

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 the 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

*A limited number of scholarships may be available for those who demonstrate financial need.

Si necesita servicios de traducción gratuitos para comprender los procesos escolares, llame al (919) 852-3303

إذا كنت بحاجة إلى خدمات الترجمة المجانية للتعرف على سير العمليات بالمدرسة، اتصل بالرقم (919) 852-3303

Si vous avez besoin de services de traduction gratuits pour comprendre les procédures scolaires, appelez le (919) 852-3303

यदि आपको विद्यालय की प्रक्रियाओं को समझने के लिए निःशुल्क अनुवाद सेवाएं चाहिए, तो (919) 852-3303 पर कॉल करें

학교/교육 과정에 관한 무료 번역 서비스가 필요하시면 다음 번호로 연락하여 주십시오 (919) 852-3303

Nếu quý vị cần sự thông dịch miễn phí để hiểu phương pháp trường học, xin vui lòng gọi số điện thoại (919) 852-3303

如果您需要免费翻译服务来了解学校流程, 请致电 (919) 852-3303

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 & Fox Road Elementary	August 19 - October 7
Year-Round Calendar Schools	July 2 - August 19
Modified Calendar Schools (Carver, Partnership)	July 18 - September 5
Year-Round, Track 4 Only (Highcroft, Hodge Road, Lake Myra, Lockhart, Rand Road, Timber Drive, Vance, & Wilburn)	July 22 - September 9
Barwell Elementary & Walnut Creek Elementary	July 18 - September 6

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:
 - IALS Office will review the completed packet and standardized test results.
 - 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.
 - 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) EKE 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 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 can not 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 2019, they must be five on or before August 31, 2019. 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

1. Psychological Testing

- Testing completed by a licensed psychologist.
- Aptitude scores at the 98th percentile or higher.
- Math and/or Reading achievement scores at the 98th percentile or higher.
- If the above aptitude and achievement scores are not met, the EKE Process will stop.

2. Portfolio

- Candidate Sheet, Birth Certificate, Proof of Residency & Base School Verification
- Letters of Recommendation
- Parent Checklist with Anecdotal Notes
- 5 math work samples (one from each math strand)
- 4 ELA work samples (foundational skills, informational, fictional & writing)
- IALS Central Services portfolio review

3. School Review

- SBCGE team reviews completed portfolio received from IALS Central Services Team.
- SBCGE evaluates portfolio using kindergarten and first grade standards.
- If appropriate, SBCGE coordinates student and parent interviews.

4. 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.

5. 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.
- Base school conducts mClass, Number Knowledge Test, and any other assessments to gauge readiness for kindergarten.

6. Conditional Enrollment

- Upon successful participation of staggered entry, student is conditionally enrolled in kindergarten.
- School continues to monitor social/emotional wellness and academics to support placement.
- Intervention will be provided if needed.

***The process for consideration of EKE stops at any stage along the flowchart if criteria are not met.**

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) 533-7754.

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.

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.

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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My child easily draws conclusions from presented information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My child is able to go from the concrete to the abstract.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If "Often Observed" checked for any of items, please explain or give example of how your child demonstrates this behavior.				
2. Problem Solving	My child offers unique and clever responses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My child avoids typical ways of doing things choosing instead to adapt, improve, and/or modify a problem or topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If "Often Observed" checked for any of items, please explain or give example of how your child demonstrates this behavior.				
3. Inquiry/ Intellectual Curiosity	My child constantly asks questions about anything and everything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My child is curious about the "how and why" of his/her surroundings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My child is willing to challenge accepted ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If "Often Observed" checked for any of items, please explain or give 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.			
<p style="text-align: center;">If "Often Observed" checked for any of items, please explain or give example of how your child demonstrates this behavior.</p>				
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.			
<p style="text-align: center;">If "Often Observed" checked for any of items, please explain or give example of how your child demonstrates this behavior.</p>				
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."			
<p style="text-align: center;">If "Often Observed" checked for any of items, please explain or give example of how your child demonstrates this behavior.</p>				

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.			
<p style="text-align: center;">If "Often Observed" checked for any of items, please explain or give example of how your child demonstrates this behavior.</p>				
8. Memory	My child knows numerous facts about many subjects.			
	My child demonstrates quick mastery and recall of factual information.			
<p style="text-align: center;">If "Often Observed" checked for any of items, please explain or give example of how your child demonstrates this behavior.</p>				
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.			
<p style="text-align: center;">If "Often Observed" checked for any of items, please explain or give example of how your child demonstrates this behavior.</p>				

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.			
<p style="text-align: center;">If "Often Observed" checked for any of items, please explain or give example of how your child demonstrates this behavior.</p>				
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.			
<p style="text-align: center;">If "Often Observed" checked for any of items, please explain or give example of how your child demonstrates this behavior.</p>				

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.

