

Diocese of Raleigh Catholic Schools

7200 Stonehenge Drive

Raleigh, NC 27613

www.dioceseofraleigh.org

Kindergarten
English/Language Arts
Standards
Diocese of Raleigh
May 2019

**THE DIOCESE OF RALEIGH SCHOOLS:
MISSION OF OUR CATHOLIC SCHOOLS**

The mission of the Diocese of Raleigh is to engage our school/preschool communities in creating a quality education within a Catholic environment that fosters the current and future development of the whole child.

DIOCESE OF RALEIGH CATHOLIC SCHOOLS: A FOUNDATION FOR LIFE

“School is one of the educational environments where one grows by learning how to live, how to become grown-up, mature men and women...Following what St. Ignatius teaches us, the main element in school is learning to be magnanimous...This means having a big heart, having a greatness of soul. It means having grand ideals, the desire to achieve great things in response to what God asks of us and, precisely because of this, doing everyday things, all our daily actions, commitments, and meetings with people well. [It means] doing the little everyday things with a big heart that is open to God and to others.” Pope Francis *{Excerpts from Pope Francis: Speech address on June 7, 2013 on the importance of Catholic education in schools in Italy and Albania in the Paul VI Audience Hall.}*

English/Language Arts Philosophy

The language arts program is the foundation of academic instruction in the Catholic elementary school. In order for students to succeed in our ever-changing society, it is imperative to provide instruction in language arts that will provide a high level of literacy. In a culture where students are expected to interact with the English language across many written and digital formats, the ability to apply skills in reading, writing, listening, and speaking is paramount to the student's capacity to communicate effectively. Because of this, it is necessary for students to be provided with the opportunity to apply these skills in all content areas as language is one of the noblest manifestations of our creativity, and the means by which we communicate with and glorify God.

