Early Kindergarten Entry

Dear Parents/Guardians,

In order for a child to be considered for Early Kindergarten Entry (EKE) a child must be 4 years old by April 16th of the current year. Wake County Public School System considers EKE to be equivalent to Whole Grade Advancement or the skipping of a grade. A candidate for EKE must show advanced development in intellectual, academic, social and emotional maturity in addition to an interest in learning.

A child must score at the 98th percentile or higher on a standardized intelligence battery administered by a licensed psychologist or licensed psychological associate in order to be considered for the EKE program. The child must also perform at or above the 98th percentile on a standardized reading or math achievement battery. If the standardized scores do not rank at the 98th percentile or higher on the intelligence and either the reading or math achievement battery, the EKE packet will not be forwarded to the child's base school for review and the child will not be considered a candidate for Early Kindergarten Entry.

WCPSS does not provide recommendations for psychologists or psychological associates who conduct intelligence and achievement evaluations. Your child's pediatrician or health insurance representative may be able to recommend providers. Please ask the psychologist or psychological associate who will be working with your child to refer to the EKE Required Documents (included in this packet) to ensure that the necessary information is collected. Parents are responsible for the cost of the evaluations.*

All of the EKE required documents must be received within the designated dates noted on the EKE Timeline. The EKE Timeline is included in this packet. Use the online WCPSS school locator tool or call (919) 431-7400 to determine your child's [base school](#).

Please be aware that the required documents will be reviewed no earlier than 5 business days prior to the first day of school for students. Therefore, it is probable that an EKE candidate will not be starting school on the first day of the school year.

Sincerely,

La' Kesha Spruill-Roberts

La' Kesha Spruill-Roberts

Director of Intervention and Advanced Learning Services

Early Kindergarten Entry Timeline

If your child will be 4 years old by April 16th of the current year, and you would like to apply for
Early Kindergarten Entry (EKE), please refer to the following information.

1) After April 16th of the current year, aptitude and achievement evaluations may be completed by a licensed psychologist or psychological associate at the parent's expense.*

2) Parents or legal guardians must complete the **Early Kindergarten Entry application packet**: www.wcpss.net,

   Once completed, parents or legal guardians must mail or deliver the required documents to the Office of Intervention and Advanced Learning Services (IALS), Crossroads I, 5625 Dillard Drive, Cary, NC 27518.
   ● All required documents must be received before the child's application will be considered.
   ● The dates to apply are based on the child's base school assignment. Application packets received before or after the dates listed will be returned to the sender or held until the acceptance dates. Refer to the table below and allow time for delivery if mailing packets so that the information is received within the accepted time frames.

Calendar for Child's Base School Assignment	Dates that Early Kindergarten Entry Packets Accepted	
Traditional Calendar Schools	August 21 - October 6	
Year-Round Calendar Schools	Tracks 1 & 2 Track 3 Track 4	July 3 - August 17 July 3 - September 8 July 24 - September 8
Modified Calendar Schools (Carver, Partnership)	July 17 -September 1	
Year-Round, Track 4 Only (Barwell, Highcroft, Hodge Road, Lake Myra, Lockhart, Rand Road, Timber Drive, Vance, Walnut Creek & Wilburn)	July 24 - September 8	

Please note, if a school has reached a cap in enrollment, a child may be assigned to a different school and the dates above may need to be adjusted.

3) After receiving the completed application, within 5 business days of the accepted time frame:

   a. IALS Office will review the completed packet and standardized test results.
   b. If the child's performance on the standardized aptitude and achievement measures meets the EKE requirements, then a representative from the IALS Office will deliver all appropriate documents to the child's base school for additional consideration.
   c. If the child's performance on the standardized aptitude and achievement measures does not meet the EKE requirements, then a representative from the IALS Office will inform the parents that the child is not eligible for the EKE program.

4) After receiving the completed application, within 15 business days from the accepted time frame: the principal (or designee) with the School-Based Committee for Gifted Education (SBCGE) will determine whether the child will be conditionally enrolled in the Early Kindergarten Entry program.

