



North Carolina Extended Common Core State Standards
 English/Language Arts K-2

The Alternate Achievement Standards for Students With the Most Significant Cognitive Disabilities Non-Regulatory Guidance states, “...materials should show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect pre-requisite skills. Throughout the Standards descriptors (e.g., describe, answer, ask, name) should be interpreted to mean that the student will be taught and tested according to their usual mode of communication.

Kindergarten English/ Language Arts Reading Standards for Literature		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details	Identify details in stories	Key Ideas and Details
Cluster <ol style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. With prompting and support, retell familiar stories, including key details. With prompting and support, identify characters, settings, and major events in a story. 		Cluster <ol style="list-style-type: none"> With prompting and support, answer questions about key details in a familiar story. With prompting and support, identify key details in a familiar story. With prompting and support, identify characters in a familiar story.
Craft and Structure	Recognize text structure	Craft and Structure
Cluster <ol style="list-style-type: none"> Ask and answer questions about unknown words in a text. Recognize common types of texts (e.g., storybooks, poems). With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 		Cluster <ol style="list-style-type: none"> With prompting and support, ask a reader about unknown words in a text. Recognize familiar texts (e.g., storybooks, poems). With prompting and support, identify the part of the page to be read (e.g., <i>Show me where I start reading.</i>).



Integration of Knowledge and Ideas		Relate ideas within and across text	Integration of Knowledge and Ideas	
Cluster	<p>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>8. (Not applicable to literature)</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>		Cluster	<p>7. With prompting and support, match illustrations with parts of familiar stories.</p> <p>8. (Not applicable to literature)</p> <p>9. With prompting and support, match similar experiences of characters in familiar stories (e.g., both eating, both going to a store).</p>
Range of Reading and Level of Text Complexity		Engage actively with text	Range of Reading and Level of Text Complexity	
Cluster	<p>10. Actively engage in group reading activities with purpose and understanding.</p>		Cluster	<p>10. Actively engage in group reading activities for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me your favorite part</i>).</p>



Kindergarten English/ Language Arts Reading Standards for Informational Text		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details	Identify details in text	Key Ideas and Details
Cluster <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text. 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 		Cluster <ol style="list-style-type: none"> 1. With prompting and support, answer questions about key details in a familiar text. 2. With prompting and support, identify key details in familiar text. 3. With prompting and support, identify individuals, events or ideas in a familiar text.
Craft and Structure	Recognize text structure	Craft and Structure
Cluster <ol style="list-style-type: none"> 4. With prompting and support, ask and answer questions about unknown words in a text. 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 		Cluster <ol style="list-style-type: none"> 4. With prompting and support, ask a reader about unknown words in a text. 5. Identify the front cover of the book. 6. With prompting and support, identify the print as the part of the page to be read (e.g., <i>Show me where I start reading.</i>).



Integration of Knowledge and Ideas		Relate ideas within and across text	Integration of Knowledge and Ideas	
Cluster	<p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>		Cluster	<p>7. With prompting and support, match illustrations with parts of familiar text.</p> <p>8. With prompting and support, match key information from the text with the topic of the same text (e.g., in a text about trees, match words and pictures of leaves, trunk, and branch to a picture of a tree).</p> <p>9. With prompting and support, match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).</p>
Range of Reading and Level of Text Complexity		Engage actively with text	Range of Reading and Level of Text Complexity	
Cluster	<p>10. Actively engage in group reading activities with purpose and understanding.</p>		Cluster	<p>10. Actively engage in group reading activities for a clearly stated purpose (e.g., <i>Listen to the story so you can tell me who the main characters are</i>).</p>



Kindergarten English/ Language Arts Reading Standards Foundational Skills		
Common Core State Standards	Essence	Extended Common Core
Print Concepts		
Cluster	Understand concept of print, words and letters	Cluster
<ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <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. 		<ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Understand that books are read one page at a time from beginning to end. b. Understand that print is written left to right. c. Understand that print is written top to bottom. d. Recognize and name 14 or more uppercase letters of the alphabet in context. e. Recognize and name 4 or more lowercase letters of the alphabet in context.
Phonological Awareness		
Cluster	Recognize sounds in spoken words	Cluster
<ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <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 spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 		<ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Recognize spoken rhyming words. b. Recognize the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult). c. Recognize single syllable spoken words with the same onset (beginning sound).