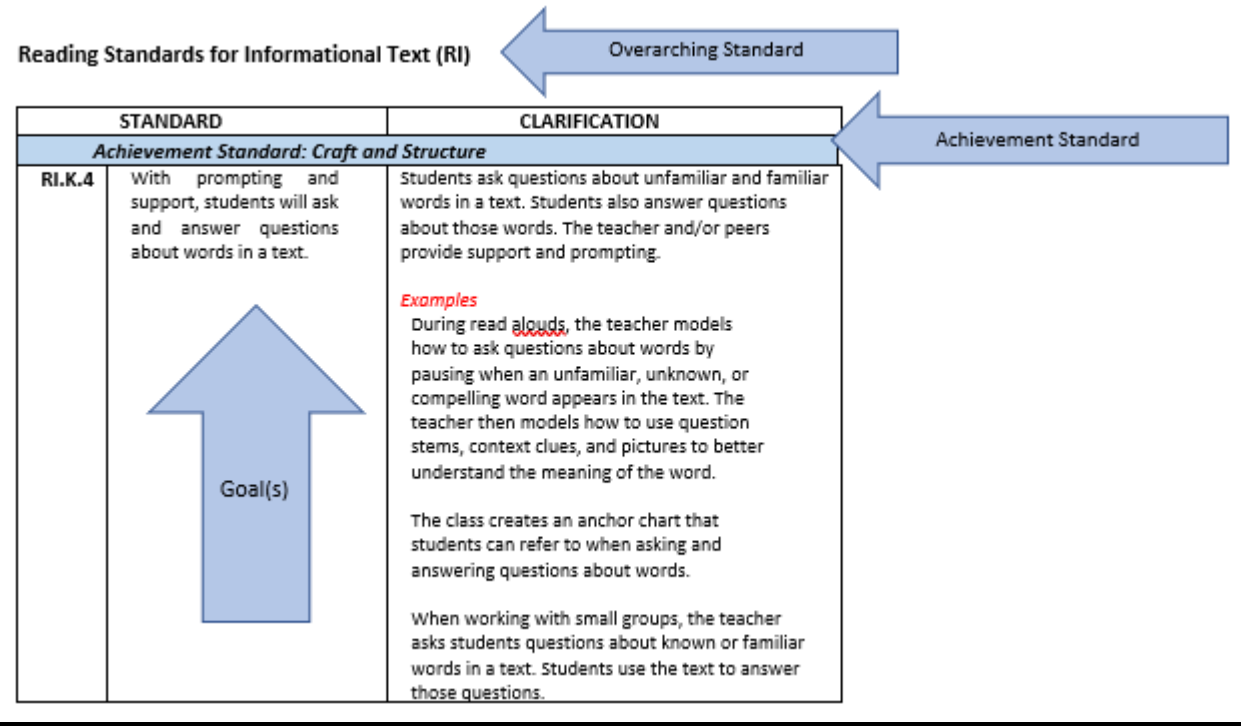
INTRODUCTION

The English Language Arts Standards are intended for use in all Catholic elementary and middle schools in the Diocese of Raleigh. All students should have the opportunity and the support necessary to gain the skills necessary to excel in English Language Arts in all content areas. These standards are the framework for instruction that should assist teachers in identifying and implementing the appropriate instructional methodology in grades K-8. Effective Language Arts lessons require a teacher's understanding of what each student knows, what the student needs to learn, and then supporting them to learn it well. The primary goal of these Achievement Standards ensure that students are introduced to the language skills necessary to think critically, communicate effectively and reach high levels of literacy in all content areas. Assessments will support the learning of key Language Arts objectives and provide useful information for both the teacher and the student. The Standards outline the levels of competency that is expected of students at each grade level. The Standards are aligned to the North Carolina English Language Arts Standard Course of Study adopted by the North Carolina Department of Public Instruction.

The ELA Standards are enhanced by specific **Overarching Achievement Standards and Goals** unique to students in Catholic Schools. Teachers must reinforce Gospel truths and values so that students may serve as witness to their Catholic faith. The **Overarching Goals** will help students develop a critical conscience in every content area. **Achievement Standards** are not necessarily quantifiable, but rather identified in a student's respect toward the content area. **Specific targeted goals** for each standard ensure that each student gain the necessary literacy skills to be a successful 21st century learner. Assessments should support the learning of key Language Arts objectives and provide useful information for both the teacher and the student.

- All people are created with minds and the gift to reason.
- God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Recognize and articulate Gospel values in literature.
- Develop an appreciation for stories from other cultures and religions.
- Recognize social justice themes.
- Listen and speak with respect.
- Writing must reflect a respect for others consistent with Christian values.

SAMPLE



DOR Standards are aligned with the North Carolina English Language Arts Standard Course of Study 2017

Curriculum Revision Team

Julie Sperrazza – The Franciscan School
Jamie Kirchhoff – The Franciscan School
Ann Giannini – The Franciscan School
Linda Sullivan – The Franciscan School
Courtney Coward – St. Thomas More Catholic School
Ann Weaver – St. Raphael Catholic School
Coley Adkins – St. Raphael Catholic School
Andrea Adams – St. Michael Catholic School
Trish Shrader – St. Michael Catholic School
Heidi Lawrence – St. Michael Catholic School
Sandra Munoz – St. Michael Catholic School
Laura Gallimore – St. Catherine of Siena Catholic School
Jennifer Stutz – Immaculata Catholic School
Christine Shea – St. Patrick Catholic School

Heather Lowery – St. Mary Catholic School-Wilmington
Susan Kirkpatrick – Our Lady of Lourdes Catholic School
Christa Devitt – Cathedral School
Kim Wheeler – Cathedral School
Wendy Bennett – St. Mary Magdalene Catholic School
Holly Almond – St. Mary Magdalene Catholic School
Nancy McElroy – St. Mary Magdalene Catholic School
Sarah Panter – St. Ann Catholic School
Leeann Felicetta – St. John Paul II Catholic School
Barbara Lamblin – St. John Paul II Catholic School
Laurie Balderson – St. Mark Catholic School
Kimberly Browning – Catholic Schools Office

Standards

ARE learning goals for what students should know and be able to do at each grade level.