5) EKE Results of Nomination:

    a) If the child did not earn an aptitude score that ranked at the 98th percentile or higher and either a reading or math achievement score that also ranked at the 98th percentile or higher, then the Office of Intervention and Advanced Learning Services will send a notification to parents/legal guardians that that child is not eligible.

    b) If the child earned the required standardized scores, the Office of Intervention and Advanced Learning Services will send the EKE packet to the base school.

6) Results of Referral:

    a) The principal and other SBCGE members will review all available information and will compare the child's performance samples to that of kindergarten and first grade standards. If the team decides to move forward with the student's application, the principal or designee will also schedule and conduct separate parent and student interviews.

    b) If the SBCGE determines from the review of the information within the packet and the interviews that the student does not demonstrate the motivation, interest, maturity, or academic skills needed, the principal will notify the parents that the child is not eligible for Early Kindergarten Entry.

7) EKE Results of Student Observation:

    a) If following the interviews, the SBCGE determines that the student continues to be a candidate for Early Kindergarten Entry, then the principal will invite the child to attend kindergarten for a day. During this day, the child will be observed for social and emotional adjustment and will participate in academic assessments to further gauge his or her readiness for kindergarten.

        i) If the SBCGE determines that the observations and assessment data ***do not provide evidence*** that the student is a good candidate for Early Kindergarten Entry, then the principal will notify the parents that the child is not eligible for Early Kindergarten Entry.

        ii) If the SBCGE determines that the observations and assessment data ***do provide evidence*** that the student is a good candidate for Early Kindergarten Entry, then the principal will notify the parents that the child is eligible for conditional kindergarten enrollment for up to 90 calendar days

8) EKE Request for Intervention Meeting (if needed):

    If at or before the 80th day of conditional enrollment the child does not appear to be well-adjusted to the school setting, the principal shall invite and meet with the parent or legal guardian to assist in the development of an intervention plan for the child. If those strategies are not successful, the principal will provide the parent at least 10 days' notice before exiting the child from school.

9) EKE Acceptance of Enrollment or EKE Withdrawal from Conditional Enrollment:

    a) If within the conditional enrollment period the child appears well-adjusted to the school setting, the principal will notify the parents that the child will be permanently enrolled as a kindergarten student.

        i) At this time the parent must complete enrollment.

        ii) If a sibling does not attend base school or parent is looking for assignment elsewhere, parents may apply for a transfer after the 90 day conditional enrollment.

        iii) Transfers cannot be guaranteed.

    b) If the child is permanently enrolled in kindergarten, the SBCGE will determine if the child is eligible for Early Identification in the Academically and/or Intellectually Gifted (AIG) program.

Early Kindergarten Entry Specifics

Age Readiness

North Carolina state law says children must turn five on or before August 31 of the year they will begin kindergarten. This means if a child will begin kindergarten in 2023, they must be five on or before August 31, 2023. However, if a child will turn 4 years old by April 16th of this year, and the child appears intellectually, academically, socially, and emotionally ready for kindergarten, but does not meet the age requirements, parents can apply for Early Kindergarten Entry (EKE).

To qualify for Early Kindergarten Entry children must:

- Have reached the age of four on or before April 16.

- Be tested by a licensed psychologist or psychological associate (at personal cost) after April 16.

- Score at the 98th percentile or higher on the aptitude tests AND at the 98th percentile or higher on either the reading or mathematics achievement test.

- Be presented for enrollment no later than the first 30 calendar days of school.

- Be interviewed by the principal or a designee of the school and observed in the school setting. The parent(s) will also be interviewed.

- If recommended for conditional enrollment in kindergarten, the child must successfully complete the trial period.

Academic Readiness

During kindergarten, students are typically assessed on their Reading Foundational Skills and Math Standard Skills. The following are a few of the skills that will be assessed during the school year:

- letter knowledge

- concepts about print

- reading level

- basic math skills (such as counting, shapes, colors)

- language skills

State Policy on Early Kindergarten Entry Authority G.S. 115C-364

WCPSS Policy on Early Kindergarten Entry Code 4100

Social and Emotional Readiness

Social and emotional readiness are an important part of a child's transition into kindergarten. It is important children are socially and emotionally healthy as they begin school. Here are some questions you may want to ask yourself about your child's social readiness:

- Does my child get along well with others?