Phonics and Word Recognition		Use letter name and letter-sound knowledge	Phonics and Word Recognition	
Cluster	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 		Cluster	<p>3. Apply letter name and letter-sound knowledge when decoding words.</p> <ul style="list-style-type: none"> a. Recognize own name in print. b. Recognize other written words that begin with the same letter as own name. c. Identify written words that start with the same letter in own name. d. Recognize sound of first letter in own name. e. Recognize other words that begin with the same sound as own name.
Fluency		Engage independently with books	Fluency	
Cluster	<p>4. Read emergent-reader texts with purpose and understanding.</p>		Cluster	<p>4. Engage in independent study of books (e.g., studies book pages one page at a time).</p>



* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

Kindergarten English/ Language Arts Writing Standards		
Common Core State Standards	Essence	Extended Common Core
Text Types and Purposes		
Cluster <ol style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .). 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. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. 	Write about a self-selected topic	Cluster <ol style="list-style-type: none"> Select a book and use drawing, dictating, or writing* to state an opinion about it. Select a topic and use drawing, dictating, or writing* to compose a message about the topic. Select an event and use drawing, dictating, or writing* to compose a message about the event.
Production and Distribution of Writing		
Cluster <ol style="list-style-type: none"> (Begins in grade 3) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 	Revise and publish own writing	Cluster <ol style="list-style-type: none"> (Begins in grade 3) With guidance and support from adults, add more information to own written message to strengthen it. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.



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Cluster	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)	information for writing	Cluster 7. Participate in shared writing about: a. familiar topics. b. topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences). 8. With guidance and support from adults, identify information, objects, or events that relate to own experiences. 9. (Begins in grade 4)	
Range of Writing			Range of Writing	
Cluster	10. (Begins in grade 3)		Cluster	10. (Begins in grade 3)



* All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

Kindergarten English/ Language Arts Speaking and Listening Standards		
Common Core State Standards	Essence	Extended Common Core
<p>Comprehension and Collaboration</p> <p>Cluster</p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 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. 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. 	<p>Communicate purposefully</p>	<p>Comprehension and Collaboration</p> <p>Cluster</p> <ol style="list-style-type: none"> 1. Participate in communicative exchanges: <ol style="list-style-type: none"> a. Participate in multiple exchanges with adult communication partners. b. Communicate directly with peers. 2. Answer questions about key details from books read aloud by others or presented through other media. 3. Ask for help when needed.
<p>Presentation of Knowledge and Ideas</p> <p>Cluster</p> <ol style="list-style-type: none"> 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. 	<p>Communicate descriptively</p>	<p>Presentation of Knowledge and Ideas</p> <p>Cluster</p> <ol style="list-style-type: none"> 4. Identify familiar people, places, things, and events. 5. Select or create pictures, drawings, or other visual or tactual displays that represent familiar people, places, things, or events. 6. Communicate thoughts, feelings, and ideas.



Kindergarten English/ Language Arts Language Standards		
Common Core State Standards	Essence	Extended Common Core
<p>Conventions of Standard English</p> <p>Cluster</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships. 	<p>Communicate conventionally</p>	<p>Conventions of Standard English</p> <p>Cluster</p> <ol style="list-style-type: none"> 1. Demonstrate understandings of standard English grammar usage when communicating. <ol style="list-style-type: none"> a. Use frequently occurring nouns and verbs. b. Understand question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). c. Link two or more words together in own communication.



Knowledge of Language			Knowledge of Language	
Cluster	3. (Begins in grade 2)		Cluster	3. (Begins in grade 2)
Vocabulary Acquisition and Use		Acquire and use vocabulary	Vocabulary Acquisition and Use	
Cluster	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) 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. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		Cluster	<p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <p>5. With guidance and support from adults, explore word relationships.</p> <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little). <p>6. Use words appropriately across context.</p>