Remain constant until revised by the Catholic Schools Office.

Curriculum

ARE detailed plans/units/resources used to teach students the learning goals embodied in the standards.

May be altered/changed by classroom teacher to ensure student success.

Diocese of Raleigh Standards

Achievement Standard

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.

Standards created by
Diocese of Raleigh
Catholic Schools Office

Curriculum

National Geographic Kids:
Ants.

Lesson Plan/Unit

The student will be able to demonstrate an understanding of key details in the text *National Geographic Kids: Ants* by answering *who*, *what*, *when*, *where* and *how* questions about the text.

KINDERGARTEN

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

Achievement Standards for Reading

Key Ideas and Evidence

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view, perspective, or purpose shapes the content and style of a text.

Integration of Ideas and Analysis

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Complexity

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

Reading Standards for Literature (RL)

STANDARD		CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>		
RL.K.1	With prompting and support, demonstrate the ability to ask and answer questions about key details in a text .	<p>Students ask and answer questions about the elements in the text. Teachers and/or peers provide support and prompting.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Select a mentor text and reads it to the students. ● Model asking questions about what is happening in the text. Demonstrate a sense of story (e.g., beginning, middle, end, character and details). ● Use words, sentences, and illustrations to ask and answer questions about the important parts of the text.
RL.K.2	With prompting and support, retell familiar stories using key details .	<p>Students tell what happened in a familiar story. They identify important details such as who, what, when, where, why, or how. Teachers and/or peers provide support and prompting.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read stories aloud several times for students to become familiar with the stories. Familiar story examples include picture books, fairy tales, folk tales, and nursery rhymes. ● Model thinking aloud by recalling events and commenting on key details. ● Check for understanding by stopping periodically and asking guided questions about key details. ● Turn and talk to partners about sequence and key details that help them retell the story. ● Retell the story in multiple ways with different mediums.

STANDARD		CLARIFICATION
RL.K.3	With prompting and support, identify and describe characters, settings , and major events in a story.	<p>Students identify and describe characters in a story, including both main and supporting characters. They also name specific places where the story occurs. Students identify the important events in the story. Teachers and/or peers provide support and prompting.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">● Model thinking by identifying the characters (“who”), the settings (“where”), and major events (“what happened”).● Draw pictures and label the characters, share pictures, supply information about each character.● Use post-its on pictures of different settings throughout the story. Create a class story map of the main events, discussing why these events are major.

STANDARD		CLARIFICATION
Achievement Standard: Craft and Structure		
RL.K.4	With prompting and support, ask and answer questions about words in a text that suggest feelings and/or appeal to the senses.	<p>Students ask questions about words in a text that suggest feelings or appeal to the senses. Students also answer questions about the selected words. The teacher and/or peers provide support and prompting.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Create a list of question starters and use it to model asking questions about words in the text that suggest feelings or appeal to the senses. ● Use sticky notes to locate words that suggest feelings or appeal to the senses.
RL.K.5	Recognize common types of texts .	<p>Students identify different types of text, including poems, stories, and nonfiction books.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model how to notice these text features to determine the text type. ● Create an anchor chart that lists common types of texts and their distinguishing features and reference the anchor chart when identifying text types.
RL.K.6	With prompting and support, define the role of the author and illustrator in telling the story.	<p>Students describe the roles of the author and the illustrator. They explain how each contributes to the telling of the story.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Draw illustrations, trade papers, and instruct peers to add words (by teacher scribing if needed) to create “stories”. Explain what they did as authors or illustrators to help tell the story.