- Does my child work well individually and within small and large groups?

- Has my child had positive relationships and experiences being in a group away from home and familiar adults?

- Does my child show appropriate social and school behaviors?

- Is my child able to separate from me easily in new situations?

- Does my child follow rules?

- Does my child cooperate and share with other children?

- Does my child interact with other children appropriately?

- Does my child enjoy being around other children?

Children have a high rate of success in kindergarten if they can interact positively with a group of peers. Social skills such as sharing, taking turns, compromising, approaching unfamiliar children, and problem solving will facilitate an easy transition and successful year.

Personal Readiness

Personal Readiness is your child's ability to independently take care of his/her basic personal needs. Here are some examples of personal skills:

- Bathroom skills

- Dresses/undresses self

- Follows 1 or 2 step directions

- Able to feed self

- Communicates wants/needs

- Able to sit still for 10 minutes

- Avoids obvious dangers

- Keeps up with belongings

- Recognizes and tries to solve simple problems

- Able to get on and off the school bus

Parents can access a WCPSS Early Kindergarten Entry packet online or pick up packet at 5625 Dillard Drive Cary, NC 27518. Packets will be available in early April, but cannot be submitted until closer to the first day of school. (See EKE Timeline) Please be aware that the Early Kindergarten Entry interviews, observations, and conditional enrollment process occur at the child's base school.

Early Kindergarten Entry Flowchart

Psychological Testing

| Testing is completed by a licensed psychologist. | Aptitude scores at 98th percentile | Math and/or Reading Achievement 98th percentile |

If above aptitude and achievement scores are not met, the EKE Process will stop.

If the aptitude and achievement scores are met, move to the next step.

Portfolio

| Candidate sheet, birth certificate, proof of residency and base school verification | Letters of recommendation, parent checklist with anecdotal notes |

School Review

| SBCGE team reviews completed porfolio received from IALS Central Services Team | SBCGE evaluates portfolio using kindergarten and first grade standards. |

Interviews

| Base school conducts parent and student interview. | SBCGE determines if it is appropriate to invite student to kindergarten staggered entry for further evaluation and observation |

Observation in a Kindergarten Setting

| Upon invitation, student is invited for observation in a kindergarten setting. | Base school observes social/emotional adjustment to school setting. |

Early Kindergarten Entry Required Documents

Psychological Testing

Student Aptitude Assessment

❏ The following tests are the ONLY aptitude tests that Wake County Public School System will accept for Early Kindergarten Entry consideration: Stanford-Binet, Wechsler Preschool and Primary Scale of Intelligence, Wechsler Nonverbal Scale of Ability, or Differential Abilities Scale.

- The most recent version of the test must be administered.

- The tests must be administered by a licensed psychologist, licensed psychological associate, or a graduate student supervised by a licensed psychologist from a graduate training program.

- Total test score must rank at or above the **98th percentile.**

- Prorated scores are not accepted.

Student Achievement Assessment for Reading and Mathematics

❏ The Woodcock-Johnson IV Tests of Achievement or a comparable, individually administered test will be accepted by Wake County Public School System for Early Kindergarten Entry.

- The most recent version of the test must be administered.

- The tests must be administered by a licensed psychologist, licensed psychological associate, or a graduate student supervised by a licensed psychologist from a graduate training program.

- Reading cluster scores must include measures of word identification and reading comprehension skills (e.g. WJIV Letter-Word Identification and Passage Comprehension subtests to form Reading cluster).

- Math cluster scores must include measures of calculation and math problem solving skills (e.g. WJIV Applied Problems and Calculation subtest to form Mathematics cluster).

- Either the reading or math cluster score must rank at or above the **98th percentile.**

Assessments must be completed after April 16 of the current year.

If the psychologist has any questions, please contact the IALS Office (919) 694-0355

Early Kindergarten Entry Required Documents

Student Information

- ❏ **Candidate Information Sheet**
    - ● Name, address, contact numbers.
- ❏ **Base School Verification**
    - ● Use website: http://www.wcpss.net/preview
- ❏ **Birth Certificate**
    - ● Provide a certified copy of the candidate's birth certificate.