1 st Grade English/ Language Arts Reading Standards for Literature			
Common Core State Standards		Essence	Extended Common Core
Key Ideas and Details		Understand story details	Key Ideas and Details
Cluster	<ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 		<ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a story. 2. With prompting and support, identify key details in a story. 3. With prompting and support, identify characters in a story.
Craft and Structure		Identify characteristics of text	Craft and Structure
Cluster	<ol style="list-style-type: none"> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. 6. Identify who is telling the story at various points in a text. 		<ol style="list-style-type: none"> 4. With pre-teaching and support, identify emotion words or phrases that suggest emotions in stories or poems. 5. Identify stories and information texts on the same topic (e.g., a story about a bunny and an information book about rabbits). 6. Identify which character is telling the story.
Integration of Knowledge and Ideas		Describe story characters or events.	Integration of Knowledge and Ideas
Cluster	<ol style="list-style-type: none"> 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories. 		<ol style="list-style-type: none"> 7. With prompting and support, identify illustrations or details to describe characters or events in a story. 8. (Not applicable to literature) 9. With prompting and support, identify experiences of characters in familiar stories as same or different (e.g., both characters are shopping, one goes to grocery store and the other goes to a pet store).
Range of Reading and Level of Text Complexity		Engage actively with text	Range of Reading and Level of Text Complexity
Cluster	<ol style="list-style-type: none"> 10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. 		<ol style="list-style-type: none"> 10. Actively engage in group reading of prose and poetry for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me what the characters did that was the same</i>).



1 st Grade English/ Language Arts Reading Standards for Informational Text		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details	Use details in text	Key Ideas and Details
Cluster <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 		Cluster <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify key details related to the topic of the text. 3. With prompting and support, identify words that describe individuals, events or ideas in a text (e.g., <i>Which of these words describe the...?</i>).
Craft and Structure	Recognize text structure	Craft and Structure
Cluster <ol style="list-style-type: none"> 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. 		Cluster <ol style="list-style-type: none"> 4. With prompting and support, ask a reader to clarify the meaning of words in a text. 5. With prompting and support, locate key facts or information in a text. 6. Match illustrations or pictures with information provided in a text.



Integration of Knowledge and Ideas		Relate ideas within and across text	Integration of Knowledge and Ideas	
Cluster	<p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>		Cluster	<p>7. With prompting and support, match illustrations or details in a text with its key ideas.</p> <p>8. Match key information from the text with the topic of the same text.</p> <p>9. Match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).</p>
Range of Reading and Level of Text Complexity		Engage actively with text	Range of Reading and Level of Text Complexity	
Cluster	<p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p>		Cluster	<p>10. Actively engage in group reading of informational text for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me who this text is about.</i>).</p>



1 st Grade English/ Language Arts Reading Standards Foundational Skills		
Common Core State Standards	Essence	Extended Common Core
Print Concepts		
Cluster	Understand concept of print, words and letters	Cluster
<ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 		<ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Distinguish an individual word within a sentence (e.g., When given a sentence can point to or otherwise indicate a single word when asked, “Show me just one word.”) b. Understand one-to-one correspondence between spoken word and written word (e.g., point to word one at a time while adult reads). c. Recognize and name all uppercase letters of the alphabet in context. d. Recognize and name all lowercase letters of the alphabet in context.
Phonological Awareness		
Cluster	Recognize sounds in spoken words	Cluster
<ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 		<ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Match orally presented segmented phonemes (e.g., C-A-T) to pictures illustrating the corresponding word. b. Recognize single syllable words with the same ending sound.



Phonics and Word Recognition		Use letter name and letter-sound knowledge	Phonics and Word Recognition	
Cluster	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. 		Cluster	<p>3. With prompting and support, read words and apply letter-sound knowledge and read words.</p> <ul style="list-style-type: none"> a. In context, identify 4 or more letter-sound associations. b. Identify written words that begin with single consonant phonemes produced by an adult. c. Identify written words associated with familiar pictures and symbols used to support routines, schedules and communication.
Fluency		Engage independently with books	Fluency	
Cluster	<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		Cluster	<p>4. Engage in sustained independent study of books (e.g., carefully studies a book page one page at a time).</p> <ul style="list-style-type: none"> a. Independently turn pages or navigate pages in a multi-media book, pausing long enough to consider both words and pictures. b. Sustain interest in a variety of reading materials reflecting a variety of text genre.



* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

1 st Grade English/ Language Arts Writing Standards		
Common Core State Standards	Essence	Extended Common Core
Text Types and Purposes		
Cluster <ol style="list-style-type: none"> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	Write about a self-selected topic	Cluster <ol style="list-style-type: none"> Select a topic and use drawing, dictating, or writing* to state an opinion about it. Select a topic and use drawing, dictating, or writing* to compose a message with one or more ideas about the topic. Select an event and use drawing, dictating, or writing* to compose a message with one or more ideas about the event.
Production and Distribution of Writing		
Cluster <ol style="list-style-type: none"> (Begins in grade 3) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	Revise and publish own writing	Cluster <ol style="list-style-type: none"> (Begins in grade 3) With guidance and support from adults, add more information to own written message to strengthen it. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.



Research to Build and Present Knowledge		Recall knowledge and experiences	Research to Build and Present Knowledge	
Cluster	7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)		Cluster	7. Participate in shared writing about: <ol style="list-style-type: none"> a. familiar topics. b. topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences). 8. With guidance and support from adults, identify information for use in shared writing, objects, or events that relate to own experiences. 9. (Begins in grade 4)
Range of Writing			Range of Writing	
Cluster	10. (Begins in grade 3)		Cluster	10. (Begins in grade 3)



1 st Grade English/ Language Arts Speaking and Listening Standards		
Common Core State Standards	Essence	Extended Common Core
<p>Comprehension and Collaboration</p> <p>Cluster</p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. 	<p>Communicate purposefully</p>	<p>Comprehension and Collaboration</p> <p>Cluster</p> <ol style="list-style-type: none"> 1. Participate in communicative exchanges. <ol style="list-style-type: none"> a. Communicate directly with peers in multi-turn exchanges. b. Build on comments or topics initiated by adult communication partners in multi-turn exchanges. 2. Answer questions about key details from books read aloud by others or presented through other media. 3. Answer questions posed by adult communication partners.
<p>Presentation of Knowledge and Ideas</p> <p>Cluster</p> <ol style="list-style-type: none"> 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) 	<p>Communicate descriptively</p>	<p>Presentation of Knowledge and Ideas</p> <p>Cluster</p> <ol style="list-style-type: none"> 4. Identify words that describe familiar people, places, things, and events. 5. Select or create pictures, drawings, or other visual or tactual displays that represent ideas, thoughts, or feelings. 6. Provide more information regarding thoughts, feelings, and ideas when appropriate.



*All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.

1 st Grade English/ Language Arts Language Standards		
Common Core State Standards	Essence	Extended Common Core
Conventions of Standard English	Communicate conventionally	Conventions of Standard English
<p>Cluster</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 		<p>Cluster</p> <p>1. Demonstrate understandings of standard English grammar usage when communicating.</p> <ul style="list-style-type: none"> a. Write* 14 or more upper-case letters of the alphabet. b. Use common nouns. c. Produce noun + verb or verb + noun combinations. d. Use question words (interrogatives) (e.g., who, what, where, when, why, how).



Public Schools of North Carolina

State Board of Education | Department of Public Instruction

Cluster	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none">Capitalize dates and names of people.Use end punctuation for sentences.Use commas in dates and to separate single words in a series.Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		Cluster	2. With guidance and support from adults, explore letter-sound knowledge to spell words phonetically.
Knowledge of Language		Knowledge of Language		
	3. (Begins in grade 2)			3. (Begins in grade 2)



Vocabulary Acquisition and Use	Acquire and Use Vocabulary	Vocabulary Acquisition and Use
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. 		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cluster</p> <p>4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.</p> <ol style="list-style-type: none"> Use context to choose from an array of familiar words the word that completes a sentence read aloud by an adult. <p>5. With guidance and support from adults, explore word relationships.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Identify attributes of familiar words (e.g., elephant is big; apple is red; dad is tall). Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little). Identify real-life connections between words and their use (e.g., hot, the stove is hot).



