



North Carolina Department of
PUBLIC INSTRUCTION

North Carolina Standard Course of Study

English Language Arts

For Implementation 2018-2019

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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.

Reading Standards for Literature

Key Ideas and Evidence

- RL.K.1 With prompting and support, ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, retell familiar stories, including key details.
- RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.
- RL.K.5 Recognize common types of texts.
- RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.

Integration of Ideas and Analysis

- RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.
- RL.K.8 Not applicable to literature.
- RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Complexity

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

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Reading Standards for Informational Text

Key Ideas and Evidence

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

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

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

Craft and Structure

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

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

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

Integration of Ideas and Analysis

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

RI.K.8 Begins in grade 1.

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

Range of Reading and Level of Complexity

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

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READING FOUNDATIONAL SKILLS: The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Reading Standards for Foundational Skills

Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- 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.

Handwriting

RF.K.2 Print upper- and lowercase letters.

Phonological Awareness

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

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- 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/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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Phonics and Word Recognition

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

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight.
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

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

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WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Writing Standards

Text Types, Purposes, and Publishing

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

- a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as

needed.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.

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

W.K.4 With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.

Research

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

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

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SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Speaking and Listening Standards (SL.K)

Collaboration and Communication

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

Follow agreed-upon rules for discussions.

b. Continue a conversation through multiple exchanges.

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

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

Presentation of Knowledge and Ideas

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

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

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LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Language Standards (L.K)

Conventions of Standard English

- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum. (See Language Standards – Grammar Continuum page 8.)
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. (See Language Standards – Conventions Continuum page 11.)

Knowledge of Language

- L.K.3 (Begins in grade 2)

Vocabulary Acquisition and Use

- L.K.4 Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.
- L.K.5 With guidance and support from adults, explore nuances in word meanings.
- a. Sort common objects into categories to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
- L.K.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts.

Language Standards – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences 	<ul style="list-style-type: none"> Ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and

Nouns	<ul style="list-style-type: none"> Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) Use common, proper, & possessive nouns 	<ul style="list-style-type: none"> Explain the function of nouns <ul style="list-style-type: none"> Use collective nouns (such as <i>group</i>) Form and use frequently occurring regular and irregular plural nouns 	<ul style="list-style-type: none"> Use abstract nouns (such as <i>courage</i>) Continue to use regular and irregular plural nouns 		effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Use modal auxiliaries (such as <i>may</i> or <i>must</i>) Continue to form and use the perfect verb tenses Convey sense of various times, sequences, states, and conditions Recognize and correct inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>) Form and use verbs in active & passive voice Form and use indicative, imperative, interrogative, conditional moods Recognize and correct inappropriate shifts in voice and mood Form and use transitive/intransitive verbs 	
Adjectives	<ul style="list-style-type: none"> Use frequently occurring adjectives 	<ul style="list-style-type: none"> Explain the function of adjectives 	<ul style="list-style-type: none"> Form and use comparative and superlative adjectives and 	<ul style="list-style-type: none"> Form and use compound adjectives 	

		<ul style="list-style-type: none"> ● Accurately choose which to use – adjective or adverb 	<ul style="list-style-type: none"> ● ad ● ad ● C ● w 	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
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"> ● C ● c ● s ● U ● a 					
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"> ● F ● c ● su ● U 	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 	

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.

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">●●	Commonly Confused Words		<ul style="list-style-type: none">● Correctly use common homophones	<ul style="list-style-type: none">● Correctly use frequently confused words (such as <i>to</i>, <i>two</i>, <i>too</i>)	<ul style="list-style-type: none">● Continue to correctly use frequently confused words
				Interjections		<ul style="list-style-type: none">● Explain the function of and use interjections	<ul style="list-style-type: none">● Continue to use interjections	
				Phrases and Clauses			<ul style="list-style-type: none">● Explain the function of phrases and clauses● Recognize independent and dependent phrases and clauses	<ul style="list-style-type: none">● Explain the function of phrases and clauses in general and their function in specific sentences● Place phrases and clauses within a sentence and recognize/ correct misplaced and dangling modifiers
Determiners	<ul style="list-style-type: none">● Use determiners	<ul style="list-style-type: none">● Correctly use <i>a</i>, <i>an</i>, and <i>the</i>	Students apply grammar and usage skills to					

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.