STANDARD		CLARIFICATION
<i>Achievement Standard: Integration of Ideas and Analysis</i>		
RL.K.7	With prompting and support, describe how the words and illustrations work together to tell a story.	<p>Students describe how words and illustrations contribute to what is happening in a story. They explain the connection between the words and the illustrations. The teacher and/or peers provide support and prompting.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Conduct a read aloud of text only. During the second read, show the illustrations. Discuss how their understanding of the text changed once they viewed the illustrations. ● Share a wordless book and students tell the story through words. Scribe a class story and create a class book with the illustrations and words.
RL.K.8	Not applicable to literature.	
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in various, familiar stories.	<p>Students describe the similarities and differences between the adventures and experiences of characters in known stories</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Create a story map of two familiar stories and discuss how the story maps are alike and different. ● Use a Venn diagram, comparing and contrasting the experiences of the characters.
<i>Achievement Standard: Range of Reading and Level of Complexity</i>		
RL.K.10	Actively engage in group reading activities with intent and understanding.	<p>Students engage in activities such as asking questions, providing details, and decoding words when completing reading activities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read and have students choral read, nursery rhymes. ● Write simple poems on sentence strips and asks students to read the poems aloud.

Reading Standards for Informational Text (RI)

STANDARD		CLARIFICATION
<i>Achievement Standard: Key Ideas and Evidence</i>		
RI.K.1	With prompting and support, demonstrate the ability to ask and answer questions about key details in a text .	<p>Students ask questions about the important details in the text and correctly answer questions.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model asking questions about what is happening in the text, ask a question, allow the students to think about the information and answer the question. ● Use words, sentences, and illustrations to help them understand the important parts of the text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text .	<p>Students state the main topic and important details of an informational text. Teacher and/or peers provide support and prompting.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Discuss the main topic stopping periodically to ask questions about key details during a read aloud. Students turn and talk to partners about important information from the text. ● Draw an ice cream cone as an analogy for the main topic and key details. The cone is the main idea and the scoops are the details. The more details the students identify, the bigger the ice cream cone. ● Help students complete a web diagram that includes the main topic in the middle and two to four key details surrounding it. The teacher models how to refer back to the book to find key details. Students can write, draw, or dictate their ideas.

STANDARD		CLARIFICATION
RI.K.3	With prompting and support, describe the connection between two individuals, events , ideas, or pieces of information in a text.	<p>Students explain the connection between two individuals, events, ideas, or pieces of information from a text. Students access the book and pictures as support. Teacher and/or peers provide support and prompting.</p> <p><i>Examples</i></p> <ul style="list-style-type: none"> ● Model how to describe the connection between two ideas in a text. The teacher points out linking words including: because, so, first, second, etc. ● Draw pictures with partners that show how two individuals or ideas from a text are connected or linked, and then they share out with the group. ● Somebody wanted _____, but _____, so _____, then _____.

<i>Achievement Standard: Craft and Structure</i>		
RI.K.4	With prompting and support, ask and answer questions about words in a text.	<p>Students ask questions about unfamiliar and familiar words in a text. Students also answer questions about those words. The teacher and/or peers provide support and prompting.</p> <p><i>Examples</i></p> <ul style="list-style-type: none"> ● Model how to ask questions about words by pausing when an unfamiliar, unknown, or compelling word appears in the text. The teacher then models how to use question stems, context clues, and pictures to better understand the meaning of the word. ● Create an anchor chart as a class that students can refer to when asking and answering questions about words. ● Ask students questions about known or familiar words in a text. Students use the text to answer those questions.

STANDARD		CLARIFICATION
RI.K.5	Identify the front cover, back cover, and title page of a book.	<p>Students identify the front cover, back cover, and title page of a book.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model how to locate the front cover, back cover, and title page of the book and explains features of each. Create an anchor chart as a class that shows examples of each part of the book and lists key features. ● Ask students to identify the front cover, back cover, and title page of the book before reading when working in small reading groups. ● Work with students to dictate, draw, or write stories and then publish their own books. As part of their final products, they design front covers, back covers, and title pages to include in their books.
RI.K.6	With prompting and support, define the role of the author and illustrator in presenting the ideas and/or information in a text .	<p>Students identify the roles of the author and the illustrator in providing information. The teacher and/or peers provide support and prompting.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Discuss with students how the author wrote the words of the text and the illustrator provided visuals during read alouds. The teacher explains that both provide important information in the text. ● Show the illustrations in a book without reading the text. Students look at the illustrations and practice explaining the text. The teacher then reads the text and shows the illustrations. Students compare their versions of the words with the words of the author.

