

English Language Arts (ELA)

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling	<p>Literature</p> <ul style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. retell familiar stories, including key details. identify characters, settings, and major events in a story. Ask and answer questions about unknown words in a text. Recognize common types of texts (e.g., storybooks, poems). define the role of author and illustrator in telling the story describe how words & illustrations work together to tell a story <p>Informational</p> <ul style="list-style-type: none"> define the role of author and illustrator in telling the story describe how words & illustrations work together to tell a story 	<ul style="list-style-type: none"> RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 <ul style="list-style-type: none"> RI.K.5 RI.K.6 RI.K.7 	<p>Alphabet, letter, sound, word, question, character, setting, story, author, illustrator, title, space, detail, book, spine, pages, title, title page</p>
<p>RFK.1 One Month</p> <p>RFK.2 & 3 Spiraling</p>	<p>Foundational Skills</p> <ul style="list-style-type: none"> Demonstrate understanding of the organization and basic features of print. <ul 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 □ Print upper and lowercase letters. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul 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). 	<ul style="list-style-type: none"> K.RF.1 K.RF.2 K.RF.3 	<p>features of print, spacing, uppercase letters, lowercase letters, syllable, blending, consonant, vowel</p>

Ongoing practice	Building collaborative conversations on topics and text	▣ SL.K.1	discussion
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English Language Arts (ELA)

Standards

Reading Literature

- RL.K.1** With prompting and support, ask and answer questions about key details in a text.
- RL.K.2** With prompting and support, retell familiar stories, including key details.
- RL.K.3** With prompting and support, identify characters, settings, and major events in a story.
- RL.K.4** Ask and answer questions about unknown words in a text.
- RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- RL.K.6** With prompting and support, define the role of author and illustrator in telling the story
- RL.K.7** With prompting and support, describe how words and illustrations work together to tell a story

Reading Informational

- RI.K.5** Identify the front cover, back cover, and title page of a book.
- RI.K.6** With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.
- RI.K.7** With prompting and support, describe how the words and illustrations work together to provide information.

Foundational Skills

- RF.K.1** Demonstrate understanding of the organization and basic features of print.
- 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
- RF.K.2** Print upper- and lowercase letters.
- RF.K.3** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 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. d.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Speaking and Listening

- SL.K.1** Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Follow agreed upon rules for discussions
 - Continue a conversation through multiple exchanges

I Can Statements

Reading Literature

RL.K.1 I can ask questions about important details in a text

RL.K.2 I can answer questions about important details in a text

RL.K.3 I can identify characters from a story

RL.K.3 I can identify the setting of a story

RL.K.4 I can ask questions about unknown words in a text

RL.K.5 I can identify the front cover of a book, back cover, title page

RL.K.6 I can name the author and illustrator of a book

Reading Informational

RI.K.5 I can find the front cover, back cover and title page in nonfiction books.

RI.K.6 I can tell who the author and illustrator are in nonfiction books.

I can tell what their jobs are.

RI.K.7 I can tell how the words and pictures go together in nonfiction books

Foundational Skills

RF.K.1 I can follow words left to right, top to bottom, page to page

RF.K.1 I can explain that words are separated from each other with spaces

RF.K.3 I can recognize that spoken words match to written words by a sequence of letters.

Speaking and Listening

SL.K.1 I can show that I know how to have good conversations with my friends and teachers. **SL.K.1A** I can listen and take turns when I am having conversations.

Resources

Standards Based Lessons from **DPI**

<https://ncdpi.instructure.com/courses/914/pages/kindergarten-lessons>



Kindergarten 1st – Nine Weeks

Writing

Timeline (# of days)	Topic	Standards	Key Vocabulary
Nine Weeks: Narrative Spiraling	<u>Writing</u> <ul style="list-style-type: none"> □ Writing a personal narrative □ Using digital tools and resources to publish writing □ Shared investigation and writing	<ul style="list-style-type: none"> □ W.K.3 □ W.K.4 □ W.K.5 	Dictating, strengthen, event, respond Digital tools, publish, setting topic
Spiraling	<u>Reading Foundational</u> <ul style="list-style-type: none"> □ With guidance and support, selects or produces letters when asked to write □ Demonstrate emerging understanding of the organization of print □ Demonstrate emerging awareness of print 	<ul style="list-style-type: none"> □ RF.K.1 □ RF.K.2 □ RF.K.4 	Letter names positional words uppercase, lowercase
Spiraling	<u>Language</u> <ul style="list-style-type: none"> □ the conventions of standard English grammar and usage when writing or speaking □ the conventions of standard English capitalization, punctuation, and spelling when writing 	<ul style="list-style-type: none"> □ L.K.1 □ L.K.2 	

Writing

Standards

Writing

K.W.3 Narrative (real or imagined experiences or events) Use a combination of drawing, **dictating**, and writing to narrate a single event or several loosely linked **events**, tell about the events in the order in which they occurred, and with guidance and support, provide

a reaction to what happened.

- a. With guidance and support from adults, **respond** to questions and suggestions from adults and/or peers and add details to **strengthen** writing as needed.

K.W.4 With guidance and support from adults, explore a variety of **digital tools** and resources to produce and **publish** writing, either in collaboration with peers or in a whole group **setting**.

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

Reading Foundational

RF.K.2 Print upper- and lowercase letters.

RF.K.1 Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific **sequences** of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper and lowercase letters of the alphabet.

RF.K.4 Know and apply grade-level phonics and word **analysis** skills in decoding words.

- 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 spelling (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.

Language

L.K.1 Demonstrate command of the **conventions of standard English grammar** and **usage** when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.