				<ul style="list-style-type: none"> • Form and use indirect/direct objects
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Usage				<ul style="list-style-type: none"> • Recognize variations from standard English in their own and others' writing and speaking • Identify and use strategies to improve expression in conventional language
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Language Standards – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun "I" • Capitalize dates and names of people 	<ul style="list-style-type: none"> • Capitalize holidays • Capitalize product names • Capitalize geographic names • Capitalize appropriate words in titles • Use correct capitalization 	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Continue to use correct capitalization 		Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

Punctuation	<ul style="list-style-type: none"> ● Recognize end punctuation ● Name end punctuation ● Use end punctuation for sentences ● Use commas in dates 	<ul style="list-style-type: none"> ● Use commas to separate single words in a series ● Use commas in greetings and closings of letters ● Use an apostrophe to form contractions ● Use an apostrophe to form frequently occurring possessives ● Use commas in addresses 	<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 	<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 	
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		<ul style="list-style-type: none"> ● Use commas in dialogue ● Form and use possessives ● Use quotation marks in dialogue 	<ul style="list-style-type: none"> ● Use commas and quotations to mark direct speech and quotations from a text ● Use a comma to separate an introductory element from the rest of a sentence ● Use a comma to set off the words yes and no ● Use a comma to set off a tag question from the rest of the sentence ● Use a comma to indicate a direct address ● Use underlining, quotation marks, or italics to indicate titles of works 	<p>closely related independent clauses</p> <ul style="list-style-type: none"> ● Use a colon to introduce a list or quotation ● Apply hyphen conventions 	<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>
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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 	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words <ul style="list-style-type: none"> • Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts</i>) when writing words 	<ul style="list-style-type: none"> • Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly 	<ul style="list-style-type: none"> • Consistently apply conventional rules to spell words correctly 	
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	frequently occurring grade appropriate irregular words				
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 	

GRADE 1

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Reading Standards for Literature

Key Ideas and Evidence

RL.1.1 Ask and answer questions about key details in a text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

Craft and Structure

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

RL.1.5 Explain major differences between books that tell stories and books that give information.

RL.1.6 Identify who is telling the story at various points in a text.

Integration of Ideas and Analysis

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.8 *Not applicable to literature.*

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

RL.1.10 With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.

GRADE 1

Reading Standards for Informational Text

Key Ideas and Evidence

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.5 Know and use various text features to locate key facts or information in a text.

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Ideas and Analysis

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RI.1.8 With guidance and support, identify the reasons an author gives to support ideas in a text.

RI.1.9 Identify basic similarities in and differences between two texts on the same topic.

Range of Reading and Level of Complexity

RI.1.10 With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.

GRADE 1

READING FOUNDATIONAL SKILLS: The foundational skills are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, including handwriting. These foundational skills are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. A systematic approach to handwriting instruction (manuscript and cursive) in the elementary grades is essential for students to communicate their ideas clearly. To achieve handwriting proficiency, students need to apply their handwriting skills to authentic writing activities. Instruction in the foundational skills should be differentiated. The point is to teach students what they need to learn and not what they already know – to discern when particular children or activities warrant more or less attention.

Reading Standards for Foundational Skills

Print Concepts

RF.1.1 Demonstrate understanding of the organization and basic features of print.

- a. Recognize and use capitalization and ending punctuation.

Handwriting

RF.1.2 Print all upper- and lowercase letters legibly.

Phonological Awareness

RF.1.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

RF.1.4 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.1.5 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE 1

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by the *end of each grade*.

Writing Standards (W.1)

Text Types, Purposes, and Publishing

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the

opinion, and provide closure.

a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure. a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure.

a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

Research

W.1.5 Participate in shared research and writing projects.

W.1.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

GRADE 1

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Speaking and Listening Standards

Collaboration and Communication

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger

groups.

- a. Follow agreed-upon rules for discussions.
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

SL.1.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

GRADE 1

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Language Standards

Conventions of Standard English

- 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. (See Language Standards – Grammar Continuum page 8)
- L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum. (See Language Standards – Conventions Continuum page 11)

Knowledge of Language

L.1.3 (Begins in grade 2)

Vocabulary Acquisition and Use

- L.1.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.
- L.1.5 With guidance and support from adults, demonstrate understanding of nuances in word meanings.
 - a. Sort words into categories to gain a sense of the concepts the categories represent.

b. Define words by category and by one or more key attributes.

c. Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.

L.1.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.

Language Standards – Grammar Continuum

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

Adjectives	<ul style="list-style-type: none"> • Use frequently occurring adjectives 	<ul style="list-style-type: none"> • Explain the function of adjectives • Accurately choose which to use – adjective or adverb 	<ul style="list-style-type: none"> • Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb • Order adjectives within sentences according to conventional patterns 	<ul style="list-style-type: none"> • Form and use compound adjectives 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing</p>
Conjunctions	<ul style="list-style-type: none"> • Use frequently occurring conjunctions 	<ul style="list-style-type: none"> • Explain the function of conjunctions 	<ul style="list-style-type: none"> • Continue to use coordinating and 		