STANDARD		CLARIFICATION
<i>Achievement Standard: Integration of Ideas and Analysis</i>		
RI.K.7	With prompting and support, describe how the words and illustrations work together to provide information.	<p>Students explain how words and illustrations within a text provide insight into what is happening in the text. They explain the connection between the words and the illustrations, such as what person, place, thing, or idea in the text an illustration depicts. The teacher and/or peers provide support and prompting.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read text of a story aloud to students without showing illustrations. Reread the story with illustrations. Students discuss how their understanding of the text changed once they viewed the illustrations. ● Instruct students to draw illustrations. They then add text to their illustrations, based on what they drew.
RI.K.8	Begins in grade 1.	
RI.K.9	With prompting and support, identify-similarities and differences between two texts on the same topic .	<p>Students recognize the similarities and differences between two texts with the same topic including: illustrations, descriptions, and procedures.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Read two texts and demonstrate how to look for and find differences and similarities in both texts. ● Read aloud the text of two books on the same topic. In small groups, students write one key idea or detail from each text on sticky notes. The groups place their sticky notes on a Venn diagram. They explain why they placed the sticky note on the diagram where they did. ● Read aloud the text of two books on the same topic. The students discuss the texts, and the teacher scribes the student responses. The students draw pictures and write about the key details to make a class collage depicting how the texts are alike and different.

STANDARD	CLARIFICATION
<i>Achievement Standard: Range of Reading and Level of Complexity</i>	
RI.K.10 Actively engage in small group and whole class reading activities with purpose and understanding.	<p>As a class or in small groups, students engage in activities such as asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Select a book for the students to choral read. Students practice reading the book and discussing the details of the book in small groups. ● Read a text aloud to the students. The teacher and students echo read the text the second time. The teacher encourages the students to discuss the text details and information. The students discuss the text while the teacher guides and encourages students to elaborate with more details.

KINDERGARTEN

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

Achievement Standards for Reading Foundational Skills

Print Concepts

Handwriting

Phonological Awareness

Phonics and Word Recognition

Fluency

Reading Standards for Foundational Skills (RF)

STANDARD		CLARIFICATION
<i>Achievement Standard: Print Concepts</i>		
RF.K.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>Students understand the basic concepts of print.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Use mentor text to model-tracking and moving correctly through a book. ● Conduct whole class writing lessons, demonstrating the reading/writing connection, i.e. writes the letters and words with appropriate spacing between words.
<i>Achievement Standard: Handwriting</i>		
RF.K.2	<p>Print uppercase and lowercase letters.</p>	<p>Students write uppercase and lowercase letters using correct letter formation (starting from the top...).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Sky-write with a straight elbow. ● Practice on white boards as the teacher prints the letter. ● Trace letters using their fingers, pencils, and/or crayons.

STANDARD	CLARIFICATION
<i>Achievement Standard: Phonological Awareness</i>	
<p>RF.K.3 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <ol style="list-style-type: none"> 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 words presented orally. 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 CVC words ending with /l/, /r/, or /x/) e. Add or substitute individual phonemes in simple, one-syllable words to make new words. 	<p>Students demonstrate phonological awareness at the word level, syllable level, and sound level.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Demonstrate identifying syllables by placing one hand under chin while saying a word. Each time the mouth drops, it marks a syllable. ● Use fingers to tap out each sound heard.

