

Learning Progressions

GRADE
K

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS



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NC ELA Standards — Learning Progressions

Formative Assessment and Learning Progressions

Formative assessment is a recursive process that occurs during instruction and uses evidence of student learning to adjust instruction to improve achievement (NC Department of Public Instruction, n.d.). The best formative assessments focus on timely information teachers can use to better support students in their learning and evidence students can use to actively manage and adjust their own learning. Through formative assessment, teachers can determine the pace at which students are learning; measure students' current knowledge of the topic, concept, or skill; uncover what students still need to learn; determine if learning opportunities are effective; and identify when instruction must be adapted.

Formative Assessment:

- Highlights the needs of each student
- Supports goal setting within the classroom curriculum
- Allows for monitoring of student progress on an ongoing basis
- Allows students to assume greater responsibility for monitoring and supporting their own learning
- Informs and targets next steps in instruction
- Allows teachers to provide descriptive feedback to students as to where they are in the learning process

Using This Resource

This resource is organized by grade-level to bring further clarity to the skills and expectations measured by the North Carolina English Language Arts Standard Course of Study (NCSCOS). Different from the Vertical Progression that shows how the standards build towards Career and College Readiness, each learning progression focuses on a singular standard and shows how the skills within the standard build towards mastery and extension.

When determining a student's skill set within each learning progression, it is important that teachers ensure the formative assessment aligns with the standards that were taught. With that in mind, if a student's skill set falls within beginning and/or progressing towards mastery of that particular standard, certain misunderstandings may be evident and/or the student may only have a simple understanding of one of more parts of that standard. If a student's skill set falls within applying, the student has shown evidence of mastery of some, if not all skills within that standard. When a student has shown consistent mastery of his/her grade-level expectations for a particular standard, then his or her skill set has moved into the extending phase, which prompts the teacher to provide more challenging learning opportunities.

Once teachers determine students' progress towards standards mastery, teachers can use this data to identify necessary strategies, scaffolds, supports, and/or extensions to meet students' needs.

*Note: Students' skill set may fall across several parts of the learning progressions. ELA educators should use their professional judgement when determining needed supports and/or extensions for students.

Other Considerations

To reach true grade-level standards' expectations, students must be provided with grade-level, complex texts, topics, and tasks. When students are only provided with or exposed to independent, reading-level texts, they are not able to fully engage with the rigor expected of the skills found within their grade-level standards.

Grade-level proficiency in and instructional alignment to the NC ELA Standards requires students to apply the skills within the standards to grade-level, complex texts.

*Note: While grade-level, complex texts should be used for core instruction, independent reading-level texts may be used for purposes of reading for enjoyment, wide reading, and/or scaffolding. Educators should use their professional judgement when determining the appropriate text for the appropriate purpose.

Disclaimer

Each learning progression shows the skills students should know and be able to do by the end of each grade and/or course. The learning progressions emphasize that standards' mastery is a growth process; the learning progressions should not be used to group, categorize, or track students. This resource is meant to help educators explore formative student data to avoid inequitable outcomes that limit the expectations held for students.

The substandards in L.3 and L.5 (K-12) are not separated from the main standard as seen in W.1 - W.3 and SL.1. The substandards are included in the progressions for L.3 and L.5 (K-12) as a whole to provide clarity on the skills and expectations of each of these grade-level standards.

Reading Literature – Kindergarten

STANDARD

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

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about a text <input type="checkbox"/> Ask questions about details in a text <input type="checkbox"/> Answer questions about a text <input type="checkbox"/> Answer questions about details in a text 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key details in a text 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about key details in a text <input type="checkbox"/> Answer questions about key details in a text <input type="checkbox"/> Consistently demonstrates RL.K.1 grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency

STANDARD

RL.K.2 With prompting and support, retell familiar stories, including key details.