		<ul style="list-style-type: none"> • Use coordinating and subordinating conjunctions 	subordinating conjunctions <ul style="list-style-type: none"> • Use correlative conjunctions (such as <i>either/or</i>) 		<p>sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
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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 	<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>
Sentences	<ul style="list-style-type: none"> • Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences • Understand and use question words 	<ul style="list-style-type: none"> • Produce, expand, and rearrange simple and compound sentences 	<ul style="list-style-type: none"> • Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Produce, expand, and rearrange simple, compound, and complex sentences 	<ul style="list-style-type: none"> • Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas 	
Prepositions	<ul style="list-style-type: none"> • Use frequently occurring prepositions 	<ul style="list-style-type: none"> • Explain the function of prepositions 	<ul style="list-style-type: none"> • Form and use prepositional phrases 		
Pronouns	<ul style="list-style-type: none"> • Use personal, possessive, and indefinite pronouns 	<ul style="list-style-type: none"> • Explain the function of pronouns • Continue to use personal, possessive, and indefinite pronouns • Use reflexive pronouns 	<ul style="list-style-type: none"> • Ensure pronoun-antecedent agreement • Use relative pronouns 	<ul style="list-style-type: none"> • Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>) • Use intensive pronouns • Recognize and correct inappropriate shifts in pronoun number and person • Recognize and correct vague pronouns • Continue to ensure pronoun-antecedent agreement 	

				<ul style="list-style-type: none"> Recognize and apply the nominative case and objective case 	
Determiners	<ul style="list-style-type: none"> Use determiners 	<ul style="list-style-type: none"> Correctly use <i>a, an,</i> and <i>the</i> 			
Commonly Confused Words		<ul style="list-style-type: none"> Correctly use common homophones 	<ul style="list-style-type: none"> Correctly use frequently confused words (such as <i>to, two, too</i>) 	<ul style="list-style-type: none"> Continue to correctly use frequently confused words 	
Interjections		<ul style="list-style-type: none"> Explain the function of and use interjections 	<ul style="list-style-type: none"> Continue to use interjections 		
Phrases and Clauses			<ul style="list-style-type: none"> Explain the function of phrases and clauses Recognize independent and dependent phrases and clauses 	<ul style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences Place phrases and clauses within a sentence and recognize/ correct misplaced and dangling modifiers Form and use indirect/direct objects 	
Usage				<ul style="list-style-type: none"> Recognize variations from standard English in their own and others' writing and speaking <ul style="list-style-type: none"> Identify and use strategies to improve 	

				expression in conventional language	
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Language Standards – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun “I” 	<ul style="list-style-type: none"> • Capitalize holidays • Capitalize product names • Capitalize geographic names 	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Continue to use correct capitalization 		Students apply conventions to create a unique style and voice when writing or

	<ul style="list-style-type: none"> • Capitalize dates and names of people 	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Use correct capitalization 			speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
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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 <ul style="list-style-type: none"> ● Use a comma to separate an introductory element from the rest of a sentence ● Use a comma to set off the words yes and no ● Use a comma to set off a tag question from the rest of the sentence ● Use a comma to indicate a direct address ● Use underlining, quotation marks, or italics to indicate titles of works 	<ul style="list-style-type: none"> ● Use punctuation to set off nonrestrictive/parenthetical elements <ul style="list-style-type: none"> ● 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 	<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>
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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 	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending</i> 	<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 	<ul style="list-style-type: none"> • Consistently apply conventional rules to spell words correctly 	
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	<p>awareness and spelling conventions</p> <ul style="list-style-type: none"> • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words 	<p><i>rules, and meaningful word parts</i>) when writing words</p>	<ul style="list-style-type: none"> • Spell grade-appropriate 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 	

GRADE 2

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should

also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Reading Standards for Literature

Key Ideas and Evidence

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.

RL.2.6 Distinguish differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Ideas and Analysis

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.8 Not applicable to literature.

RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

Range of Reading and Level of Complexity

RL.2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

GRADE 2

Reading Standards for Informational Text

Key Ideas and Evidence

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.

RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Ideas and Analysis

RI.2.7 Explain how specific images contribute to and clarify a text.

RI.2.8 Identify the reasons an author gives to support ideas in a text.

RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Complexity

RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

GRADE 2

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 (RF.2)

Handwriting

RF.2.2 Print all upper- and lowercase letters legibly and proportionally.

Phonics and Word Recognition

RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

RF.2.5 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE 2

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Writing Standards (W.1)

Text Types, Purposes, and Publishing

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure.

a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write. b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.4 With

guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

Research

W.2.5 Participate in shared research and writing projects.

W.2.6 Recall information from experiences or gather information from provided sources to answer a question.

GRADE 2

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Speaking and Listening Standards (SL.1)

Collaboration and Communication

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions.
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

GRADE 2

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize

the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Language Standards (L.2)

Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. (See Language Standards – Grammar Continuum page 7.)

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum. (See Language Standards – Conventions Continuum page 10.)

Knowledge of Language

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. L.2.5 Demonstrate understanding of nuances in word meanings.

a. Distinguish shades of meaning among closely related verbs and closely related adjectives.

