

# State Standards Alignment

North Carolina: Kindergarten - 8th Grade

## Kindergarten

- **RF.K.2.** Print upper- and lowercase letters.
- **RF.K.3.d.** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- **RF.K.4.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.
- **RF.K.4.b.** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

### **Set 1** (*Pre Emergent*)

Beginning Sounds: m, s, a, t, d

### **Set 3** (*Pre Emergent*)

Beginning Sounds: r, u, l, w, g, h

### **Set 5** (*Pre Emergent*)

Beginning Sounds: j, qu, x, z

### **Early Decodables** (*Kindergarten*)

Short Sentences with CVC Words

### **Set 7** (*Kindergarten*)

Short i CVC

### **Set 9** (*Kindergarten*)

Short u CVC

### **Set 11a** (*Kindergarten*)

Introduction to Digraph: ck

### **Set 13a** (*Kindergarten*)

Introduction to Digraph: th [voiced; unvoiced]

### **Set 15a** (*Kindergarten*)

Introduction to Digraph: wh

## Reading Foundational Skills

### **Set 2** (*Pre Emergent*)

Beginning Sounds: i, c, o, n, f

### **Set 4** (*Pre Emergent*)

Beginning Sounds: k, v, p, b, y, e

### **Word Books** (*Pre Emergent*)

Blending CVC Words

### **Set 6** (*Kindergarten*)

Short a CVC

### **Set 8** (*Kindergarten*)

Short o CVC

### **Set 10** (*Kindergarten*)

Short e CVC

### **Set 12a** (*Kindergarten*)

Introduction to Digraph: sh

### **Set 14a** (*Kindergarten*)

Introduction to Digraph: ch



## First Grade

## Reading Foundational Skills

- **RF.1.2.** Print all upper- and lowercase letters legibly.
- **RF.1.3.b.** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **RF.1.3.c.** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **RF.1.4.a.** Know the spelling-sound correspondences for common consonant digraphs.
- **RF.1.4.b.** Decode regularly spelled one-syllable words.
- **RF.1.4.c.** Know final -e and common vowel team conventions for representing long vowel sounds.

**Set 11a** (*Kindergarten*)  
Introduction to Digraph: ck

**Set 13a** (*Kindergarten*)  
Introduction to Digraph: th  
[voiced; unvoiced]

**Set 15a** (*Kindergarten*)  
Introduction to Digraph: wh

**Set 12** (*First Grade*)  
Digraph: th

**Set 14** (*First Grade*)  
Digraph: -ng

**Set 16** (*First Grade*)  
L-Blends

**Set 18** (*First Grade*)  
R-Blends

**Set 20** (*First Grade*)  
Inflectional Endings: Three  
Sounds of -ed

**Set 22** (*First Grade*)  
-st, -ft, -ct, -pt

**Set 24** (*First Grade*)  
-ld, -lf, -lp

**Set 26** (*First Grade*)  
Long Vowel a\_e

**Set 28** (*First Grade*)  
Long Vowel o\_e

**Set 12a** (*Kindergarten*)  
Introduction to Digraph: sh

**Set 14a** (*Kindergarten*)  
Introduction to Digraph: ch

**Set 11** (*First Grade*)  
Digraphs: sh, ck

**Set 13** (*First Grade*)  
Digraph: ch

**Set 15** (*First Grade*)  
Digraph: wh

**Set 17** (*First Grade*)  
S-Blends

**Set 19** (*First Grade*)  
Contractions

**Set 21** (*First Grade*)  
-nd, -nk, -nt

**Set 23** (*First Grade*)  
-lt, -lk

**Set 25** (*First Grade*)  
-sk, -mp

**Set 27** (*First Grade*)  
Long Vowel i\_e

**Set 29** (*First Grade*)  
Long Vowels u\_e and e\_e



## First Grade

## Reading Foundational Skills

**Set 30** (*First Grade*)

Trigraphs -dge and -tch

**Set 32** (*First Grade*)

R-Controlled or

**Set 34** (*First Grade*)

R-Controlled ir, ur

**Set 36** (*Second Grade*)

Long e Vowel Teams: ee, ea, ey

**Set 38** (*Second Grade*)

Long o Vowel Teams: oa, oe, ow

**Set 31** (*First Grade*)

R-Controlled ar

**Set 33** (*First Grade*)

R-Controlled er

**Set 35** (*First Grade*)

- Words Ending in y
- Digraph: ph

**Set 37** (*Second Grade*)

Long a Vowel Teams: ai, ay

**Set 39** (*Second Grade*)

Long i Vowel Teams: ie, igh



## Second Grade

## Reading Foundational Skills

- **RF.2.4.** Know spelling-sound correspondences for additional common vowel teams.
  - **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.