Public Schools of North Carolina
State Board of Education | Department of Public Instruction

Cluster	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).		Cluster 6. Use words and phrases appropriately across context.
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2 nd Grade English/ Language Arts Reading Standards for Literature		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details	Use details and key ideas in text	Key Ideas and Details
Cluster <ol style="list-style-type: none"> 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. 3. Describe how characters in a story respond to major events and challenges. 		Cluster <ol style="list-style-type: none"> 1. Answer such questions as who, what, and where to demonstrate understanding of key details in text. 2. Listen to stories, including fables and folktales from diverse cultures, and identify one or more ways that the story relates to or connects with self (e.g., <i>Are you more like the tortoise or the hare?</i>). 3. Identify words that describe the characters in a story.
Craft and Structure	Use the structure of a text to support understanding	Craft and Structure
Cluster <ol style="list-style-type: none"> 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 		Cluster <ol style="list-style-type: none"> 4. Identify words to complete lines of stories, poems, or songs with rhyme, rhythm, and repetition. 5. Sequence three parts of a story representing the beginning, middle and end. 6. Identify which character is speaking in appropriate parts of familiar stories (e.g., Who is saying, <i>I'll huff and I'll puff and I'll blow your house down?</i>).



Integration of Knowledge and Ideas		Use text and illustrations to support understanding	Integration of Knowledge and Ideas	
Cluster	<ul style="list-style-type: none"> 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 8. (Not applicable to literature) 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 		Cluster	<ul style="list-style-type: none"> 7. Identify illustrations or words in a print or digital text that describe or show the characters. 8. (Not applicable to literature) 9. Identify two or more books by the same author and/or illustrator.
Range of Reading and Level of Text Complexity		Engage actively with text	Range of Reading and Level of Text Complexity	
Cluster	<ul style="list-style-type: none"> 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. 		Cluster	<ul style="list-style-type: none"> 10. Actively engage in group reading of stories and poetry for a clearly stated purpose (e.g., <i>Listen while I read so you can tell me words that describe the main character</i>).



2 nd Grade English/ Language Arts Reading Standards for Informational Text		
Common Core State Standards	Essence	Extended Common Core
Key Ideas and Details Cluster <ol style="list-style-type: none"> 1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text. 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 	Use details and key ideas	Key Ideas and Details Cluster <ol style="list-style-type: none"> 1. Answer such questions as who, what, and where to demonstrate understanding of key details in a text. 2. Listen to text to identify the topic of a text or a portion of the text (e.g., “Which word best tells what this book is about?”) 3. Listen to written procedures or directions to identify what to do first and next.
Craft and Structure Cluster <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 		Use features of text to increase understanding



Integration of Knowledge and Ideas		Use text and images to support understanding	Integration of Knowledge and Ideas	
Cluster	<p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>		Cluster	<p>7. Identify images (e.g., pictures and illustrations) that relate to a text.</p> <p>8. Identify specific points an author makes in a text (e.g., <i>Listen to tell me which of these sentences were in the text.</i>).</p> <p>9. Identify two texts on the same topic.</p>
Range of Reading and Level of Text Complexity		Active engagement with text	Range of Reading and Level of Text Complexity	
Cluster	<p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		Cluster	<p>10. Actively engage in group reading of history/social studies, science, and technical texts for clearly stated purpose (e.g., <i>Listen while I read so you can tell me what we need to do first.</i>).</p>



2 nd Grade English/ Language Arts Reading Standards Foundational Skills		
Common Core State Standards	Essence	Extended Common Core
Phonics and Word Recognition		
Cluster	Read words	Phonics and Word Recognition
1. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 		1. Apply letter-sound and word analysis skills in decoding words. <ol style="list-style-type: none"> a. In context, identify 18 or more letter-sound associations. b. Identify the beginning sound of familiar words beginning with a single consonant sound. c. Recognize 10 or more written words.
Fluency		
Cluster	Engage actively with text	Fluency
2. Read with sufficient accuracy and fluency to support comprehension. <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		2. Engage actively in shared reading.



* Throughout, writing can include standard writing instruments, computers or alternate writing tools.