STANDARD	CLARIFICATION
<i>Achievement Standard: Phonics and Word Recognition</i>	
<p>RF.K.4 Know and apply grade-level phonics and word analysis skills when decoding words.</p> <p>a. Demonstrate basic understanding of one-to-one letter-sound correspondences by producing the primary sound or the most frequent sounds for each consonant.</p> <p>b. Demonstrate basic understanding of one-to-one letter-sound correspondences by producing the primary sound or the most frequent sounds for each consonant.</p> <p>c. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>d. Read grade appropriate, common high-frequency words by sight.</p> <p>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Students read words using grade-level appropriate strategies.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Conduct a letter hunt, identify, mark, and say the sound for the chosen consonant each time they find it in a text. ● Introduce sight words using a familiar mentor text and add to word wall. ● Create 'Spelling Pattern' anchor charts that evolve as new words fitting the focus pattern are added throughout the year.

STANDARD		CLARIFICATION
<i>Achievement Standard: Fluency</i>		
RF.K.5	Read various emergent-reader texts with purpose and understanding.	<p>Students read and understand texts with predictable patterns, short sentences, sight words, CVC words, and strong picture support.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model the use of whisper phones and how they are used to listen to one's own reading. ● Choral read a grade appropriate emergent text and follow with independent practice.

KINDERGARTEN

WRITING STRAND: To be college and career ready, students should learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students learn that a key purpose of writing is to communicate clearly and coherently. The 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*.

Achievement Standards for Writing

Text Types, Purposes, and Publishing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
4. Use digital tools and resources to produce and publish writing and to interact and collaborate with others.

Research

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

Writing Standards (W)

STANDARD		CLARIFICATION
<i>Achievement Standard: Text Types, Purposes, and Publishing</i>		
W.K.1	<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which students express to 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 using the <i>6 + 1 Traits of Writing</i>.</p> <p>a. With guidance and support from adults, students respond to questions and suggestions from adults and peers, adding details to strengthen and revise writing as needed.</p>	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>All writing instruction should be based on the <i>6+1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>

STANDARD	CLARIFICATION
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which writers state what they are writing about and supply some information about the topic using the <i>6 + 1 Traits of Writing</i>.</p> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen and revise writing as needed.</p>	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>All writing instruction should be based on the <i>6+1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>
<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely connected events, tell about the events in the order in which they happened, and with guidance and support, provide a reaction to what happened using the <i>6 + 1 Traits of Writing</i>.</p> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen and revise writing as needed.</p>	<p>Refer to the NC ELA Standards Writing Guide resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p> <p>All writing instruction should be based on the <i>6+1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p>

STANDARD		CLARIFICATION
W.K.4	With guidance and support from adults, explore with a variety of digital tools and resources to create and publish writing, either in collaboration with peers or in a whole group setting using the <i>6 + 1 Traits of Writing</i> .	<p>All writing instruction should be based on the <i>6+1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p> <p>With support and guidance, students will use digital tools and create and publish original writing in a whole or small group.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Write two to three sentences about a selected topic using digital tools.
<i>Achievement Standard: Research</i>		
W.K.5	Participate in shared research of grade appropriate topics and writing projects using the <i>6 + 1 Traits of Writing</i> .	<p>All writing instruction should be based on the <i>6+1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p> <p>Students will participate in shared writing about a topic.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Introduce a topic from religion, science or social studies standards by reading a variety of texts aloud, exploring online resources, viewing pictures, etc. Students discuss their knowledge of this topic. Together, they create a class book, "All About_____." • Read aloud several books and compile the student's opinions on a poster, bulletin board or class book.

STANDARD		CLARIFICATION
W.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question, either individually or whole class, using the <i>6 + 1 Traits of Writing</i> .	<p>All writing instruction should be based on the <i>6+1 Traits of Writing</i>. Refer to the DOR Student Writing Journey Live Binder.</p> <p>With support and guidance, students use personal experiences and/or collected information to answer specific questions on a topic.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Construct a KWL chart after a shared experience then provide specific texts, pictures, online resources, etc. for children to explore. Add responses to “Learning” section of chart.