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell familiar stories 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key details 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell familiar stories, including key details <input type="checkbox"/> Consistently demonstrates RL.K.2 grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency <input type="checkbox"/> Retell stories, including key details <input type="checkbox"/> Demonstrate understanding of their central message or lesson

STANDARD

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify characters in a story 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify settings in a story 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify major events in a story <input type="checkbox"/> Consistently demonstrates RL.K.3 grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency <input type="checkbox"/> Using key details in a story, describe: <ul style="list-style-type: none"> <input type="checkbox"/> Characters <input type="checkbox"/> Settings <input type="checkbox"/> Major events

STANDARD

RL.K.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify words that suggest feelings <input type="checkbox"/> Identify words that appeal to the senses 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify words in a text that suggest feelings <input type="checkbox"/> Identify words in a text that appeal to the senses 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about words in a text that suggest feelings <input type="checkbox"/> Ask questions about words in a text that appeal to the senses <input type="checkbox"/> Answer questions about words in a text that suggest feelings <input type="checkbox"/> Answer questions about words in a text that appeal to the senses <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency <input type="checkbox"/> Identify words in stories or poems that suggest feelings or appeal to the senses <input type="checkbox"/> Identify phrases in stories or poems that suggest feelings or appeal to the senses

STANDARD

RL.K.5 Recognize common types of texts.

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Recognize what constitutes as a text	<input type="checkbox"/> Recognize a type of text	<input type="checkbox"/> Recognize common types of texts <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	<input type="checkbox"/> Explain major differences between books that tell stories and books that give information.

STANDARD

RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.

Beginning	Progressing	Applying	Extending
With prompting and support, <input type="checkbox"/> Identify the author <input type="checkbox"/> Identify the illustrator	With prompting and support, <input type="checkbox"/> Determine how the author contributes to the telling of the story <input type="checkbox"/> Determine how the illustrator contributes to the telling of the story	With prompting and support, <input type="checkbox"/> Define the role of the author in telling the story <input type="checkbox"/> Define the role of the illustrator in telling the story <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Independently demonstrate grade-level proficiency <input type="checkbox"/> Identifies who is telling the story at various points in the text

STANDARD

RL.K.7 With prompting and support, describe how the words and illustrations work together to tell a story.

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"><input type="checkbox"/> Understand that words tell a story<input type="checkbox"/> Understand that illustrations tell a story	<p>With prompting and support,</p> <ul style="list-style-type: none"><input type="checkbox"/> Identify how the words and illustrations work together to tell a story	<p>With prompting and support,</p> <ul style="list-style-type: none"><input type="checkbox"/> Describe how the words and illustrations work together to tell a story<input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	<ul style="list-style-type: none"><input type="checkbox"/> Independently demonstrate grade-level proficiency<input type="checkbox"/> Uses illustrations in a story to describe its characters, setting, or events<input type="checkbox"/> Uses details in a story to describe its characters, setting, or events

STANDARD

RL.K.8 Not applicable in literature.

STANDARD

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

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the adventures of characters in familiar stories <input type="checkbox"/> Identify the experiences of characters in familiar stories 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare the adventures of characters in familiar stories <input type="checkbox"/> Compare the experiences of characters in familiar stories 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contrast the adventures of characters in familiar stories <input type="checkbox"/> Contrast the experiences of characters in familiar stories <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency

STANDARD

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

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Engage in group reading activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively engage in group reading activities 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively engage in group reading activities with purpose <input type="checkbox"/> Actively engage in group reading activities with understanding <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex text above grade-level and/or an increasingly complex task <p>With prompting and support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read literature of appropriate complexity for grade 1 <input type="checkbox"/> Read literature of appropriate complexity for grade 1 for sustained periods of time <input type="checkbox"/> Understand literature of appropriate complexity for grade 1

Reading Informational Text – Kindergarten

STANDARD

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

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about a text <input type="checkbox"/> Ask questions about details in a text <input type="checkbox"/> Answer questions about a text <input type="checkbox"/> Answer questions about details in a text 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key details in a text 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asks questions about key details in a text <input type="checkbox"/> Answers questions about key details in a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency

STANDARD

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

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the main topic of a text 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key details of a text 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell key details of a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency

STANDARD

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

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <p><input type="checkbox"/> Identify two individuals, events, ideas, or pieces of information in a text</p>	<p>With prompting and support,</p> <p><input type="checkbox"/> Describe each of the two individuals, events, ideas, or pieces of information in a text</p>	<p>With prompting and support,</p> <p><input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information in a text</p> <p><input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task</p>	<p><input type="checkbox"/> Independently demonstrate grade-level proficiency</p>

STANDARD

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

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify unfamiliar words <input type="checkbox"/> Identify familiar words 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify unfamiliar words in a text <input type="checkbox"/> Identify familiar words in a text 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about words in a text <input type="checkbox"/> Answer questions about words in a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency <input type="checkbox"/> Ask questions to help determine or clarify the meaning of words in a text <input type="checkbox"/> Ask questions to help determine or clarify the meaning of phrases in a text <input type="checkbox"/> Answer questions to help determine or clarify the meaning of words in a text <input type="checkbox"/> Answer questions to help determine or clarify the meaning of phrases in a text

STANDARD

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

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Recognize what constitutes as a book	<input type="checkbox"/> Identify the front cover of a book <input type="checkbox"/> Identify the back cover of a book	<input type="checkbox"/> Identify the title page of a book <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task <input type="checkbox"/> Know various text features in a text <input type="checkbox"/> Use various text features to locate key facts or information in a text

STANDARD

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

Beginning	Progressing	Applying	Extending
With prompting and support, <input type="checkbox"/> Identify the author <input type="checkbox"/> Identify the illustrator	With prompting and support, <input type="checkbox"/> Determine how the author contributes to the presentation of ideas or information in a text <input type="checkbox"/> Determine how the illustrator contributes to the presentation of ideas or information in a text	With prompting and support, <input type="checkbox"/> Define the role of the author in presenting the ideas or information in a text <input type="checkbox"/> Define the role of the illustrator in presenting the ideas or information in a text <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an increasingly complex text and/or task	<input type="checkbox"/> Independently demonstrate grade-level proficiency <input type="checkbox"/> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

STANDARD

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

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that words provide information <input type="checkbox"/> Understand that illustrations provide information 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify how the words and illustrations work together to provide information 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how the words and illustrations work together to provide information <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency <input type="checkbox"/> Use the illustrations in a text to describe its key ideas <input type="checkbox"/> Use the details in a text to describe its key ideas

STANDARD

RI.K.8 Begins in grade 1.

STANDARD

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

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of the common topic between texts 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare two texts on the same topic <input type="checkbox"/> Contrast two texts on the same topic 	<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify basic similarities between two texts on the same topic <input type="checkbox"/> Identify basic differences between two texts on the same topic <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task 	<ul style="list-style-type: none"> <input type="checkbox"/> Independently demonstrate grade-level proficiency

STANDARD

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

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Engage in group reading activities	<input type="checkbox"/> Actively engage in group reading activities	<input type="checkbox"/> Actively engage in group reading activities with purpose <input type="checkbox"/> Actively engage in group reading activities with understanding <input type="checkbox"/> Consistently demonstrates grade-level proficiency with an unfamiliar text and/or increasingly complex task	<input type="checkbox"/> Demonstrate grade-level proficiency with an increasingly complex above grade-level text and/or an increasingly complex task With prompting and support, <input type="checkbox"/> Read informational texts of appropriate complexity for grade 1 <input type="checkbox"/> Read informational texts of appropriate complexity for grade 1 for sustained periods of time <input type="checkbox"/> Understand informational texts of appropriate complexity for grade 1

Writing – Kindergarten

STANDARD

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.

Beginning	Progressing	Applying	Extending
W.K.1			
<ul style="list-style-type: none"> <input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces <input type="checkbox"/> Determine the topic or the name of the book they are writing about 	<ul style="list-style-type: none"> <input type="checkbox"/> 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 <input type="checkbox"/> Determine the opinion or preference about the topic or book 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they state an opinion or preference about the topic or book <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Write opinion pieces in which they: <ul style="list-style-type: none"> <input type="checkbox"/> introduce the topic or name the book they are writing about <input type="checkbox"/> State an opinion <input type="checkbox"/> Supply a reason for the opinion <input type="checkbox"/> Provide closure
W.K.1a			
<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of the questions posed by adults and/or peers <input type="checkbox"/> Demonstrate understanding of the suggestions posed by adults and/or peers 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respond to questions from adults and/or peers <input type="checkbox"/> Respond to suggestions from adults and/or peers 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add details to strengthen writing as needed <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus on a topic

STANDARD

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.