2 nd Grade English/ Language Arts Writing Standards		
Common Core State Standards	Essence	Extended Common Core
Text Types and Purposes		
Cluster <ol style="list-style-type: none"> 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. 	Write about self-selected topics	Cluster <ol style="list-style-type: none"> 1. Select a topic and use drawing, dictating, or writing* to state an opinion and one or more reasons to support the opinion (e.g., I like dessert. It is yummy.). 2. Select a topic and use drawing, dictating, or writing* to compose a message with two or more ideas about the topic. 3. Select an event or personal experience and use drawing, dictating, or writing* to compose a message with two or more ideas about it.
Production and Distribution of Writing		
Cluster <ol style="list-style-type: none"> 4. (Begins in grade 3) 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 	Revise and publish own writing	Cluster <ol style="list-style-type: none"> 4. (Begins in grade 3) 5. With guidance and support from adults, add more information to own written message to strengthen it. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.



Research to Build and Present Knowledge		Recall information and generate knowledge	Research to Build and Present Knowledge	
Cluster	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 8. Recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)		Cluster	7. Participate in shared writing projects (e.g., contribute ideas to writing that an adult or peers have generated). 8. Recall information from experiences to answer a question. 9. (Begins in grade 4)
Range of Writing			Range of Writing	
Cluster	10. (Begins in grade 3)		Cluster	10. (Begins in grade 3)



**All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.*

2 nd Grade English/ Language Arts Speaking and Listening Standards		
Common Core State Standards	Essence	Extended Common Core
Comprehension and Collaboration		
Cluster	Comprehend and interact	Cluster
<ol style="list-style-type: none"> 1. Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 2. Recount or describe key ideas or details from written texts read aloud or information presented orally or through media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 		<ol style="list-style-type: none"> 1. Participate in communicative exchanges: <ol style="list-style-type: none"> a. Communicate directly with peers in multi-turn exchanges. b. Build on comments or topics initiated by adult or peer communication partners in multi-turn exchanges. c. Indicate confusion or a lack of understanding (e.g., point to symbol "I'm confused"). 2. Identify words that describe key ideas or details from written texts read aloud or information presented orally or through media. 3. Answer questions posed by adult or peer communication partners.



Public Schools of North Carolina

State Board of Education | Department of Public Instruction

Presentation of Knowledge and Ideas		Communicate knowledge	Presentation of Knowledge and Ideas	
Cluster	<ol style="list-style-type: none">4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, for specific expectations.)		Cluster	<ol style="list-style-type: none">4. Identify a familiar experience and one or more facts or details related to it.5. Select or create images, photographs or other visual/tactual displays to represent experiences, thoughts, or feelings.6. Combine 3 or more words when appropriate to task and situation in order to clarify communication.



2nd Grade English/ Language Arts
 Language Standards

Common Core State Standards		Essence	Extended Common Core	
Conventions of Standard English		Communicate conventionally	Conventions of Standard English	
Cluster	1. Observe conventions of grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 		Cluster	1. Demonstrate understandings of standard English grammar and usage when communicating. <ol style="list-style-type: none"> a. Write* all upper-case letters of the alphabet. b. Write* 14 lower-case letters of the alphabet. c. Use common nouns in singular and plural forms d. Use personal pronouns. e. Use common past tense verbs (e.g., went, ate, did, saw, was).



Public Schools of North Carolina

State Board of Education | Department of Public Instruction

Cluster	2. Observe conventions of capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none">a. Capitalize holidays, product names, and geographic names.b. Use commas in greetings and closings of letters.c. Use an apostrophe to form contractions and frequently occurring possessives.d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		Cluster	2. Apply knowledge of letter-sound relationships in spelling, by representing initial sounds in words.
	Knowledge of Language			Knowledge of Language
Cluster	3. (Begins in grade 3)		Cluster	3. (Begins in grade 3)



Vocabulary Acquisition and Use		Acquire and use vocabulary	Vocabulary Acquisition and Use	
Cluster	<ol style="list-style-type: none">4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.<ol style="list-style-type: none">a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.5. Demonstrate understanding of word relationships and nuances in word meanings.<ol style="list-style-type: none">a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).		Cluster	<ol style="list-style-type: none">4. Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.<ol style="list-style-type: none">a. Choose from an array of familiar words to complete sentences read aloud by an adult.5. Demonstrate understanding of word relationships.<ol style="list-style-type: none">a. Identify words that are opposites (e.g., hot/cold, big/little).b. Sort words into meaning based categories (e.g., foods, animals, places).c. Identify the function of common nouns (e.g., fork /eat).6. Use words and phrases acquired through interactions, being read to, and other forms of instruction.