L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Language Standards – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences 	<ul style="list-style-type: none"> Ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	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

	conjunctions				
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		<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions 	Pronouns <ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns Explain the function of pronouns Continue to use personal, possessive, and indefinite pronouns Use reflexive pronouns Ensure pronoun-antecedent agreement Use relative pronouns 			
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 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, expand, and rearrange simple and compound sentences 				
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 prepositions 				

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.

Students apply grammar and usage skills to

				<ul style="list-style-type: none">Recognize and apply the nominative case and objective case
Determiners	<ul style="list-style-type: none">Use determiners	<ul style="list-style-type: none">Correctly use <i>a, an,</i> and <i>the</i>		
Commonly Confused Words		<ul style="list-style-type: none">Correctly use common homophones	<ul style="list-style-type: none">Correctly use frequently confused words (such as <i>to,</i>	<ul style="list-style-type: none">Continue to correctly use frequently confused words

			<i>two, too)</i>	
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 <ul style="list-style-type: none"> Identify and use strategies to improve expression in conventional language

Language Standards – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	<ul style="list-style-type: none"> Capitalize the first word in a sentence Capitalize the pronoun "I" 	<ul style="list-style-type: none"> Capitalize holidays Capitalize product names Capitalize geographic names 	<ul style="list-style-type: none"> Capitalize appropriate words in titles Continue to use correct 		Students apply conventions to create a unique style and voice when writing or

			capitalization		
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	<ul style="list-style-type: none"> • Capitalize dates and names of people 	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Use correct capitalization 			<p>speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p> <p>Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect</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 <ul style="list-style-type: none"> • Use a comma to separate an introductory element from the rest of a sentence • Use a comma to set off the words yes and no • Use a comma to set off a tag question from the rest of the sentence • Use a comma to indicate a direct address • Use underlining, quotation marks, or italics to indicate titles 	<ul style="list-style-type: none"> • Use punctuation to set off nonrestrictive/parenthetical elements <ul style="list-style-type: none"> • 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 	

			of works		in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
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 	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending</i> 	<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 	<ul style="list-style-type: none"> • Consistently apply conventional rules to spell words correctly 	

	awareness and spelling conventions <ul style="list-style-type: none"> • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words 	<i>rules, and meaningful word parts</i>) when writing words	<ul style="list-style-type: none"> • Spell grade-appropriate 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 	

GRADE 3

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must

read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Reading Standards for Literature

Key Ideas and Evidence

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Ideas and Analysis

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

RL.3.8 Not applicable to literature.

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Range of Reading and Level of Complexity

RL.3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

GRADE 3

Reading Standards for Informational Text

Key Ideas and Evidence

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to

time, sequence, and cause/effect.

Craft and Structure

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Ideas and Analysis

RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Complexity

RI.3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

GRADE 3

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

Handwriting

RF.3.2 Create readable documents with legible handwriting (manuscript and cursive).

Phonics and Word Recognition

RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.

- c. Decode multisyllabic words.
- d. Read grade-appropriate irregularly spelled words.

Fluency

RF.3.5 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE 3

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Writing Standards

Text Types, Purposes, and Publishing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- c. Provide reasons that support the opinion.
- d. Use linking words and phrases to connect opinion and reasons.
- e. Provide a concluding statement or section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, and details.
- d. Use linking words and phrases to connect ideas within categories of information.
- e. Provide a concluding statement or section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with

consideration to task and purpose.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Organize information and ideas around a topic to plan and prepare to write.

b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

d. Use temporal transition words and phrases to signal event order.

e. Provide a sense of closure.

f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose.

W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.

Research

W.3.5 Conduct short research projects that build knowledge about a topic.

W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

GRADE 3

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Speaking and Listening Standards

Collaboration and Communication

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions.

- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

GRADE 3

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Language Standards

Conventions of Standard English

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. (See Language Standards – Grammar Continuum page 8.)

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum. (See Language Standards – Conventions Continuum page 11.)

Knowledge of Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content,

choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. L.3.5 Demonstrate understanding of nuances in word meanings.

a. Distinguish the literal and nonliteral meanings of words and phrases in context.

b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Language Standards – Grammar Continuum

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

		inappropriate shifts in verb tense	verb tense		
Adjectives	<ul style="list-style-type: none"> Use frequently occurring adjectives 	<ul style="list-style-type: none"> Explain the function of adjectives Accurately choose which to use – adjective or adverb 	<ul style="list-style-type: none"> Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb Order adjectives within sentences according to conventional patterns 	<ul style="list-style-type: none"> Form and use compound adjectives 	Students apply grammar and usage skills to create a unique style and voice when writing or
Conjunctions	<ul style="list-style-type: none"> Use frequently occurring conjunctions 	<ul style="list-style-type: none"> Explain the function of conjunctions 	<ul style="list-style-type: none"> Continue to use coordinating and 		