L.K.2 Demonstrate command of the **conventions of standard English** capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

I Can Statements

K.W.3- I can draw or write to tell an organized story about something that has happened.

K.W.4- I can use a variety of digital tools to write or illustrate a story. (As a class, small groups, or partners with teacher help) **K.W. 5-** I can listen to my teacher read books and then express what I know in writing. (Class explore and writes about topic together)

RF.K.2- I can print lower case letters.
I can print upper case letters.

RF.K.1- I can show that I know how books should be read.

I can read the words in a book in the right order.

I can understand that words I say can be written using letters in a certain order.

I can understand that words have spaces between them.

I can name all of my upper and lower case letters in the alphabet.

RF.K.4- I can read words using grade-level appropriate strategies.

L.K.1 Demonstrate command of the **conventions of standard English grammar** and **usage** when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.

L.K.2 Demonstrate command of the **conventions of standard English** capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.

Resources

Write from the Beginning: Narrative writing and mini lessons



Kindergarten 1st Nine Weeks

Math

Timeline (# of days)	Topic	Standards	Vocabulary	I can
1 day	1.1 Model and count 1 and 2	K.CC.4	One	I can model and count 1 and 2 with

			Two match	objects.
1 day	1.2 Count and write 1 and 2	K.CC.3	One Two	I can represent 1 and 2 objects with number names and written numbers.
1 day	1.3 Model and count 3 and 4	K.CC.4	Three Four match	I can model and count 3 and 4 with objects.
1 day	1.4 Count and write 3 and 4	K.CC.3	Three four	I can represent 3 and 4 objects with number names and written numbers.
1 day	1.5 Model and count to 5	K.CC.4	five	I can model and count up to 5 with objects.
1 day	1.6 Count and write to 5	K.CC.3	five	I can represent up to 5 objects with the number name and written number.
1 day	1.7 Ways to make 5	K.CC.4 K.OA.3	Pairs And One Two Three Four five	I can use sets of objects to show 5 in more than one way.
1 day	1.8 Count and order to 5	K.CC.4	Larger One Two Three Four five	I can identify one larger in a set of objects up to 5.
1 day	1.9 Understand zero	K.CC.3	Zero Fewer more	I can make a model to solve problems.
1 day	1.10 Identify and write zero	K.CC.3	zero	I can represent zero objects with a written name and a written number.
2 days	Chapter Review and test			
1 day	2.1 Same Number	K.CC.6	Same number Compare match	I can match and count to compare sets with the same number of objects.

1 day	2.2 Greater than	K.CC.6	Greater Compare more	I can compare sets when the number of objects in one set is greater than the objects in another set.
1 day	2.4 Less than	K.CC.6	Less Fewer compare	I can compare sets when the number of objects in one set is less than the objects in another set.
1 day	2.5 Compare by matching sets to 5	K.CC.6	Match Same number Greater Less More Fewer Compare	I can make a model to solve problems with matching.
1 day	2.6 Compare by counting sets to 5	K.CC.6	Compare One Two Three Four five	I can use a counting strategy to compare sets of objects.
2 days	Chapter Review and test			
1 day	3.1 Model and count to 6	K.CC.5	Six match	I can model and count 6 with objects.
1 day	3.2 Count and write to 6	K.CC.3	six	I can represent up to 6 objects with a number name and a written number.
1 day	3.3 Model and count 7	K.CC.5	Seven match	I can model and count 7 with objects.
1 day	3.4 Count and Write to 7	K.CC.3	Seven	I can represent up to 7 objects with a number name and a written number.
1 day	3.5 Model and count 8	K.CC.5	Eight match	I can model and count 8 with objects.
1 day	3.6 Count and write to 8	K.CC.3	eight	I can represent up to 8 objects with a number name and a written number.
1 day	3.9 Model and count 9	K.CC.5	Nine	I can model and count 9 with objects.
1 day	3.10 Count and write to 9	K.CC.3	nine	I can represent up to 9 objects with a number name and a written number.

1 day	3.11 Problem Solving numbers to 9	K.CC.6 K.CC.7		I can draw a picture to solve problems.
2 days	Chapter Review and Test			

Math Resources

Instructional Resources from DPI

www.tools4ncteachers.com

Guidance Documents

<https://achievethecore.org/page/2853/go-math-k-5-guidance-documents>



Kindergarten 1st Nine Weeks

Social Studies/Science

Timeline (# of days)	Topic	Standards	Key Vocabulary
Science 1 month	Structures and Functions of Living Organisms <ul style="list-style-type: none"> ☐ K.L.1.1 Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal. ☐ K.L.1.2 Compare characteristics of living and nonliving things in terms of their: • Structure • Growth • Changes • Movement • Basic need 	<ul style="list-style-type: none"> ☐ K.L.1.1 ☐ K.L.1.2 	alike, different, rough, smooth, large, small, size, habitat, food, sort, movement, living, nonliving

Social Studies Aug-Oct	Roles of A Citizen <ul style="list-style-type: none"> • Understand how individuals are similar and different. • Exemplify positive relationships through fair play and friendship. • Explain why citizens obey rules in the classroom, school, home and neighborhood. 	<input type="checkbox"/> K.C&G.1.1 <input type="checkbox"/> K.C&G.1.2	citizen,rules,family,school, home, neighborhood,community, friendship,play
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Social Studies/Science
Standards
<p>K.L.1.1 Compare different types of the same animal (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.</p> <p>K.L.1.2 Compare characteristics of living and nonliving things in terms of their: • Structure • Growth • Changes • Movement • Basic need</p> <p>K.C&G.1.1 Exemplify positive relationships through fair play and friendship.</p> <p>K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood.</p>