.**

9 With guidance and support, identify something that is the same about two familiar texts on the same topic." RI.K.9

10 **CR Anchor Standard RI.10: Read and comprehend complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.**

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

Reading Foundational Skills

PRINT CONCEPTS

1 Demonstrate emerging understanding of the organization of print. RF.K.1

a With guidance and support during shared reading, demonstrate understanding that print is read left-to-right and top-to-bottom. RF.K.1.A

b With guidance and support during shared reading, demonstrate understanding of the orientation of books and other forms of print. RF.K.1.B

c With guidance and support during shared reading, demonstrate understanding of the one-to-one correspondence between written and spoken words. RF.K.1.C

HANDWRITING

2 With guidance and support, selects or produces letters when asked to write RF.K.2

3 Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). RF.K.3

a With guidance and support, recognize rhyming words. RF.K.3.A

b With guidance and support, recognize the number of words in a spoken message. RF.K.3.B

c With guidance and support, identify single-syllable, familiar, spoken words with the same onset (beginning sound). RF.K.3.C

4 Demonstrate emerging awareness of print. RF.K.4

a With guidance and support, recognize first letter of own name in print. RF.K.4.A

b With guidance and support, recognize environmental print. RF.K.4.B

5 Engage in purposeful shared reading of familiar text. RF.K.5

WI Skip to main content **:CR Anchor Standard W.1 – Write arguments to support claims in an analysis of ubstantive topics or texts, using valid reasoning and relevant and sufficient**

evidence.

1 With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it. W.K.1

2 **CCR Anchor Standard W.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.**

2 With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about it. W.K.2

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

3 With guidance and support, select a familiar event and use drawing, dictating, or writing to share information about it. W.K.3

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

4 With guidance and support from adults, explore a variety of digital tools to produce group writing. W.K.4

5 **CCR Anchor Standard W.5 (from Proposed Standards – was W.7 in 2010 Standards) – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

5 With guidance and support, participate in shared research and writing projects. W.K.5

6 **CCR Anchor Standard W.6 (from Proposed Standards – was W.8 in 2010 Standards) – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

6 With guidance and support from adults, identify information, objects, or events that relate to personal experiences. W.K.6

SPEAKING AND LISTENING

1 **CCR Anchor Standard SL.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.**

1 Participate in communication with others. SL.K.1

a Communicate directly with supportive adults or peers. SL.K.1.A

b Participate in multiple-turn communication exchanges with support from adults. SL.K.1.B

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

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2 Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by identifying objects, images, or other representations of the text. SL.K.2

3 **CCR Anchor Standard SL.3 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

3 With guidance and support ask for help when needed. SL.K.3

4 **CCR Anchor Standard SL.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.**

4 Communicate with adult communication partners. SL.K.4

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

5 With guidance and support add or select drawings or other visual or tactual displays to communicate about familiar people, places, things, and events. SL.K.5

6 **CCR Anchor Standard SL.6 – Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.**

6 Integrated into SL.4 SL.K.6

LANGUAGE

1 **CCR Anchor Standard L.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.**

1 Demonstrate emerging understanding of letter and word use within the K-1 grammar continuum when writing or communicating. L.K.1

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

2 Begins in Grade 1 L.K.2

3 **CCR Anchor Standard L.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 reading or listening.**

3 Begins in grade 2 L.K.3

4 **CCR Anchor Standard L.4 – Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**

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With guidance and support demonstrate knowledge of word meanings used in every day routines. L.K.4

5 **CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.**

5 With guidance and support, demonstrate emerging understanding of word relationships. L.K.5

a Sort common objects into familiar categories. L.K.5.A

b Demonstrate understanding of frequently occurring opposites. L.K.5.B

6 **CCR Anchor Standard L.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.**

6 With guidance and support, use words acquired through conversations, being read to, and during shared reading activities. L.K.6