		<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions 	subordinating conjunctions <ul style="list-style-type: none"> Use correlative conjunctions (such as <i>either/or</i>) 		speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
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 	<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>
Prepositions	<ul style="list-style-type: none"> ● Use frequently occurring prepositions 	<ul style="list-style-type: none"> ● Explain the function of prepositions 	<ul style="list-style-type: none"> ● Form and use prepositional phrases 		
Pronouns	<ul style="list-style-type: none"> ● Use personal, possessive, and indefinite pronouns 	<ul style="list-style-type: none"> ● Explain the function of pronouns ● Continue to use personal, possessive, and indefinite pronouns ● Use reflexive pronouns 	<ul style="list-style-type: none"> ● Ensure pronoun-antecedent agreement ● Use relative pronouns 	<ul style="list-style-type: none"> ● Ensure that pronouns are in the proper case (<i>subjective, objective, possessive</i>) ● Use intensive pronouns ● Recognize and correct inappropriate shifts in pronoun number and person ● Recognize and correct vague pronouns ● Continue to ensure pronoun-antecedent agreement 	

				<ul style="list-style-type: none"> Recognize and apply the nominative case and objective case 	
Determiners	<ul style="list-style-type: none"> Use determiners 	<ul style="list-style-type: none"> Correctly use <i>a, an,</i> and <i>the</i> 			
Commonly Confused Words		<ul style="list-style-type: none"> Correctly use common homophones 	<ul style="list-style-type: none"> Correctly use frequently confused words (such as <i>to, two, too</i>) 	<ul style="list-style-type: none"> Continue to correctly use frequently confused words 	
Interjections		<ul style="list-style-type: none"> Explain the function of and use interjections 	<ul style="list-style-type: none"> Continue to use interjections 		
Phrases and Clauses			<ul style="list-style-type: none"> Explain the function of phrases and clauses Recognize independent and dependent phrases and clauses 	<ul style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences Place phrases and clauses within a sentence and recognize/ correct misplaced and dangling modifiers Form and use indirect/direct objects 	
Usage				<ul style="list-style-type: none"> Recognize variations from standard English in their own and others' writing and speaking <ul style="list-style-type: none"> Identify and use strategies to improve expression in conventional language 	

Language Standards – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	<ul style="list-style-type: none"> • Capitalize the first word in a sentence • Capitalize the pronoun “I” 	<ul style="list-style-type: none"> • Capitalize holidays • Capitalize product names • Capitalize geographic names 	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Continue to use correct capitalization 		Students apply conventions to create a unique style and voice when writing or
	<ul style="list-style-type: none"> • Capitalize dates and names of people 	<ul style="list-style-type: none"> • Capitalize appropriate words in titles • Use correct capitalization 			speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

<p>Punctuation</p>	<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 <ul style="list-style-type: none"> ● Use a comma to separate an introductory element from the rest of a sentence ● Use a comma to set off the words yes and no ● Use a comma to set off a tag question from the rest of the sentence ● Use a comma to indicate a direct address ● Use underlining, quotation marks, or italics to indicate titles of works 	<ul style="list-style-type: none"> ● Use punctuation to set off nonrestrictive/parenthetical elements <ul style="list-style-type: none"> ● 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 	<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>
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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 	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending</i> 	<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 	<ul style="list-style-type: none"> • Consistently apply conventional rules to spell words correctly 	
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	<p>awareness and spelling conventions</p> <ul style="list-style-type: none"> • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words 	<p><i>rules, and meaningful word parts</i>) when writing words</p>	<ul style="list-style-type: none"> • Spell grade-appropriate 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 	

GRADE 4

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should

also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Reading Standards for Literature

Key Ideas and Evidence

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Craft and Structure

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone. RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Ideas and Analysis

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.4.8 Not applicable to literature.

RL.4.9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Complexity

RL.4.10 By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Reading Standards for Informational Text

Key Ideas and Evidence

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Ideas and Analysis

RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Complexity

RI.4.10 By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

GRADE 4

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

Handwriting

RF.4.2 Create readable documents through legible handwriting (cursive).

Phonics and Word Recognition

RF.4.4 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.4.5 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE 4

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Writing Standards

Text Types, Purposes, and Publishing

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- c. Provide reasons that are supported by facts and details.
- d. Link opinion and reasons using words and phrases.
- e. Provide a concluding statement or section related to the opinion presented.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Link ideas within categories of information using words and phrases.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Provide a concluding statement or section related to the information or explanation presented.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a.

- Organize information and ideas around a topic to plan and prepare to write.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of transitional words and phrases to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows from the narrated experiences or events.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.

W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

Research

W.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

GRADE 4

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Speaking and Listening Standards

Collaboration and Communication

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.

SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

GRADE 4

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a

separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Language Standards

Conventions of Standard English

- L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. (See Language Standards – Grammar Continuum page 8.)
- L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. (See Language Standards – Conventions Continuum page 11.)

Knowledge of Language

- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases to convey ideas precisely.
 - Choose punctuation for effect.
 - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Vocabulary Acquisition and Use

- L.4.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.4.5 Demonstrate understanding of figurative language and nuances in word meanings.
- Explain the meaning of simple similes and metaphors in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Language Standards – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences 	<ul style="list-style-type: none"> Ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	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

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

Conjunctions	<ul style="list-style-type: none"> Use frequently occurring conjunctions 	<ul style="list-style-type: none"> Explain the function of conjunctions 	<ul style="list-style-type: none"> Continue to use coordinating and 		
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		<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions 	<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions 	Pronouns <ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns Explain the function of pronouns Continue to use personal, possessive, and indefinite pronouns Use reflexive pronouns Ensure pronoun-antecedent agreement Use relative pronouns 		
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 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, expand, and rearrange simple and compound sentences 			
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 prepositions 			

ineffect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.

Students apply grammar and usage skills to create a unique style and voice when

				<ul style="list-style-type: none">Recognize and apply the nominative case and objective case
Determiners	<ul style="list-style-type: none">Use determiners	<ul style="list-style-type: none">Correctly use <i>a, an,</i> and <i>the</i>		
Commonly Confused Words		<ul style="list-style-type: none">Correctly use common homophones	<ul style="list-style-type: none">Correctly use frequently confused words (such as <i>to,</i>	<ul style="list-style-type: none">Continue to correctly use frequently confused words

			<i>two, too)</i>	
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 <ul style="list-style-type: none"> ● Identify and use strategies to improve expression in conventional language

Language Standards – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
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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 	<ul style="list-style-type: none"> ● Capitalize appropriate words in titles ● Continue to use correct capitalization 		Students apply conventions to create a unique style and voice when writing or speaking with increasing sophistication and effect
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		<ul style="list-style-type: none"> ● Use correct capitalization 			in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
Punctuation	<ul style="list-style-type: none"> ● Recognize end punctuation ● Name end punctuation ● Use end punctuation for sentences ● Use commas in dates 	<ul style="list-style-type: none"> ● Use commas to separate single words in a series ● Use commas in greetings and closings of letters ● Use an apostrophe to form contractions ● Use an apostrophe to form frequently occurring possessives ● Use commas in addresses ● Use commas in dialogue ● Form and use possessives ● Use quotation marks in dialogue 	<ul style="list-style-type: none"> ● Use punctuation to separate items in a series ● Continue to use commas in addresses ● Continue to use commas in dialogue ● Continue to use quotation marks in dialogue ● Use a comma before a coordinating conjunction in a compound sentence ● Use commas and quotations to mark direct speech and quotations from a text <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Use punctuation to set off nonrestrictive/parenthetical elements <ul style="list-style-type: none"> ● 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 	

			<p>address</p> <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 	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, and <i>meaningful word parts</i>) when writing words 	<ul style="list-style-type: none"> • Continue to use conventional spelling for high frequency words and other studied words • Continue to use conventional spelling for adding suffixes to base words • Continue to use spelling patterns and generalizations when writing words • Spell grade-appropriate words correctly 	<ul style="list-style-type: none"> • Consistently apply conventional rules to spell words correctly 	

	<ul style="list-style-type: none"> ● Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words 				
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 	

GRADE 5

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Reading Standards for Literature

Key Ideas and Evidence

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

Craft and Structure

RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.

RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Ideas and Analysis

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.

RL.5.8 Not applicable to literature.

RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Range of Reading and Level of Complexity

RL.5.10 By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

GRADE 5

Reading Standards for Informational Text

Key Ideas and Evidence

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Ideas and Analysis

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Complexity

RI.5.10 By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

GRADE 5

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

Handwriting

RF.5.2 Create readable documents through legible handwriting (cursive).

Phonics and Word Recognition

RF.5.4 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.5.5 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GRADE 5

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Writing Standards

Text Types, Purposes, and Publishing

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Organize information and ideas around a topic to plan and prepare to write.

- b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- c. Provide logically ordered reasons that are supported by facts and details.
- d. Link opinion and reasons using words, phrases, and clauses.
- e. Provide a concluding statement or section related to the opinion presented.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

W.5.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Link ideas within and across categories of information using words, phrases, and clauses.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Provide a concluding statement or section related to the information or explanation presented.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a.

Organize information and ideas around a topic to plan and prepare to write.

- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. c.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows from the narrated experiences or events.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

Research

W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W.5.6 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

GRADE 5

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by

the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Speaking and Listening Standards

Collaboration and Communication

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.

SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

GRADE 5

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Language Standards

Conventions of Standard English

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. (See Language Standards – Grammar Continuum page 8.)

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. (See Language Standards – Conventions Continuum page 11.)