### **Set 36** (*Second Grade*)

Long e Vowel Teams: ee, ea, ey

### **Set 38** (*Second Grade*)

Long o Vowel Teams: oa, oe, ow

### **Set 40** (*Second Grade*)

- Diphthongs: oy, oi
- Vowel Team: eigh

### **Set 42** (*Second Grade*)

Vowel Teams: au, aw, augh

### **Set 44** (*Second Grade*)

Vowel Teams: ew, ue, ui

### **Set 46** (*Second Grade*)

Cle Syllables: -ble, -fle, ple, -dle, -tle, -gle, -cle, -kle, -sle, -zle

### **Set 48** (*Second Grade*)

- Long a Vowel r /air/
- Long e vowel r /ear/

### **Set 50** (*Second Grade*)

- Suffixes: -less, -ful, -ly
- Silent Letters: gn, kn, wr, mb

### **Set 52** (*High Interest*)

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

### **Set 54** (*High Interest*)

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

### **Set 37** (*Second Grade*)

Long a Vowel Teams: ai, ay

### **Set 39** (*Second Grade*)

Long i Vowel Teams: ie, igh

### **Set 41** (*Second Grade*)

Vowel Team: oo

### **Set 43** (*Second Grade*)

Diphthongs: ow, ou

### **Set 45** (*Second Grade*)

Short e and Long a Vowel Teams: ea

### **Set 47** (*Second Grade*)

Soft c and g

### **Set 49** (*Second Grade*)

- Multiple Sounds of ough
- Multisyllabic Words

### **Set 51** (*High Interest*)

Prefixes/Roots/Suffixes: dis-, re-  
-un-, -ent, -er, -ful, -ive

### **Set 53** (*High Interest*)

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

### **Set 55** (*High Interest*)

Prefixes/Roots/Suffixes: bi, tri-,  
-able, -ible, -inter, -ance, -ence



### Foundational Skills

- **RF.3.4.a.** Know and apply grade-level phonics and word analysis skills in decoding words.

### Literature

- **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.3** Describe characters in a story and explain how their actions contribute to the sequence of events.

### Informational

- **RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### Language

- **L.3.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

### Set 51 (*High Interest*)

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

### Set 52 (*High Interest*)

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

### Set 53 (*High Interest*)

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

### Set 54 (*High Interest*)

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

### Set 55 (*High Interest*)

Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

### Set 56 (*High Interest*)

Prefixes/Roots/Suffixes: tele-, therm-, photo-, -ure, -cy

### Set 57 (*High Interest*)

Prefixes/Roots/Suffixes: ped-, man-, tract-, spect-, -ician, -al

### Set 58 (*High Interest*)

Prefixes/Roots/Suffixes: bio, port-, dict-, rupt-, -logy/logist, -graph/graphy

### Set 59 (*High Interest*)

Prefixes/Roots/Suffixes: scrib-, semi-, intra, anti-, -ine, -emia

### Set 60 (*High Interest*)

Prefixes/Roots/Suffixes: junct/join, socio-, struct-, -lessly, -lessness, -ively



**Foundational Skills**

- **RF.4.4** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

**Literature**

- **RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

**Informational**

- **RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Language**

- **L.3.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

**Set 51 (High Interest)**

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

**Set 52 (High Interest)**

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

**Set 53 (High Interest)**

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

**Set 54 (High Interest)**

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

**Set 55 (High Interest)**

Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

**Set 56 (High Interest)**

Prefixes/Roots/Suffixes: tele-, therm-, photo-, -ure, -cy

**Set 57 (High Interest)**

Prefixes/Roots/Suffixes: ped-, man-, tract-, spect-, -ician, -al

**Set 58 (High Interest)**

Prefixes/Roots/Suffixes: bio, port-, dict-, rupt-, -logy/logist, -graph/graphy

**Set 59 (High Interest)**

Prefixes/Roots/Suffixes: scrib-, semi-, intra, anti-, -ine, -emia

**Set 60 (High Interest)**

Prefixes/Roots/Suffixes: junct/join, socio-, struct-, -lessly, -lessness, -ively



**Foundational Skills**

- **RF.5.4** Know and apply grade-level phonics and word analysis skills in decoding words