Student Performance Portfolio

- ❏ A student performance portfolio should include student work samples that demonstrate mastery of kindergarten standards and progression towards first grade standards in any of the following areas: Reading Foundational Skills and Mathematics Foundational Skills.

Parent Documents

- ❏ **Proof of Address**

    Provide proof of your Wake County address (current water, gas, or electric bill in parent's or legal custodian's name that is no more than 30 days old, newly signed lease that is no more than 60 days old, a closing disclosure/settlement statement, or an offer to purchase agreement with a closing date within 45 days of enrollment). Any other circumstances must be reviewed through the Office of Student Assignment.

- ❏ **Two letters of recommendation**

    These letters may be from a preschool teacher, childcare worker, pediatrician, or other professionals who can provide specific documentation of physical and social maturity.

- ❏ Parent Consent for Evaluation and Data Collection

- ❏ **Parent Observation Checklist:** Demonstrated Gifted Learning Behavior

    Complete including any anecdotal notes to support any checks made in the "Often Observed" column. Submit anecdotal notes on an attached sheet labeled according to Learning/Behaviors Observations.

- ❏ **Picture ID**

    Parents must provide a copy of identification that includes their picture.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Candidate Information Sheet

Portion 1: Parent completes this section *ONLY*.

Child's Name: _____

Parent (s) Name (s):_____

Street Address: _____

City: _____   Zip: _____

Preferred Contact Number: _____

Alternate Contact Number: _____

Sibling's Name: _____

Sibling's Assigned School: _____

Sibling's Name: _____

Sibling's Assigned School: _____

I understand that if the school to which I am applying is capped or closed for transfer students, there is no guarantee my child will be assigned to that particular school.

Parent Signature: _____

Section 2: IALS Office Use Only

Received: _____   Reviewed: _____

_____Student performed at the 98th percentile or higher on aptitude & either the reading or math achievement batteries.

_____Student did not perform at the 98th percentile or higher on the aptitude and either the reading or math achievement

batteries.

Signature: _____   **Date**: _____

Section 3: IALS Office Use Only

Date submitted to base school: _____

Principal's Name: _____ School Name: _____

To Principal:
The parent has completed the EKE packet and the above information is accurate. Your SBCGE should continue the EKE process as outlined in the EKE School Packet.

Signed: _____

Phone Number: _____ Email: _____

Parent Consent for Evaluation and Data Collection

Date: _____

Child's Name: _____

Parent's Name: _____

Parent's Address: _____

_____

Dear Parents:

You are requesting for your child to be considered for Early Kindergarten Entry (EKE). The EKE process requires standardized test scores in both aptitude and achievement. You are submitting those required scores for review. Additionally, the EKE process involves observations, interviews and data collection. This data will be used to determine your child's eligibility for early kindergarten entry.

Decisions resulting from the review of the standardized test scores, interviews and/or observations will be sent to you as each phase of the process is completed.

EKE *Information:* www.wcpss.net

Consent for Evaluation

Please indicate whether or not you give consent below. Then, sign and return this form to the Intervention and Advanced Learning Services Office with your child's Early Kindergarten Entry packet. Keep copies of all information that you submit.

_____   Yes, I give my permission for my child's standardized test scores to be used in considering EKE eligibility. I also give my permission for my child to participate in the required interviews, observations, and/or conditional enrollment in kindergarten to determine eligibility for EKE. This permission remains in effect as long as my child is part of the Early Kindergarten Entry process.

_____   No, I do not give my permission for my child's standardized test scores to be used in considering EKE eligibility or for my child to participate in the required interviews, observations, and/or conditional enrollment in kindergarten to determine eligibility for EKE. In denying permission, I am aware that Early Kindergarten Entry will not be considered for my child.

_____   _____
Parent Signature   Date

Parent Observation Checklist: Demonstrated Gifted Learning Behavior

Child's Name: _____

Parent's Name: _____

Date: _____

Please check the description that most accurately reflects your child's performance and behavior. Please check only one box in each row. You must present anecdotal notes or other evidence to support any checks in the "Often Observed" columns.