Beginning	Progressing	Applying	Extending
W.K.2			
<ul style="list-style-type: none"> <input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts <input type="checkbox"/> Determine the topic to name 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about <input type="checkbox"/> Determine some information about the topic 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they supply some information about their topic <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <input type="checkbox"/> Write informative/explanatory texts in which they <ul style="list-style-type: none"> <input type="checkbox"/> Name a topic <input type="checkbox"/> Supply some facts about the topic <input type="checkbox"/> Provide closure
W.K.2a			
<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of the questions posed by adults and/or peers <input type="checkbox"/> Demonstrate understanding of the suggestions posed by adults and/or peers 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respond to questions from adults and/or peers <input type="checkbox"/> Respond to suggestions from adults and/or peers 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add details to strengthen writing as needed <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex book, topic, and/or task <p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write

STANDARD

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.

Beginning	Progressing	Applying	Extending
W.K.3			
<ul style="list-style-type: none"> <input type="checkbox"/> Use a combination of drawing, dictating, and writing to narrate <input type="checkbox"/> Determine a single event or several loosely linked events to narrate <input type="checkbox"/> Determine the order in which the events occurred 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a combination of drawing, dictating, and writing to: <ul style="list-style-type: none"> <input type="checkbox"/> Narrate a single event or several loosely linked events <input type="checkbox"/> Tell about the events in the order in which they occurred <input type="checkbox"/> Determine the reaction to what happened 	<p>With guidance and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a combination of drawing, dictating, and writing to provide a reaction to what happened <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task <input type="checkbox"/> Write narratives in which they recount two or more appropriately sequenced events <input type="checkbox"/> Include some details regarding what happened <input type="checkbox"/> Use temporal transition words to signal event order <input type="checkbox"/> Provide some sense of closure
W.K.3a			
<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of the questions posed by adults and/or peers <input type="checkbox"/> Demonstrate understanding of the suggestions posed by adults and/or peers 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respond to questions from adults and/or peers <input type="checkbox"/> Respond to suggestions from adults and/or peers 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add details to strengthen writing as needed <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task <p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize information and ideas around a topic to plan and prepare to write

STANDARD

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

Beginning	Progressing	Applying	Extending
<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore a variety of digital tools and resources 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore a variety of digital tools and resources to produce writing <input type="checkbox"/> Explore a variety of digital tools and resources to publish writing 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborate with peers or in a whole group setting, when exploring a variety of digital tools and resources to produce writing <input type="checkbox"/> Collaborate with peers or in a whole group setting, when exploring a variety of digital tools and resources to publish writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex topic, and/or task <p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of digital tools and resources to produce writing <input type="checkbox"/> Collaborate with peers

STANDARD

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

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Participate in shared investigation 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in shared investigation of grade appropriate topics 	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in shared writing projects <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex text, topic, and/or task <input type="checkbox"/> Participate in shared research <input type="checkbox"/> Participate in shared writing projects

STANDARD

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

Beginning	Progressing	Applying	Extending
<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine personal experiences in which to draw from <input type="checkbox"/> Demonstrate understanding of provided sources 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall information from experiences <input type="checkbox"/> Gather information from provided sources 	<p>With guidance and support from adults,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answer a question, using recalled information from experiences or gathered information <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex source, topic, and/or task

Speaking and Listening – Kindergarten

STANDARD

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.