Counting and Cardinality

Kindergarten Standards ONLY

KNOW number names and the counting sequence.	<p>Know number names and recognize patterns in the counting sequence by:</p> <ul style="list-style-type: none"> Counting to 100 by ones. Counting to 100 by tens. <p>Count forward beginning from a given number within the known sequence, instead of having to begin at 1.</p> <p>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.</p> <p>Understand the relationship between numbers and quantities.</p> <ul style="list-style-type: none"> 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 (one-to-one correspondence). Recognize that the last number named tells the number of objects counted regardless of their arrangement (cardinality). State the number of objects in a group, of up to 5 objects, without counting the objects (perceptual subitizing). <p>Count to answer "How many?" in the following situations:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Compare two numbers, within 10, presented as written numerals.</p>
Count to tell the number of objects.	<p>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.</p> <p>Compare two numbers, within 10, presented as written numerals.</p>
Comments:	



Early Kindergarten Entry: NC Math Standards for Kindergarten + 1st Grade

Geometry

Kindergarten		1st Grade	
<p>Identify and describe shapes.</p>	<p>Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.</p>	<p>Reason with shapes and their attributes.</p>	<p>Distinguish between defining and non-defining attributes and create shapes with defining attributes by:</p> <ul style="list-style-type: none"> • Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles. • Building cubes, rectangular prisms, cones, spheres, and cylinders.
	<p>Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.</p>		<p>Create composite shapes by:</p> <ul style="list-style-type: none"> • Making a two-dimensional composite shape using rectangles, squares, trapezoids, triangles, and half-circles naming the components of the new shape. • Making a three-dimensional composite shape using cubes, rectangular prisms, cones, and cylinders, naming the components of the new shape. <p>Partition circles and rectangles into two and four equal shares.</p> <ul style="list-style-type: none"> • Describe the shares as halves and fourths, as half of and fourth of. • Describe the whole as two of, or four of the shares. • Explain that decomposing into more equal shares creates smaller shares
<p>Analyze, compare, create, and compose shapes.</p>	<p>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.</p>	<p><u>Comments</u></p>	
	<p>Model shapes in the world by:</p> <ul style="list-style-type: none"> • Building and drawing triangles, rectangles, squares, hexagons, circles. • Building cubes, cones, spheres, and cylinders. <p>Compose larger shapes from simple shapes.</p>		

Early Kindergarten Entry: NC Math Standards for Kindergarten + 1st Grade

Measurement and Data		
<p>Describe and compare measurable attributes.</p>	<p>Describe measurable attributes of objects; and describe several different measurable attributes of a single object.</p>	<p>Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p>
<p>Classify objects and count the number of objects in each category.</p>	<p>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>Measure lengths with non-standard units.</p> <ul style="list-style-type: none"> Express the length of an object as a whole number of non-standard length units. Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps.
<p>Build understanding of time and money.</p>	<p>Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>Identify quarters, dimes, and nickels and relate their values to pennies.</p>	<p>Organize, represent, and interpret data with up to three categories.</p> <ul style="list-style-type: none"> Ask and answer questions about the total number of data points. Ask and answer questions about how many in each category. Ask and answer questions about how many more or less are in one category than in another.
<p><u>Comments</u></p>	<p>Represent and interpret data.</p>	



Early Kindergarten Entry: NC Math Standards for Kindergarten + 1st Grade

Number and Operations in Base 10

<i>Kindergarten</i>		<i>1st Grade</i>	
<i>Build foundation for place value.</i>	<p>Compose and decompose numbers from 11 to 19 into ten ones and some further ones by:</p> <ul style="list-style-type: none"> • 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. 	<i>Extend and recognize patterns in the counting sequence.</i>	<p>Count to 150, starting at any number less than 150.</p> <p>Read and write numerals, and represent a number of objects with a written numeral, to 100.</p> <p>Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <ul style="list-style-type: none"> • Utilize by making a ten from a collection of ten ones. • Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones. <p>Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations:</p> <ul style="list-style-type: none"> • A two-digit number and a one-digit number • A two-digit number and a multiple of 10 <p>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using:</p> <ul style="list-style-type: none"> • Concrete models and drawings • Number lines • Strategies based on place value • Properties of operations • The relationship between addition and subtraction
<i>Comments:</i>		<i>Understand Place Value.</i>	
		<i>Use place value understanding and properties of operations.</i>	