Knowledge of Language

- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - Compare and contrast the varieties of English used in stories, dramas, or poems.

Vocabulary Acquisition and Use

- L.5.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.5.5 Demonstrate understanding of figurative language and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Language Standards – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	<ul style="list-style-type: none">Use singular and plural nouns with matching verbs in basic sentences	<ul style="list-style-type: none">Ensure subject/verb agreement	<ul style="list-style-type: none">Continue to ensure subject/verb agreement	<ul style="list-style-type: none">Continue to ensure subject/verb agreement	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.
Nouns	<ul style="list-style-type: none">Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)Use common, proper, & possessive nouns	<ul style="list-style-type: none">Explain the function of nounsUse collective nouns (such as <i>group</i>)<ul style="list-style-type: none">Form and use frequently occurring regular and irregular plural nouns	<ul style="list-style-type: none">Use abstract nouns (such as <i>courage</i>)Continue to use regular and irregular plural nouns		

Verbs	<ul style="list-style-type: none"> Form frequently occurring verbs Convey sense of time 	<ul style="list-style-type: none"> Explain the function of verbs <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Convey sense of various times, sequences Recognize inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Form and use progressive verb tenses Use modal auxiliaries (such as <i>may</i> or <i>must</i>) Continue to form and use the perfect verb tenses Convey sense of various times, sequences, states, and conditions Recognize and correct inappropriate shifts in verb tense 	<ul style="list-style-type: none"> Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>) Form and use verbs in active & passive voice Form and use indicative, imperative, interrogative, conditional moods Recognize and correct inappropriate shifts in voice and mood Form and use transitive/intransitive verbs 	Students apply grammar and usage skills to create a unique style and voice when writing or
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"> Order adjectives within sentences according to conventional patterns 	<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"> Order adjectives within sentences according to conventional patterns 	<ul style="list-style-type: none"> Form and use compound adjectives 	
Conjunctions	<ul style="list-style-type: none"> Use frequently occurring conjunctions 	<ul style="list-style-type: none"> Explain the function of conjunctions 	<ul style="list-style-type: none"> Continue to use coordinating and 		

		<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions 	subordinating conjunctions <ul style="list-style-type: none"> Use correlative conjunctions (such as
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			e				
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"> • F con sup rela 	speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.			
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"> • Proc si n c ir fi s • F and c c 				
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"> • Fi p 				
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"> • E p a • U 	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.			

				<ul style="list-style-type: none"> Recognize and apply the nominative case and objective case
Determiners	<ul style="list-style-type: none"> Use determiners 	<ul style="list-style-type: none"> Correctly use <i>a, an,</i> and <i>the</i> 		
Commonly Confused Words		<ul style="list-style-type: none"> Correctly use common homophones 	<ul style="list-style-type: none"> Correctly use frequently confused words (such as <i>to, two, too</i>) 	<ul style="list-style-type: none"> Continue to correctly use frequently confused words
Interjections		<ul style="list-style-type: none"> Explain the function of and use interjections 	<ul style="list-style-type: none"> Continue to use interjections 	
Phrases and Clauses			<ul style="list-style-type: none"> Explain the function of phrases and clauses Recognize independent and dependent phrases and clauses 	<ul style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences Place phrases and clauses within a sentence and recognize/ correct misplaced and dangling modifiers Form and use indirect/direct objects
Usage				<ul style="list-style-type: none"> Recognize variations from standard English in their own and others' writing and speaking <ul style="list-style-type: none"> Identify and use strategies to improve expression in conventional language

Language Standards – Conventions Continuum

Skill	K-1	2-3	4-5	6-8	9-12
Capitalization	<ul style="list-style-type: none"> ● Capitalize the first word in a sentence ● Capitalize the pronoun “I” ● Capitalize dates and names of people 	<ul style="list-style-type: none"> ● Capitalize holidays ● Capitalize product names ● Capitalize geographic names 	<ul style="list-style-type: none"> ● Capitalize appropriate words in titles ● Continue to use correct capitalization 		Students apply conventions to create a unique style and voice when writing or speaking with increasing

		<ul style="list-style-type: none"> ● Capitalize appropriate words in titles ● Use correct capitalization 			sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
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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 <ul style="list-style-type: none"> ● Use a comma to separate an introductory element from the rest of a sentence ● Use a comma to set off the words yes and no ● Use a comma to set off a tag question from the rest of the sentence ● Use a comma to indicate a direct address ● Use underlining, quotation marks, or italics to indicate titles of works 	<ul style="list-style-type: none"> ● Use punctuation to set off nonrestrictive/parenthetical elements <ul style="list-style-type: none"> ● 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 	<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>
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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 	<ul style="list-style-type: none"> • Use conventional spelling for high frequency and other studied words and for adding suffixes to base words • Use spelling patterns and generalizations (such as <i>word families, position-based spellings, syllable patterns, ending</i> 	<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 	<ul style="list-style-type: none"> • Consistently apply conventional rules to spell words correctly 	
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	<p>awareness and spelling conventions</p> <ul style="list-style-type: none"> • Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words 	<p><i>rules, and meaningful word parts</i>) when writing words</p>	<ul style="list-style-type: none"> • Spell grade-appropriate 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 	

GRADE 6

READING STRAND: K-12 Standards for Reading define what students should understand and be able to do by the *end of each grade*. Students should demonstrate their proficiency of these standards both orally and through writing. For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should

also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text.