**Literature**

- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

**Informational**

- **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Language**

- **L.5.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

**Set 51 (High Interest)**

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

**Set 52 (High Interest)**

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

**Set 53 (High Interest)**

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

**Set 54 (High Interest)**

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

**Set 55 (High Interest)**

Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

**Set 56 (High Interest)**

Prefixes/Roots/Suffixes: tele-, therm-, photo-, -ure, -cy

**Set 57 (High Interest)**

Prefixes/Roots/Suffixes: ped-, man-, tract-, spect-, -ician, -al

**Set 58 (High Interest)**

Prefixes/Roots/Suffixes: bio, port-, dict-, rupt-, -logy/logist, -graph/graphy

**Set 59 (High Interest)**

Prefixes/Roots/Suffixes: scrib-, semi-, intra, anti-, -ine, -emia

**Set 60 (High Interest)**

Prefixes/Roots/Suffixes: junct/join, socio-, struct-, -lessly, -lessness, -ively

### Literature

- **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.6.2** Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

### Informational

- **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

### Language

- **L.6.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

### Set 51 (*High Interest*)

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

### Set 52 (*High Interest*)

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

### Set 53 (*High Interest*)

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

### Set 54 (*High Interest*)

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

### Set 55 (*High Interest*)

Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

### Set 56 (*High Interest*)

Prefixes/Roots/Suffixes: tele-, therm-, photo-, -ure, -cy

### Set 57 (*High Interest*)

Prefixes/Roots/Suffixes: ped-, man-, tract-, spect-, -ician, -al

### Set 58 (*High Interest*)

Prefixes/Roots/Suffixes: bio, port-, dict-, rupt-, -logy/logist, -graph/graphy

### Set 59 (*High Interest*)

Prefixes/Roots/Suffixes: scrib-, semi-, intra, anti-, -ine, -emia

### Set 60 (*High Interest*)

Prefixes/Roots/Suffixes: junct/join, socio-, struct-, -lessly, -lessness, -ively

**Literature**

- **RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.7.2** Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RL.7.3** Analyze how particular elements of a story or drama interact

**Informational**

- **RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.7.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- **RI.7.3** Analyze the interactions between individuals, events, and ideas in a text.

**Language**

- **L.7.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

**Set 51 (High Interest)**

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

**Set 52 (High Interest)**

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

**Set 53 (High Interest)**

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

**Set 54 (High Interest)**

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

**Set 55 (High Interest)**

Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

**Set 56 (High Interest)**

Prefixes/Roots/Suffixes: tele-, therm-, photo-, -ure, -cy

**Set 57 (High Interest)**

Prefixes/Roots/Suffixes: ped-, man-, tract-, spect-, -ician, -al

**Set 58 (High Interest)**

Prefixes/Roots/Suffixes: bio, port-, dict-, rupt-, -logy/logist, -graph/graphy

**Set 59 (High Interest)**

Prefixes/Roots/Suffixes: scrib-, semi-, intra, anti-, -ine, -emia

**Set 60 (High Interest)**

Prefixes/Roots/Suffixes: junct/join, socio-, struct-, -lessly, -lessness, -ively

### Literature

- **RL.8.1** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.2** Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

### Informational

- **RI.8.1** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

### Language

- **L.8.4** Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

### Set 51 (*High Interest*)

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

### Set 52 (*High Interest*)

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

### Set 53 (*High Interest*)

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

### Set 54 (*High Interest*)

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

### Set 55 (*High Interest*)

Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

### Set 56 (*High Interest*)

Prefixes/Roots/Suffixes: tele-, therm-, photo-, -ure, -cy

### Set 57 (*High Interest*)

Prefixes/Roots/Suffixes: ped-, man-, tract-, spect-, -ician, -al

### Set 58 (*High Interest*)

Prefixes/Roots/Suffixes: bio, port-, dict-, rupt-, -logy/logist, -graph/graphy

### Set 59 (*High Interest*)

Prefixes/Roots/Suffixes: scrib-, semi-, intra, anti-, -ine, -emia

### Set 60 (*High Interest*)

Prefixes/Roots/Suffixes: junct/join, socio-, struct-, -lessly, -lessness, -ively