Beginning	Progressing	Applying	Extending
SL.K.1			
<input type="checkbox"/> Participate in collaborative conversations	<input type="checkbox"/> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults	<input type="checkbox"/> In small groups, participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults <input type="checkbox"/> In larger groups, participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults	<input type="checkbox"/> Demonstrates grade-level proficiency with an increasingly complex text, topic, and/or task
SL.K.1a			
<input type="checkbox"/> Help develop rules for discussions	<input type="checkbox"/> Understand agreed-upon rules for discussions	<input type="checkbox"/> Follow agreed-upon rules for discussions <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

SL.K.1b

Participate in conversations

Continue a conversation

Continue a conversation through multiple exchanges

Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

Build on others' talk in conversations by responding to the comments of others through multiple exchanges

STANDARD

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.

Beginning	Progressing	Applying	Extending
<p>With prompting and support,</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask questions about a text read aloud or information presented orally or through other media <input type="checkbox"/> Ask questions about details read aloud or information presented orally or through other media <input type="checkbox"/> Answer questions about a text read aloud or information presented orally or through other media <input type="checkbox"/> Answer questions about details read aloud or information presented orally or through other media <input type="checkbox"/> Identify key details read aloud or information presented orally or through other media 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate details for their importance <input type="checkbox"/> Identify key details in a text read aloud or information presented orally or through other media <input type="checkbox"/> Ask questions about key details in a text read aloud or information presented orally or through other media <input type="checkbox"/> Answer questions about key details in a text read aloud or information presented orally or through other media <input type="checkbox"/> Request clarification if something is not understood 	<ul style="list-style-type: none"> <input type="checkbox"/> Confirm understanding of a text read aloud or information presented orally or through other media <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks

STANDARD

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

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Monitor listening comprehension 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine when: <ul style="list-style-type: none"> <input type="checkbox"/> Help <input type="checkbox"/> is not understood 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions in order to: <ul style="list-style-type: none"> <input type="checkbox"/> Seek help <input type="checkbox"/> Get information <input type="checkbox"/> Clarify something that is not understood <input type="checkbox"/> Answer questions in order to: <ul style="list-style-type: none"> <input type="checkbox"/> Provide help <input type="checkbox"/> Provide information <input type="checkbox"/> Clarify something that is not understood <input type="checkbox"/> Consistently demonstrates grade-level proficiency 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Monitor comprehension of what the speaker says <input type="checkbox"/> Ask questions about what a speaker says <input type="checkbox"/> Answer questions about what a speaker says <input type="checkbox"/> Gather additional information <input type="checkbox"/> Clarify something that is not understood

STANDARD

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

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Speak audibly	<input type="checkbox"/> Express thoughts <input type="checkbox"/> Express feelings <input type="checkbox"/> Express ideas	<input type="checkbox"/> Clearly express: <ul style="list-style-type: none"> <input type="checkbox"/> Thoughts <input type="checkbox"/> Feelings <input type="checkbox"/> Ideas <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Produce complete sentences to describe: <ul style="list-style-type: none"> <input type="checkbox"/> People <input type="checkbox"/> Places <input type="checkbox"/> Things <input type="checkbox"/> Events with relevant details

STANDARD

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

Beginning	Progressing	Applying	Extending
<input type="checkbox"/> Add drawings or other visual displays as desired related to the topic	<input type="checkbox"/> Add drawings or other visual displays to support descriptions as desired	<input type="checkbox"/> Add drawings or other visual displays to descriptions as desired to provide additional detail <input type="checkbox"/> Consistently demonstrates grade-level proficiency	<input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Determine the need for clarification on ideas, thoughts, and feelings <input type="checkbox"/> Add drawings or other visual displays to descriptions when appropriate to: <ul style="list-style-type: none"> <input type="checkbox"/> Clarify ideas <input type="checkbox"/> Clarify thoughts <input type="checkbox"/> Clarify feelings