Early Kindergarten Entry: NC Math Standards for Kindergarten + 1st Grade

Operations and Algebraic Thinking

Kindergarten		1st Grade	
<p><i>understand addition and subtraction</i></p>	<p>Represent addition and subtraction, within 10:</p> <ul style="list-style-type: none"> 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. 	<p><i>Represent and solve problems</i></p>	<p>Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.</p> <ul style="list-style-type: none"> Add to/Take from-Change Unknown Put together/Take Apart-Addend Unknown Compare-Difference Unknown
	<p>Represent addition and subtraction, within 10:</p> <ul style="list-style-type: none"> 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. 		<p>Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number.</p>
<p><i>understand addition and subtraction</i></p>	<p>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.</p>	<p><i>understand and apply the properties of operations.</i></p>	<p>Apply the commutative and associative properties as strategies for solving addition problems.</p>
	<p>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.</p>		<p>Solve an unknown-addend problem, within 20, by using addition strategies and/or changing it to a subtraction problem.</p> <p>Add and subtract, within 20, using strategies such as:</p> <ul style="list-style-type: none"> Counting on Making ten Decomposing a number leading to a ten Using the relationship between addition and subtraction Using a number line Creating equivalent but simpler or known sums
<p><i>Comments:</i></p> <p>Recognize and combine groups with totals up to 5 (conceptual subitizing).</p>		<p><i>Add and subtract within 20.</i></p> <p>Demonstrate fluency with addition and subtraction within 10.</p>	
<p><i>Comments:</i></p>		<p><i>Analyze addition and subtraction equations within 20.</i></p> <p>Apply understanding of the equal sign to determine if equations involving addition and subtraction are true.</p> <p>Determine the unknown whole number in an addition or subtraction equation involving three whole numbers.</p>	

<i>Reading: Foundational Skills</i>		
STANDARD	Kindergarten	1st Grade
<i>Print Concepts</i>		
1	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Recognize and use capitalization and ending punctuation.
<i>Handwriting</i>		
2	<p>Print upper- and lowercase letters.</p>	<p>Print all upper- and lowercase letters legibly.</p>
<i>Phonological Awareness</i>		
3	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Distinguish long from short vowel sounds in spoken single-syllable words. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).



<i>Phonics and Word Recognition</i>		
4	<p>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 sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>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.
Fluency		
5	<p>Read emergent-reader texts with purpose and understanding.</p>	<p>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.
Comments		



Reading: Informational Texts

ANCHOR STANDARDS		Kindergarten	1st Grade
<i>Key Ideas and Details</i>			
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.
2	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	With prompting and support, identify the main topic and retell key details of a text.	Identify the main topic and retell key details of a text.
3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
<i>Craft and Structure</i>			
4	Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	With prompting and support, ask and answer questions about words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Identify the front cover, back cover, and title page of a book.	Know and use various text features to locate key facts or information in a text.
6	Assess how point of view, perspective, or purpose shapes the content and style of a text.	With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas		
7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	With prompting and support, describe how the words and illustrations work together to provide information.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Begins in grade 1.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	With prompting and support, identify basic similarities in and differences between two texts on the same topic.
Range of Reading and Level of Text Complexity		
10	Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	Actively engage in group reading activities with purpose and understanding.
<p><u>Comments:</u></p>		
<p>With prompting and support, read and understand informational texts appropriately complex for grade 1 for sustained periods of time.</p>		

Reading Literature			
ANCHOR STANDARDS	Kindergarten	1st Grade	
Key Ideas and Details			
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.
2	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	With prompting and support, retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	With prompting and support, identify characters, settings, and major events in a story.	Describe characters, settings, and major events in a story, using key details.
Craft and Structure			
4	Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Recognize common types of texts.	Explain major differences between books that tell stories and books that give information.
6	Assess how point of view, perspective, or purpose shapes the content and style of a text.	With prompting and support, define the role of the author and illustrator in telling the story.	Identify who is telling the story at various points in a text.

Reading Literature			
ANCHOR STANDARDS	Kindergarten	1st grade	
<i>Key Ideas and Details</i>			
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.
2	Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	With prompting and support, retell familiar stories, including key details.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	With prompting and support, identify characters, settings, and major events in a story.	Describe characters, settings, and major events in a story, using key details.
<i>Craft and Structure</i>			
4	Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Recognize common types of texts.	Explain major differences between books that tell stories and books that give information.
6	Assess how point of view, perspective, or purpose shapes the content and style of a text.	With prompting and support, define the role of the author and illustrator in telling the story.	Identify who is telling the story at various points in a text.



ANCHOR STANDARDS			
Writing			
Text Types and Purposes			
	Kindergarten	1st Grade	
1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>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.</p> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</p>	<p>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
2	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>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.</p> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</p>	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>

<p>3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.</p> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</p>	<p>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal transition words to signal event order, and provide some sense of closure. (</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
<p>Production and Distribution of Writing</p>		
<p>4</p> <p>Use digital tools and resources to produce and publish writing and to interact and collaborate with others.</p>	<p>With guidance and support from adults, explore a variety of digital tools and resources to produce and publish writing, either in collaboration with peers or in a whole group setting.</p>	<p>With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p>
<p>5</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Participate in shared investigation of grade appropriate topics and writing projects.</p>	<p>Participate in shared research and writing projects</p>
<p>6</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><u>Comments:</u></p>		