Learning Behaviors	Characteristics	Not Observed	Sometimes Observed	Often Observed
1. Reasoning / Logical Thinking	My child independently reasons things out for himself/ herself.			
	My child easily draws conclusions from presented information.			
	My child is able to go from the concrete to the abstract.			
If "Often Observed" is checked for any of the items, please explain or give an example of how your child demonstrates this behavior.				
2.Problem Solving	My child offers unique and clever responses.			
	My child avoids typical ways of doing things choosing instead to adapt, improve, and/or modify a problem or topic.			
If "Often Observed" is checked for any of the items, please explain or give an example of how your child demonstrates this behavior.				
3. Inquiry/ Intellectual Curiosity	My child constantly asks questions about anything and everything.			
	My child is curious about the "how and why" of his/her surroundings.			
	My child is willing to challenge accepted ideas.			
If "Often Observed" is checked for any of the items, please explain or give an example of how your child demonstrates this behavior.				

Learning Behaviors	Characteristics	Not Observed	Sometimes Observed	Often Observed
4. Insight	My child is keenly observant; he/she usually "sees more or gets more" out of a story, film, experiment, problem, etc. than others.			
	My child shows emotional sensitivity to world issues.			
	My child is concerned with right and wrong and good and bad.			
If "Often Observed" is checked for any of the items, please explain or give an example of how your child demonstrates this behavior.				
5.Communication Skills	My child uses advanced vocabulary for his/her age in written and oral communication.			
	My child demonstrates expressive and effective use of words, numbers, and symbols.			
If "Often Observed" is checked for any of the items, please explain or give an example of how your child demonstrates this behavior.				
6. Creativity/ Imagination	My child generates a large number of ideas or solutions and elaborates upon them.			
	My child is an innovative risk taker who finds imaginative ways of solving problems.			
	My child enjoys "playing with ideas."			
If "Often Observed" is checked for any of the items, please explain or give an example of how your child demonstrates this behavior.				

Learning Behaviors	Characteristics	Not Observed	Sometimes Observed	Often Observed
7.Self- Awareness	My child displays a keen sense of humor.			
	My child is individualistic and does not fear being different.			
	My child strives towards perfection and is self-critical.			
	My child is adamant about his/her beliefs.			
	My child adapts readily to new situations.			

If "Often Observed" is checked for any of the items, please explain or give an example of how your child demonstrates this behavior.

Learning Behaviors	Characteristics	Not Observed	Sometimes Observed	Often Observed
8. Memory	My child knows numerous facts about many subjects.			
	My child demonstrates quick mastery and recall of factual information.			

If "Often Observed" is checked for any of the items, please explain or give an example of how your child demonstrates this behavior.

Learning Behaviors	Characteristics	Not Observed	Sometimes Observed	Often Observed
9. Student Academic Performance	My child demonstrates well-developed organizational skills.			
	Routine tasks easily bore my child.			
	My child sets high personal goals and strives for academic excellence.			

If "Often Observed" is checked for any of the items, please explain or give an example of how your child demonstrates this behavior.

Learning Behaviors	Characteristics	Not Observed	Sometimes Observed	Often Observed
10. *Interest*	My child reads a great deal and frequently selects books well beyond his/her age.			
	My child enjoys learning for its own sake.			
	My child displays an intense interest and skill in an area.			
If "Often Observed" is checked for any of the items, please explain or give an example of how your child demonstrates this behavior.				
11. *Motivation to Learn*	My child needs little external motivation and enjoys the challenge of new and different topics.			
	My child is a "self-starter" who works well alone, needs few directions and little supervision.			
If "Often Observed" is checked for any of the items, please explain or give an example of how your child demonstrates this behavior.				

