

English Language Arts (ELA)

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling	<p>Literature</p> <ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, <ul style="list-style-type: none"> <input type="checkbox"/> ask and answer questions about key details in a text. <input type="checkbox"/> retell familiar stories, including key details. <input type="checkbox"/> identify characters, settings, and major events in a story. <input type="checkbox"/> Ask and answer questions about unknown words in a text. <input type="checkbox"/> Recognize common types of texts (e.g., storybooks, poems). <input type="checkbox"/> define the role of author and illustrator in telling the story <input type="checkbox"/> describe how words & illustrations work together to tell a story <p>Informational</p> <ul style="list-style-type: none"> <input type="checkbox"/> define the role of author and illustrator in telling the story <input type="checkbox"/> describe how words & illustrations work together to tell a story 	<ul style="list-style-type: none"> <input type="checkbox"/> RL.K.1 <input type="checkbox"/> RL.K.2 <input type="checkbox"/> RL.K.3 <input type="checkbox"/> RL.K.4 <input type="checkbox"/> RL.K.5 <input type="checkbox"/> RL.K.6 <input type="checkbox"/> RL.K.7 <input type="checkbox"/> RI.K.5 <input type="checkbox"/> RI.K.6 <input type="checkbox"/> 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"> <input type="checkbox"/> Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet <input type="checkbox"/> Print upper and lowercase letters. <input type="checkbox"/> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 	<ul style="list-style-type: none"> <input type="checkbox"/> K.RF.1 <input type="checkbox"/> K.RF.2 <input type="checkbox"/> K.RF.3 	<p>features of print, spacing, uppercase letters, lowercase letters, syllable, blending, consonant, vowel</p>

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.
- 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

Kindergarten **Emergent CAPE Menu**

https://drive.google.com/open?id=IsDbGKT9yoLqCg6_lqJHltjL2BTfSg7CV

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

Writing	
Standards	
<u>Writing</u>	
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	Key Vocabulary
Approx. 12 days instruction Approx. 2 days for assessment	Go Math Chapter 1: Represent, Count, and Write Numbers 1-5 <input type="checkbox"/> Counting/Number names <input type="checkbox"/> Count and Tell the Number of Objects <input type="checkbox"/> Count and Tell the Number of Objects	<input type="checkbox"/> NC.K.CC.1 <input type="checkbox"/> NC.K.CC.4 <input type="checkbox"/> NC.K.CC.5	Counting,number names, ones, tens, order left, right, ,order,group, How many? How Many?, 1-20, objects
Approx. 6 days instruction Approx. 2 days for assessment	Go Math Chapter 2: Compare Numbers to 5 <input type="checkbox"/> Compare Numbers	<input type="checkbox"/> NC.K.CC.6	Identify, greater, less, equal, counting, group
Approx. 11 days instruction Approx. 2 days for assessment	Go Math Chapter 3: Represent, Count, and Write Numbers 6-9 <input type="checkbox"/> Compare Numbers	<input type="checkbox"/> NC.K.CC.6	Identify, greater, less, equal, counting, group

Math

Standards

Counting and Cardinality

K.CC.1 Know number names and recognize patterns in the counting sequence by:

- Rote sequence to 20.

K.CC.4 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 (one-to-one correspondence).
- Recognize that the last number stated 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).

K.CC.5 Count to answer "How many?" in the following situations:

- Given a number from (1-10), count out that many objects.
 - Given up to 10 objects, name the next successive number when an object is added, recognizing the quantity is one more/greater.
 - Given 10 objects arranged in a line, a rectangular array, and a circle, identify how many.
 - Given 5 objects in a scattered arrangement, identify how many.
- K.CC.6** 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.

I Can Statements

K.CC.1- I can count to 100 by ones and tens.

K.CC.4- I can understand how number names go with counting things in the right order.

I can name the number for each thing in a group as I count them.

I can understand that the last thing I count tells the number of things in a group.

I can understand that things in a group can be moved around and the total number will be the same.

I can understand that the next number I say when I count means that there is one more.

K.CC.5- I can count up to 10 to tell how many things are in a group.

I can count out a group of things when someone gives me any number from 1 to 20.

K.CC.6- I can use matching or counting to tell if a group of objects in one group is bigger, smaller or the same as a group of objects in another group.

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. 	<ul style="list-style-type: none"> ❑ K.C&G.1.1 ❑ K.C&G.1.2 	citizen, rules, family, school, home, neighborhood, community, friendship, play

Social Studies/Science

Standards

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

K.C&G.1.1 Exemplify positive relationships through fair play and friendship.

K.C&G.1.2 Explain why citizens obey rules in the classroom, school, home and neighborhood.