KINDERGARTEN

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

Achievement Standards for Speaking and Listening

Collaboration and Communication

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Speaking and Listening Standards (SL)

STANDARD		CLARIFICATION
<i>Achievement Standard: Collaboration and Communication</i>		
SL.K.1	<p>Participate in collaborative conversations with various partners about kindergarten topics and texts, with peers and adults in both small and larger groups.</p> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions. b. Continue a conversation by taking turns 	<p>Students contribute to a conversation with appropriate and meaningful comments.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Establish norms for working collaboratively and post on anchor chart.
SL.K.2	<p>Show understanding of a text read aloud, information presented orally, or through other media by asking and answering questions about key details and requesting more information if something is unclear.</p>	<p>Students demonstrate their understanding by asking and answering questions about important information in a text read aloud, an oral presentation, or other type of presentation</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Model how to ask a question when something is not understood by using prompts such as: “I noticed...” , “ I wonder if....”.

STANDARD		CLARIFICATION
SL.K.3	Ask and answer questions for the purpose of seeking help, getting information, or clarifying something that is not understood.	<p>Students ask questions to gain help, acquire additional information, or receive clarity. Students also answer questions to provide or clarify information.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Provide students with opportunities to show understanding of a presented topic (thumbs up/thumbs down). ● Use class KWL charts to accompany texts that are read aloud.
<i>Achievement Standard: Presentation of Knowledge and Ideas</i>		
SL.K.4	Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Students speak to be heard and understood by the listener. Students verbally share details and information about what they think or feel, about a variety of topics, in order to be fully understood.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Role-play speaking too softly, yelling, speaking with fingers in their mouths, or speaking with paper or a book in front of their faces. The remaining students discuss whether or not that person can be understood and why or why not. ● Display picture cards and have students practice sharing their thoughts and feelings about the object or scene displayed.

STANDARD		CLARIFICATION
SL.K.5	Add drawings, models, digital images, or other visual displays to descriptions to provide additional detail.	<p>Students add pictures or other visuals to provide more information and to support their descriptions.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none">• Write a description of a common event (e.g. lunch or recess). Begin a visual that will add more detail to the description. Students tell the teacher what details to add to make the visual clearer and more complete. Students apply this strategy to their own visuals.

KINDERGARTEN

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

Achievement Standards for Language

Conventions of Standard English

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards (L)

STANDARD	CLARIFICATION
<i>Achievement Standard: Conventions of Standard English</i>	
<p>L.K.1 Demonstrate command of standard English grammar and usage when writing or speaking. Print all upper and lower case letters.</p> <ul style="list-style-type: none">a. Use frequently occurring nouns and verbs.b. Form regular and plural nouns orally by adding /s/ or /es/.c. Understand and use question words (interrogatives) e.g. who, what, why, where, when, how.d. Use the most frequently occurring prepositions; to, from, in, out, on, off, for, of, by, with.e. Produce and expand complete sentences in shared language activities.f. Identify the naming and action part of a sentence.	<p>Refer to the NC ELA Standards Grammar Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p>

STANDARD		CLARIFICATION
L.K.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word of a sentence and the pronoun I. b. Recognize and name and punctuation. c. Write a letter or letters for most consonant and short vowel sounds (phonemes). d. Spell simple words phonetically using knowledge of sound letter relationships. 	<p>Refer to the NC ELA Standards Conventions Continuum resource (located in the Diocese of Raleigh ELA Standards Live Binder – resources)</p>

STANDARD		CLARIFICATION
Achievement Standard: Knowledge of Language		
L.K.3	(Begins in grade 2)	
Achievement Standard: Vocabulary Acquisition and Use		
L.K.4	<p>Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: using context clues, word parts, and word relationships.</p> <p>a. Identify new meanings for familiar words and apply them accurately (Knowing duck is a bird and learning the verb, to duck.).</p> <p>b. Use most frequently occurring inflections and affixes as a clue to the meaning of a word: Examples include –ed, -s, re-, un-, pre-, -ful, and -less.</p>	<p>Students figure out and/or confirm the meaning of grade K words/phrases that are unfamiliar. When figuring out and/or confirming the meaning of words/phrases, students use context clues, word parts, and word relationships.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Identify new meanings for familiar words and apply them accurately: Students understand and identify new meanings for familiar words. For example, roll is a type of bread and a verb, to roll. ● Use frequently occurring inflections and affixes as a clue to the meaning of a word: Students read and use prefixes and suffixes to understand the meaning of a word. Examples include –ed, -s, re-, un-, pre-, -ful, and -less. ● Identify real-life connections between words and their use: Students think about new words in familiar contexts. For example, when learning about the word colorful, students identify places around school that are colorful.