Comments: **Please list any special interests or talents that your child has and any extra-curricular activities in which he or she participates. Also, list any special recognitions or awards that your child has received.**

Early Kindergarten Entry: NC Math Standards for Kindergarten

Counting and Cardinality	
Know number names and the counting sequence.	Know number names and recognize patterns in the counting sequence by: ❏ Counting to 100 by ones ❏ Counting to 100 by tens
	Count forward beginning from a given number within the known sequence, instead of having to begin at 1.
	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects
Count to tell the number of objects.	Understand the relationship between numbers and quantities. ❏ When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. ❏ Recognize that the last number named tells the number of objects counted regardless of their arrangement. ❏ State the number of objects in a group, of up to 5 objects, without counting the objects.
	Count to answer "How many?" in the following situations: ❏ Given a number from 1–20, count out that many objects. ❏ Given up to 20 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater. ❏ Given 20 objects arranged in a line, a rectangular array, and a circle, identify how many. ❏ Given 10 objects in a scattered arrangement, identify how many.

Early Kindergarten Entry: NC Math Standards for Kindergarten

Counting and Cardinality	
Compare numbers.	Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.
	Compare two numbers, within 10, presented as written numerals.

Operations and Algebraic Thinking	
Understand addition and subtraction.	Represent addition and subtraction, within 10: ❏ Use a variety of representations such as objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, or expressions. ❏ Demonstrate understanding of addition and subtraction by making connections among representations.
	Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving: ❏ Add to/Take From-Result Unknown ❏ Put Together/ Take Apart (Total Unknown and Two Addends Unknown)
	Decompose numbers less than or equal to 10 into pairs in more than one way using objects or drawings, and record each decomposition by a drawing or expression.
	For any number from 0 to 10, find the number that makes 10 when added to the given number using objects or drawings, and record the answer with a drawing or expression
	Recognize and combine groups with totals up to 5.
	Demonstrate fluency with addition and subtraction within 5.

Early Kindergarten Entry: NC Math Standards for Kindergarten

Number and Operations in Base Ten	
Build foundation for place value.	Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: ❏ Using objects or drawings. ❏ Recording each composition or decomposition by a drawing or expression. ❏ Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

Measurement and Data	
Describe and compare measurable attributes.	Describe measurable attributes of objects; and describe several different measurable attributes of a single object.
	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
Classify objects and count the number of objects in each category	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry	
Identify and describe shapes.	Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.
	Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.
	Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three dimensional.

Geometry	
Analyze, compare, create, and compose shapes.	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.
	Model shapes in the world by: ❏ Building and drawing triangles, rectangles, squares, hexagons, circles. ❏ Building cubes, cones, spheres, and cylinders.
	Compose larger shapes from simple shapes.

Early Kindergarten Entry: NC English Language Arts Standards for Kindergarten

Reading Standards for Literature

Key Ideas and Evidence	
With prompting and support, ask and answer about **key details** in a **text**.	Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text.
With prompting and support, **retell** familiar stories, including **key details**.	Students tell what happened in a familiar story. They include important details such as who, what, when, where, why, or how. Teachers and/or peers provide support and prompting.
With prompting and support, identify characters, **settings**, and **major events** in a story.	Students name characters in a story, including both main and supporting characters. They also name specific places where the story happens. Students name the important events in the story. Teachers and/or peers provide support and prompting.
Craft and Structure	
With prompting and support, ask and answer questions about words in a **text** that suggest feelings or appeal to the senses.	Students ask questions about words in a text that suggest feelings (e.g. happy, mad, sad) or appeal to the senses (e.g. stinky smell, bright sight, loud sound, delicious taste, soft touch.) Students also answer questions about the selected words. The teacher and/or peers provide support and prompting.
Recognize common types of **texts**.	Students identify different types of text, including poems, stories, and informational books.
WIth prompting and support, define the role of the author and illustrator in telling the story.	Students describe the roles of the author and the illustrator. They explain how each contributes to the telling of the story. The teacher and/or peers provide support and prompting.

Early Kindergarten Entry: NC English Language Arts Standards for Kindergarten

Integration of Ideas and Analysis	
With prompting and support, **describe** how the words and **illustration**s work together to tell a story.	Students explain how words and illustrations contribute to what is happening in a story. They explain the connection between the words and the illustrations, such as what moment in the story an illustration depicts. The teacher and/or peers provide support and prompting.
With prompting and support, **compare and contrast** the adventures and experiences of characters in familiar stories.	Students describe the similarities and differences between the adventures and experiences of characters in known stories. The teacher and/or peers provide support and prompting.
Range of Reading and Level of Complexity	
Actively engage in group reading activities with **purpose** and understanding	As a class or in small groups, students engage in activities such as asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud.

