**Introduction**

The ELA Standard Division Documents (SDD) for Elementary English Language Arts are designed to provide teachers with a framework of the North Carolina Standard Course of Study for ELA (Common Core Standards) for progression through the standards over the course of a year. The standards are divided into four nine week periods, indicating areas of focused instruction, followed by development and mastery of the standards.

Standards are introduced for *“focused instruction”* as outlined in the SDD. Focus standards instruction may be implemented earlier than indicated on the SDD. *Please note: Focused Instruction is not “teaching in isolation”.* Reading Literature and Reading Informational Text have paired objectives that could be taught together. These paired objectives, as well as complementary standards in Writing, Speaking and Listening, and Language, should be taught and practiced together to ensure a well-rounded literacy experience, and to build toward effective completion of culminating performance tasks.

Each SDD has accompanying *Standards at a Glance for Focused Instruction and Assessments.* The *Standards at a Glance: Assessments* provides an overview of where specific standards will be assessed at the school, district, and state level. Beginning with grade 3, the district offers benchmark assessments for each nine week grading period as well as for the beginning, middle, and end of year. **Assessed standards in grades 3-5 are marked BM when they are to be benchmarked.** The SDD provides a guide for what standards will be included on the district benchmark assessments. In Kindergarten through 2nd grade, beginning, middle, and end of year benchmarks, as well as ongoing progress monitoring, are completed using mCLASS Reading 3D and other appropriate K-2 assessments. Writing in grades K-2 should be benchmarked each 9 weeks. School-based common assessments should be collaboratively developed by departments to be used for assessing the standards not covered by district or state assessments. These school-based assessments may include performance tasks that ask students to demonstrate their acquisition of skills, knowledge and understandings described in the standards (e.g., portfolios, research projects, products, presentations, etc.).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reading Literature | First Nine Weeks | Second Nine Weeks | Third Nine Weeks | Fourth Nine Weeks |
| **RL.K.1**  **RL.K.2**  **RL.K.3**  **RL.K.4**  **RL.K.5**  **RL.K.6**  **RL.K.7**  **RL.K.9**  **RL.K.10**  **Reading Information**  **RI.K.1**  **RI.K.2**  **RI.K.3**  **RI.K.4**  **RI.K.5**  **RI.K.6**  **RI.K.7**  **RI.K.8**  **RI.K.9**  **RI.K.10**  **Reading Foundational Skills**  **RF.K.1** **(a,b,c,d)**  **RF.K.2 (a,b)**  **RF.K.2 (c)**  **RF.K.2 (d, e)**  **RF.K.3** **(a)**  **RF.K.3** **(b,c,d)**  **RF.K.4**  **Writing**  **W.K.1**  **W.K.2**  **W.K.3**  **W.K.5**  **W.K.6**  **W.K.7**  **W.K.8**  **Speaking & Listening**  **Language**  **L.K.1** **(a-f)**  **L.K.2 (a)**  **L.K.2 (b)**  **L.K.2 (d)**  **L.K.2** **(c)**  **L.K.4 (a)**  **L.K.4** **(b)**  **L.K.5 (a-d)**  **L.K.6** | **RL.K.1** With prompting and support, ask and answer questions about key details in a text.  **RL.K.2** With prompting and support, retell familiar stories, including key detail.  **RL.K.5** Recognize common types of texts (e.g. storybooks, poems).  **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  **RI.K.5** Identify the front cover, back cover, and title page of a book.  **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  **RF.K.1** Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print. 4. Recognize and name all upper-and lowercase letters of the alphabet.   **RF.K.2 (a,b)** **Developing/Mastery**  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Recognize and produce rhyming words 2. Count, pronounce, blend, and segment syllables in spoken words.   **RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.   1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.   **\*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 provide a reaction to what happened.  **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue a conversation through multiple exchanges   **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions  key details and requesting clarification if something is not understood.  **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.  **SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.  **L.K.1** **(a-f)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper- and lowercase letters. 2. Use frequently occurring nouns and verbs. 3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 4. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 5. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 6. Produce and expand complete sentences in shared language activities.   **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize the first word in a sentence and the pronoun I. 2. Recognize and name end punctuation.   **L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.   1. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).   **L.K.5** With guidance and support from adults, explore word relation-ships and nuances in word meanings.   1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 3. Identify real-life connections between words and their use (e.g., note places at school that are colorful). 4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.   **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | **Developing**  **RL.K.1** With prompting and support, ask and answer questions about key details in a text.  **Developing**  **RL.K.2** With prompting and support, retell familiar stories, including key detail.  **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.  **RL.K.4** Ask and answer questions about unknown words in a text.  **Developing**  **RL.K.5** Recognize common types of texts (e.g. storybooks, poems).  **Developing**  **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  **Developing**  **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  **RL.K.10** Actively engage in group reading activities with purpose and understanding.  **RI.K.1** With prompting and support, ask and answer questions about key details in a text.  **Developing/Mastery**  **RI.K.5** Identify the front cover, back cover, and title page of a book.  **Developing**  **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  **Developing/Mastery**  **RF.K.1** Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print. 4. Recognize and name all upper-and lowercase letters of the alphabet.   **Developing/Mastery**  **RF.K.2 (c)**  Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Blend and segment onsets and rimes of single-syllables in spoken words. 2. 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/.) (\* Words, syllables, or phonemes written in /slashes/ refer to their pronunciation of phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.)   **Developing/Mastery**  **RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.  a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  **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.  **Developing**  **\*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 provide a reaction to what happened.  **W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  **Developing**  **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.    **Developing/Mastery**  **SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue a conversation through multiple exchanges   **Developing/Mastery**  **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions  key details and requesting clarification if something is not understood.  **Developing/Mastery**  **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  **Developing**  **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.  **Developing**  **SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.  **Developing**  **L.K.1** **(a-f)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper- and lowercase letters. 2. Use frequently occurring nouns and verbs. 3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 4. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 5. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 6. Produce and expand complete sentences in shared language activities.   **Developing/Mastery**  **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize the first word in a sentence and the pronoun I. 2. Recognize and name end punctuation.   **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.   **Developing/Mastery**  **L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.   1. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).   **Developing**  **L.K.5** With guidance and support from adults, explore word relation-ships and nuances in word meanings.   1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 3. Identify real-life connections between words and their use (e.g., note places at school that are colorful). 4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.   **Developing**  **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | **Developing**  **RL.K.1** With prompting and support, ask and answer questions about key details in a text.  **Developing**  **RL.K.2** With prompting and support, retell familiar stories, including key detail.  **Developing**  **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.  **Developing**  **RL.K.4** Ask and answer questions about unknown words in a text.  **Developing**  **RL.K.5** Recognize common types of texts (e.g. storybooks, poems).  **Developing**  **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  **Developing**  **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  **RL.K.9** With prompting and support, compare and contrast the adventures and experience of characters in familiar stories.  **Developing**  **RL.K.10** Actively engage in group reading activities with purpose and understanding.  **Developing**  **RI.K.1** With prompting and support, ask and answer questions about key details in a text.  **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.  **RI.K.3** With prompting and support, describe the events, ideas, or pieces of information in a text.  **RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.  **Developing**  **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear.  **RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.  **RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  **RI.K.10** Actively engage in group reading activities with purpose and understanding.  **Developing/Mastery**  **RF.K.1** Demonstrate understanding of the organization and basic features of print.  d. Recognize and name all upper-and lowercase letters of the alphabet.  **Developing/Mastery**  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/.) (\* Words, syllables, or phonemes written in /slashes/ refer to their pronunciation of phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.)  **RF.K.2 ( e)**   1. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.   **RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.   1. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 2. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). 3. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.   **RF.K.4** Read emergent-reader texts with purpose and understanding.  **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 (e.g., My favorite book is...).  **W.K.2** **Developing/Mastery**  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.  **Developing**  **\*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 provide a reaction to what happened.  **Developing**  **W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  **W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  **Developing/Mastery**  **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **Developing/Mastery**  **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions  key details and requesting clarification if something is not understood.  **Developing/Mastery**  **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  **Developing**  **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  **Developing**  **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.  **Developing**  **SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.  **Developing**  **L.K.1** **(a-f)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper- and lowercase letters. 2. Use frequently occurring nouns and verbs. 3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 4. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 5. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 6. Produce and expand complete sentences in shared language activities.     **Developing/ Mastery**  **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Write a letter or letters for most consonant and short-vowel sounds (phonemes).   **L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.   1. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.   **Developing**  **L.K.5** With guidance and support from adults, explore word relation-ships and nuances in word meanings.   1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 3. Identify real-life connections between words and their use (e.g., note places at school that are colorful). 4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.   **Developing**  **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | **Developing/Mastery**  **RL.K.1** With prompting and support, ask and answer questions about key details in a text.  **Developing/Mastery**  **RL.K.2** With prompting and support, retell familiar stories, including key detail.  **Developing/Mastery**  **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.  **Developing/Mastery**  **RL.K.4** Ask and answer questions about unknown words in a text.  **Developing/Mastery**  **RL.K.5** Recognize common types of texts (e.g. storybooks, poems).  **Developing/Mastery**  **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.  **Developing/Mastery**  **RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  **Developing/Mastery**  **RL.K.9** With prompting and support, compare and contrast the adventures and experience of characters in familiar stories.  **Developing/Mastery**  **RL.K.10** Actively engage in group reading activities with purpose and understanding.  **Developing/Mastery**  **RI.K.1** With prompting and support, ask and answer questions about key details in a text.  **Developing/Mastery**  **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.  **Developing/Mastery**  **RI.K.3** With prompting and support, describe the events, ideas, or pieces of information in a text.  **Developing/Mastery**  **RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.  **Developing/Mastery**  **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.  **Developing/Mastery**  **RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear.    **Developing/Mastery**  **RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.  **Developing/Mastery**  **RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  **Developing/Mastery**  **RI.K.10** Actively engage in group reading activities with purpose and understanding.  **Developing/Mastery**  **RF.K.1** Demonstrate understanding of the organization and basic features of print.   1. Recognize and name all upper-and lowercase letters of the alphabet.   **Developing/Mastery**  **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/.) (\* Words, syllables, or phonemes written in /slashes/ refer to their pronunciation of phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.)  **RF.K.2 ( e)**   1. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.   **Developing/Mastery**  **RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.   1. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 2. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). 3. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.   **Developing/Mastery**  **RF.K.4** Read emergent-reader texts with purpose and understanding.  **Developing/Mastery**  **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 (e.g., My favorite book is...).  **Developing/Mastery**  **\*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 provide a reaction to what happened.  **Developing/Mastery**  **W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.  **Developing/Mastery**  **W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.  **W.K.7** **Developing/Mastery**  Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  **Developing/Mastery**  **W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **Developing/Mastery**  **SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions  key details and requesting clarification if something is not understood.  **Developing/Mastery**  **SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  **Developing/Mastery**  **SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  **Developing/Mastery**  **SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.  **Developing/Mastery**  **SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.  **Developing/Mastery**  **L.K.1** **(a-f)** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper- and lowercase letters. 2. Use frequently occurring nouns and verbs. 3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 4. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 5. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 6. Produce and expand complete sentences in shared language activities.     **Developing/Mastery**  **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Write a letter or letters for most consonant and short-vowel sounds (phonemes).   **Developing/Mastery**  **L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.   1. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.   **Developing/Mastery**  **L.K.5** With guidance and support from adults, explore word relation-ships and nuances in word meanings.   1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 3. Identify real-life connections between words and their use (e.g., note places at school that are colorful). 4. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.   **Developing/Mastery**  **L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |

|  |
| --- |
| **Kindergarten ELA Standards At a Glance: Focused Instruction** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strand | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
| Reading Literature | 1, 2, 5, 6, 7 | 3, 4, 10 | 9 |  |
| Reading Information | 5, 6 | 1 | 2, 3, 4, 7, 8, 9, 10 |  |
| Reading Foundational Skills | 1(a-d), 2(a,b), 3(a) | 2(c) 2(d) | 2(e), 3(b,c,d), 4 |  |
| Writing | 3,8 | 2,5 | 1, 6, | 7 |
| Speaking and Listening | 1(a,b), 2, 3, 5, 6 | 4 |  |  |
| Language | 1(a-f), 2(a,b), 4(a), 5(a-d), 6 | 2(d) | 2(c), 4(b) |  |

Proposed Benchmark Frequency: Reading Literature, Reading Information, and Reading Foundational Skills are benchmarked at BOY, MOY, EOY through Reading 3D and other appropriate K-2 Assessments. **Writing should be benchmarked each 9 weeks.**

Comments (optional): Many of the Standards for Kindergarten ELA are developmental and will be taught throughout the year. Students are expected to have mastered these standards by the end of the year. Students are benchmarked on progress toward mastery through the Reading 3D program along with the K-2 assessments and/or DIBELS at the beginning, middle, and end of the school year.

Name of Person/People Submitting this form: Kindergarten TLC Action Team