	STANDARD	CLARIFICATION
L.K.5	<p>With guidance from adults, explore nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. 	<p>Students investigate subtle differences in word meanings. Teachers and/or other adults provide guidance and support.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Sort a variety of objects by shape and discuss features of each shape. Call out verbs for the children to act out. Model the action and help students mimic the behavior. Discuss how those actions look and feel different from each other.
L.K.6.	<p>Use words and phrases acquired through, conversations, reading, and being read to.</p>	<p>Students use words and phrases in their speaking and writing. The words and phrases are learned through conversations with peers and adults, texts that they read or that have been read to them, and responses to texts, both oral and written.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Point out a word or phrase that is unfamiliar, unknown, or compelling. Give a brief definition of the word or phrase and prompts students to use it when speaking to one another. Select words and phrases from texts to create a class dictionary and display on word wall. Designate a "Word of the Day." During morning meeting, introduce and define a new word or phrase. Encourage use of the word in speaking or writing throughout the day.

Glossary

adjective – a word that modifies a noun by providing more detailed information (e.g., fast car)

analysis- a detailed examination of the components of a subject to understand its meaning and/or nature as a whole

compare – In a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.

context clues – refers to elements preceding and following an unknown or ambiguous word, phrase, or reference which can help define or identify it

conventions of spoken and written standard English – the generally accepted rules and practices for speaking and writing in the English language.

describe, description, descriptive details – to explain something in words; the details necessary to give a full and precise account

dictating – to say or read aloud with the purpose of having another write down what is spoken

digital tools – tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.

emergent-reader text – texts written using primarily short sentences, sight words, and CVC words, generally predictable to a pattern and using strong picture support

event – a thing that happens; an occurrence

grammar – the set of rules and conventions that govern the way a particular language functions, including how words and sentences are formed, how punctuation is used, etc.

illustration – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim.

key details – specific and important parts of the text that provide information, support, and elaboration

major events – the most important events that occur within a literary work; similar to main ideas, major events cannot be eliminated without changing the primary progression of the work or the development of the characters

nuance – a subtle difference or variation in a shade of meaning, significance, or expression (e.g., happy compared to giddy)

phonemes - sounds of letters

phrase(s) – a small groups of words representing a conceptual unit, containing either a subject or a verb, but not both (Note: Both a subject and a verb would constitute a clause.) (e.g., Running through the forest, she breathed in the fresh, crisp air.)

proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success

publish – to prepare and distribute for consumption (i.e., reading, viewing, listening, etc.) by the public; to print, either physically or digitally in order to make something generally known or available

punctuation – marks (often small) that are used to separate written elements, clarify meaning, guide pacing, and indicate inflection (e.g., period, comma, parentheses, question mark, etc.)

purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)

respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.

retell – to state, either verbally or through writing, events and details that are remembered from something that has been read or heard; may or may not have the same chronological structure as the original.

sequence/sequence of events – a particular (e.g., chronological, logical, etc.) way in which events, ideas, etc. follow each other

setting – the time and place of the action in a book, play, story, etc.

strengthen – to increase the rhetorical and/or argumentative impact of a written or spoken work by revising for concision, clarity, and cohesion; providing better and/or more evidence as support for claims and value statements; eliminating wordiness, redundancy, and confusion; etc.

text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

topic – the subject or matter being discussed or written about in a text, speech, etc.

usage – the manner in which language is used, closely related to style and tone; the way in which a word or phrase is used according to standard English conventions

word relationship – the manner in which words relate to one another (e.g., synonyms, antonyms, homophones, etc.)