Language – Kindergarten

STANDARD

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.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of how singular nouns match verbs in basic sentences <input type="checkbox"/> Demonstrate understanding of how plural nouns match verbs in basic sentences <input type="checkbox"/> Demonstrate understanding of frequently occurring nouns and regular plural nouns <input type="checkbox"/> Demonstrate understanding of common, proper, and possessive nouns <input type="checkbox"/> Demonstrate understanding of frequently occurring verbs <input type="checkbox"/> Demonstrate understanding of verbs that convey sense of time <input type="checkbox"/> Demonstrate understanding of frequently occurring adjectives <input type="checkbox"/> Demonstrate understanding of frequently occurring conjunctions 	<ul style="list-style-type: none"> <input type="checkbox"/> Use singular nouns with matching verbs in basic sentences <input type="checkbox"/> Use plural nouns with matching verbs in basic sentences <input type="checkbox"/> Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) <input type="checkbox"/> Use common, proper, and possessive nouns <input type="checkbox"/> Form frequently occurring verbs <input type="checkbox"/> Convey sense of time <input type="checkbox"/> Use frequently occurring adjectives <input type="checkbox"/> Use frequently occurring conjunctions <input type="checkbox"/> Produce and expand simple, compound, declarative, interrogative, imperative, and exclamatory sentences <input type="checkbox"/> Understand and use question words 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate command of conventions within the K-1 Continua 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Ensure subject/verb agreement <input type="checkbox"/> Explain the function of nouns <input type="checkbox"/> Use collective nouns (such as <i>group</i>) <input type="checkbox"/> Use frequently occurring regular and irregular plural nouns <input type="checkbox"/> Explain the function of verbs <input type="checkbox"/> Use past tense of frequently occurring irregular verbs <input type="checkbox"/> Use regular and irregular verbs <input type="checkbox"/> Use simple verb tenses <input type="checkbox"/> Use the perfect verb tenses <input type="checkbox"/> Use verbs to convey sense of various times, sequences <input type="checkbox"/> Recognize inappropriate shifts in verb tense

<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of simple, compound, declarative, interrogative, imperative, and exclamatory sentences <input type="checkbox"/> Demonstrate understanding of question words <input type="checkbox"/> Demonstrate understanding of frequently occurring prepositions <input type="checkbox"/> Demonstrate understanding of personal, possessive, and indefinite pronouns <input type="checkbox"/> Demonstrate understanding of determiners 	<ul style="list-style-type: none"> <input type="checkbox"/> Use frequently occurring prepositions <input type="checkbox"/> Use personal, possessive, and indefinite pronouns <input type="checkbox"/> Use determiners 		<ul style="list-style-type: none"> <input type="checkbox"/> Explain the function of adjectives <input type="checkbox"/> Accurately choose which to use – adjective or adverb <input type="checkbox"/> Explain the function of conjunctions <input type="checkbox"/> Use coordinating and subordinating conjunctions <input type="checkbox"/> Explain the function of adverbs <input type="checkbox"/> Form and use comparative adverbs <input type="checkbox"/> Produce, expand, and rearrange simple and compound sentences <input type="checkbox"/> Explain the function of prepositions <input type="checkbox"/> Explain the function of pronouns <input type="checkbox"/> Use reflexive pronouns <input type="checkbox"/> Correctly use a, an, and the <input type="checkbox"/> Correctly use common homophones <input type="checkbox"/> Explain the function of and use interjections
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STANDARD

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.

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate understanding of capitalization of the first word in sentences <input type="checkbox"/> Demonstrate understanding of capitalization of the pronoun "I" <input type="checkbox"/> Demonstrate understanding of capitalization of dates and names of people <input type="checkbox"/> Demonstrate understanding of end punctuation <input type="checkbox"/> Demonstrate understanding of commas in dates <input type="checkbox"/> Demonstrate understanding of letter(s) <input type="checkbox"/> Demonstrate understanding of spelling and phonetic spelling <input type="checkbox"/> Demonstrate understanding of common spelling patterns <input type="checkbox"/> Demonstrate understanding of conventional spelling 	<ul style="list-style-type: none"> <input type="checkbox"/> Capitalize the first word in a sentence <input type="checkbox"/> Capitalize the pronoun "I" <input type="checkbox"/> Capitalize dates and names of people <input type="checkbox"/> Recognize end punctuation <input type="checkbox"/> Name end punctuation <input type="checkbox"/> Use end punctuation for sentences <input type="checkbox"/> Use commas in dates <input type="checkbox"/> Write a letter or letters for most consonant and short-vowel sounds <input type="checkbox"/> Spell simple words phonetically, drawing on knowledge of sound-letter relationships <input type="checkbox"/> Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrate command of conventions within the K-1 Continua 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts, topics, and/or tasks <input type="checkbox"/> Capitalize holidays <input type="checkbox"/> Capitalize product names <input type="checkbox"/> Capitalize geographic names <input type="checkbox"/> Capitalize appropriate words in titles <input type="checkbox"/> Use correct capitalization <input type="checkbox"/> Use commas to separate single words in a series <input type="checkbox"/> Use commas in greetings and closings of letters <input type="checkbox"/> Use an apostrophe to form contractions <input type="checkbox"/> Use an apostrophe to form frequently occurring possessives <input type="checkbox"/> Use commas in addresses <input type="checkbox"/> Use commas in dialogue