Reading Standards for Literature

Key Ideas and Evidence

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

RL.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Ideas and Analysis

RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RL.6.8 Not applicable to literature.

RL.6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Range of Reading and Level of Complexity

RL.6.10 By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

GRADE 6

Reading Standards for Informational Text

Key Ideas and Evidence

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

Craft and Structure

RI.6.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning. RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Ideas and Analysis

RI.6.7 Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue. RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.9 Compare and contrast one author's presentation of events with that of another.

Range of Reading and Level of Complexity

RI.6.10 By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

GRADE 6

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate understanding. The complete writing process (from prewriting to editing) is clear in the first three writing standards. These standards define what students should understand and be able to do by *the end of each grade*.

Writing Standards

Text Types, Purposes, and Publishing

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce claim(s) and organize the reasons and evidence clearly.
- c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the argument presented.
- g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from the information or explanation presented.
- h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Organize information and ideas around a topic to plan and prepare to write.
- b. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- d. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- e. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. f. Provide a conclusion that follows from the narrated experiences or events.
- g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

W.6.4 Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.

Research

W.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate. W.6.6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

GRADE 6

SPEAKING AND LISTENING STRAND: The K-12 Speaking and Listening Standards define what students should understand and be able to do by the *end of each grade*. To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others.

Speaking and Listening Standards

Collaboration and Communication

SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.

SL.6.5 Include multimedia components and visual displays in presentations to clarify information.

GRADE 6

LANGUAGE STRAND: Language skills are inseparable from and vital to reading, writing, speaking, and listening. Even though these skills are in a separate strand, it is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills, not just the identification of accurate language skills. The Grammar and Conventions Grade Band Continuums allow for differentiation and re-teaching as needed. It is important that students begin to demonstrate proficiency in the lower grade(s) of each band, while students in the highest grade of the band should demonstrate proficiency of the listed language skills by the *end of the school year*.

Language Standards

Conventions of Standard English

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. (See Language Standards – Grammar Continuum page 7.)

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. (See Language Standards – Conventions Continuum page 10.)

Knowledge of Language

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.

- b. Maintain consistency in style and tone.

Vocabulary Acquisition and Use

L.6.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

L.6.5 Demonstrate understanding of figurative language and nuances in word meanings.

- a. Interpret figures of speech in context based on grade 6 reading and content.
- b. Distinguish among the connotations of words with similar denotations.

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards – Grammar Continuum

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences 	<ul style="list-style-type: none"> Ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	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.
Nouns	<ul style="list-style-type: none"> Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) Use common, proper, & possessive nouns 	<ul style="list-style-type: none"> Explain the function of nouns Use collective nouns (such as <i>group</i>) <ul style="list-style-type: none"> Form and use frequently occurring regular and irregular plural nouns 	<ul style="list-style-type: none"> Use abstract nouns (such as <i>courage</i>) Continue to use regular and irregular plural nouns 		

Verbs	<ul style="list-style-type: none"> ● Form frequently occurring verbs ● Convey sense of time 	<ul style="list-style-type: none"> ● Explain the function of verbs <ul style="list-style-type: none"> ● 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 <ul style="list-style-type: none"> ● Convey sense of various times, sequences ● Recognize inappropriate shifts in verb tense 	<ul style="list-style-type: none"> ● Form and use progressive verb tenses ● Use modal auxiliaries (such as <i>may</i> or <i>must</i>) ● Continue to form and use the perfect verb tenses ● Convey sense of various times, sequences, states, and conditions ● Recognize and correct inappropriate shifts in verb tense 	<ul style="list-style-type: none"> ● Explain the function of verbals (such as <i>gerunds</i> or <i>participles</i>) ● Form and use verbs in active & passive voice ● Form and use indicative, imperative, interrogative, conditional moods ● Recognize and correct inappropriate shifts in voice and mood ● Form and use transitive/intransitive verbs 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in</p>
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"> ● Order adjectives within sentences according to conventional patterns 	<ul style="list-style-type: none"> ● Form and use compound adjectives 	
Conjunctions	<ul style="list-style-type: none"> ● Use frequently occurring conjunctions 	<ul style="list-style-type: none"> ● Explain the function of conjunctions 	<ul style="list-style-type: none"> ● Continue to use coordinating and 		