Reading Standards for Informational Text

Key Ideas and Evidence	
With prompting and support, ask and answer questions about key details in a text.	Students ask questions about the important details in the text. They also correctly answer questions about those important details in the text. Teachers and/or peers provide support and prompting.
With prompting and support, identify the main topic and retell key details of a text.	Students state the main topic of an informational text. Students also state important details from the text. Teachers and/or peers provide support and prompting.
With prompting and support, describe the connection between two individuals,events, ideas, or pieces of information in a text.	Students explain how two individuals, events, ideas, or pieces of information from a text are related. Students access the book and pictures as support. Teachers and/or peers provide support and prompting.

Early Kindergarten Entry: NC English Language Arts Standards for Kindergarten

Craft and Structure	
With prompting and support, ask and answer questions about words in a text.	Students ask questions about unfamiliar and familiar words in a text. Students also answer questions about those words. The teacher and/or peers provide support and prompting.
Identify the front cover, back cover, and title page of a book	Students point out the front cover, back cover, and title page of a book
With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.	Students describe the roles of the author and the illustrator in providing information. The teacher and/or peers provide support and prompting.
Integration of Ideas and Analysis	
With prompting and support, describe how the words and illustrations work together to provide information.	Students explain how the words and illustrations within a text provide insight into what is happening in the text. They explain the connection between the words and the illustrations, such as what person, place, thing, or idea in the text an illustration depicts. The teacher and/or peers provide support and prompting.
With prompting and support, identify basic similarities in and differences between two texts on the same topic.	Students recognize how two texts with the same topic are the same and different. This includes similarities and differences between illustrations, descriptions, or procedures. The teacher and/or peers provide support and prompting.
Range of Reading and Level of Complexity	
Actively engage in group reading activities with purpose and understanding.	As a class or in small groups, students engage in activities such as asking questions, providing details, and decoding words when completing reading activities such as a choral reading or listening to a text read aloud.

Early Kindergarten Entry: NC English Language Arts Standards for Kindergarten

Reading Standards for Foundational Skills

Print Concepts	
Demonstrate understanding of the organization and basic features of print.	Students understand the basic concepts of print. ● Students move from left to right across the page, from the top to the bottom of a page, and from one page to the next. ● Students know that words are made of letters and that spoken words can be written to become a piece of writing. ● Students know that letters together in a certain sequence make words and these words are written with spaces between them. ● Students name all letters in uppercase and lowercase forms.
Handwriting	
Print upper-and lowercase letters.	● Students write uppercase and lowercase letters
Phonological Awareness	
Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	● Students demonstrate phonological awareness at the word level, syllable level, and sound level. ● Students identify and create rhyming words. ● Students divide words into syllables and count those syllables. They say the sounds in the syllables and blend them to create words. ● In single-syllable words, students blend and segment the onset and rime (The onset in "mat" is /m/ and the rime is /at/). ● Students segment CVC (consonant-vowel-consonant) words (e.g. dot) so that each sound is heard in isolation (e.g. /d//o//t/ is "dot" note: except for CVC endings /l/, /r/, and /x/). ● Students manipulate phonemes (sounds) in single syllable words to make new words (e.g. substitute /c/ in "mat" to make "cat" or add /l/ to "fat" to make "flat").

Phonics and Word Recognition	
Know and apply grade-level phonics and word **analysis** skills in decoding words.	- Students read words using grade-level appropriate strategies. - Students produce all (or most) of the primary sounds for consonants. - Students know the long and short vowel sounds and their common spellings. - Students read frequently seen words by sight (e.g. the, of, to, you, she, my, is, are, do, does). - Students identify the sound that is different in two similarly spelled words (e.g. went and want, students identify that /e/ in went is different than /a/ in want).
Fluency	
Read emergent-reader texts with purpose and understanding.	Students read and understand texts with predictable patterns, short sentences, sight words, CVC words, and strong picture support.