	<input type="checkbox"/> Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words		<input type="checkbox"/> Form and use possessives <input type="checkbox"/> Use quotation marks in dialogue <input type="checkbox"/> Use conventional spelling for high frequency and other studied words and for adding suffixes to base words <input type="checkbox"/> Use spelling patterns and generalizations (such as word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts) when writing words <input type="checkbox"/> Consult reference materials as needed to check and correct spellings
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STANDARD

L.K.3 Begins in grade 2.

STANDARD

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.

Beginning	Progressing	Applying	Extending
<p><input type="checkbox"/> Determine the meaning of unknown words and phrases based on grade-level reading and content</p>	<p><input type="checkbox"/> Clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content</p>	<p><input type="checkbox"/> Choose flexibly from a range of strategies to determine and/or clarify the meaning of words and phrases:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Context clues <input type="checkbox"/> Word parts <input type="checkbox"/> Word relationships <input type="checkbox"/> Reference materials <p><input type="checkbox"/> Consistently demonstrate proficiency of L.K.4 with grade-level texts</p>	<p><input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts</p>

STANDARD

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.

Note: Substandards “a”, “b” and “c” are not separated from the main standard, as seen in W.K.1 - W.K.3 and SL.K.1. The substandards L.K.5a, L.K.5b and L.K.5c are included in the progression of L.K.5 as a whole to provide clarity on the skills and expectations of the standard.

Beginning	Progressing	Applying	Extending
<p>With guidance and support from adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sort common objects into categories to gain a sense of the concepts the categories represent <input type="checkbox"/> Demonstrate understanding of frequently occurring verbs by relating them to their opposites (antonyms) <input type="checkbox"/> Demonstrate understanding of frequently occurring adjectives by relating them to their opposites (antonyms) 	<p>With guidance and support from adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish shades of meaning among verbs describing the same general action by acting out the meanings 	<p>With guidance and support from adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore nuances in word meanings <input type="checkbox"/> Consistently demonstrate proficiency of L.K.5 with grade-level texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts <input type="checkbox"/> Sort words into categories to gain a sense of the concepts the categories represent <input type="checkbox"/> Define words by category <input type="checkbox"/> Define words by one or more key attributes <input type="checkbox"/> Distinguish shades of meaning among verbs differing in manner <input type="checkbox"/> Distinguish shades of meaning among adjectives differing in intensity by defining or choosing them or by acting out the meanings

STANDARD

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

Beginning	Progressing	Applying	Extending
<ul style="list-style-type: none"> <input type="checkbox"/> Understand words and phrases learned through conversations, reading and being read to, and responding to texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Acquire words and phrases learned through conversations, reading and being read to, and responding to texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Use words and phrases learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Consistently demonstrate proficiency of L.K.6 with grade-level texts 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates grade-level proficiency with increasingly complex texts and/or tasks <input type="checkbox"/> Understand common conjunctions learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Acquire common conjunctions learned through conversations, reading and being read to, and responding to texts <input type="checkbox"/> Use common conjunctions learned through conversations, reading and being read to, and responding to texts