

## English Language Arts (ELA)

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling 2nd-4th	<p><b><u>Reading Informational</u></b>  <b>With prompting and support,</b>  <input type="checkbox"/> <b>ask</b> and <b>answer questions</b> about <b>key details</b> in a text.  <input type="checkbox"/> <b>identify</b> the <b>main topic</b> of a <b>familiar text</b>.  <input type="checkbox"/> <b>actively engage</b>  <input type="checkbox"/> in <b>group reading</b> of <b>informational text</b>.  <input type="checkbox"/> in <b>purposeful shared reading</b> of <b>familiar text</b></p> <p><b><u>Literature</u></b>  <b>With prompting and support,</b>  <input type="checkbox"/> <b>ask and answer questions</b> about <b>key details</b> in a text.  <input type="checkbox"/> <b>retell</b> familiar stories, including key details.  <input type="checkbox"/> identify <b>characters, settings,</b> and major <b>events</b> in a story. <input type="checkbox"/> Ask and answer questions about <b>unknown words</b> in a text. <input type="checkbox"/> Recognize <b>common types of texts</b> (e.g., storybooks, poems). <input type="checkbox"/> define <b>the role of author</b> and <b>illustrator</b> in telling the story <input type="checkbox"/> describe how <b>words &amp; illustrations</b> work together to tell a story</p>	<input type="checkbox"/> <b>RI.K.1</b> <input type="checkbox"/> <b>RI.K.2</b> <input type="checkbox"/> <b>RI.K.10</b>  Spiraling from 1st Nine weeks <input type="checkbox"/> <input type="checkbox"/> <b>RL.K.1</b> <input type="checkbox"/> <b>RL.K.2</b> <input type="checkbox"/> <b>RL.K.3</b> <input type="checkbox"/> <b>RL.K.4</b> <input type="checkbox"/> <b>RL.K.5</b> <input type="checkbox"/> <b>RL.K.6</b> <input type="checkbox"/> <b>RL.K.7</b>  <input type="checkbox"/> <b>RI.K.5</b> <input type="checkbox"/> <b>RI.K.6</b> <input type="checkbox"/> <b>RI.K.7</b>	key details, text, topic, text, retell
Spiraling 2nd-4th	<p><b><u>Foundational Skills</u></b>  <input type="checkbox"/> Demonstrate emerging understanding of the organization of print <input type="checkbox"/> With guidance and support, selects or produces letters when asked to write  <input type="checkbox"/> Know and apply <b>grade level phonics</b> and <b>word analysis skills</b> in <b>decoding words</b>.  <input type="checkbox"/> Demonstrate basic knowledge of <b>one-to-one sound correspondences</b> by <b>producing the primary sound</b> or many of the most frequent sounds for each consonant  <input type="checkbox"/> Read emergent reader text with purpose and understanding <input type="checkbox"/> Demonstrate emerging awareness of print.</p>	<input type="checkbox"/> <b>RF.K.1</b> <input type="checkbox"/> <b>RF.K.4</b> <input type="checkbox"/> <b>RF.K.5</b> <input type="checkbox"/> <b>RF.K.2</b>	decoding, sounds, consonant, text, purpose space, punctuation, right, left, top, bottom, uppercase, lowercase

Spiraling	<p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in <b>collaborative conversation</b> with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed upon rules for discussions</li> <li>b. Continue a conversation through multiple exchanges</li> </ul> </li> <li><input type="checkbox"/> Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key details and requesting clarification if something is not understood</li> <li><input type="checkbox"/> Ask and answer questions in order to seek help, get information, or clarify something that is not understood</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>SL.K.1</b></li> <li><input type="checkbox"/> <b>SL.K.2</b></li> <li><input type="checkbox"/> <b>SL.K.3</b></li> </ul>	discussion questions, key details, information
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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.1** With prompting and support, ask and answer questions about key details in a text.

**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. **RI.K.2** With prompting and support, identify the main topic and retell key details of a text.

**RI.K.10** Actively engage in group reading activities with purpose and understanding.

#### **Reading Foundational**

**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 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.

e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**RF.K.5** Read emergent-reader texts with purpose and understanding

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

### **Speaking and Listening**

**SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions.

b. Continue a conversation through multiple exchanges.

**SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

a. I can follow words from left to right, top to bottom, and page by page.

b. I can recognize that spoken words are represented in written language by specific sequences of letters. c. I can understand that words are separated by spaces in print.

d. I can recognize and name all upper and lowercase letters of the alphabet.

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

a. I can 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. I can associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. I can read common high-frequency words by sight.

d. I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

e. I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**RF.K.5** I can read emergent-reader texts with purpose and understanding

**RF.K.2** I can print upper- and lowercase letters.

### **Speaking and Listening**

**SL.K.1** I can participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. I can follow agreed-upon rules for discussions.

b. I can continue a conversation through multiple exchanges.

**SL.K.2** I can confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SL.K.3** I can ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## Resources

Standards Based Lessons from DPI  
<https://ncdpi.instructure.com/courses/914/pages/kindergarten-lessons>



## Kindergarten 2nd Nine Weeks

### Writing

Timeline (# of days)	Topic	Standards	Key Vocabulary
Nine Weeks	❑ Writing a <b>personal narrative</b>	❑ <b>W.K.3</b>	<b>Dictating, strengthen, event, respond</b>
Spiraling	❑ With guidance and support, selects or produces <b>letters</b> when asked to write	❑ <b>RF.K.2</b>	<b>Letter names</b>
Spiraling	❑ Demonstrate emerging understanding of the <b>organization of print</b>	❑ <b>RF.K.1</b>	<b>positional words</b>
Spiraling	❑ Demonstrate emerging <b>awareness of print.</b>	❑ <b>RF.K.4</b>	<b>uppercase, lowercase</b>
Spiraling	❑ Using <b>digital tools</b> and <b>resources</b> to publish writing	❑ <b>W.K.4</b>	<b>Digital tools, publish, setting</b>
Spiraling	❑ <b>Shared investigation</b> and <b>writing</b>	❑ <b>W.K.5</b>	<b>topic</b>

### Writing Standards

**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.

**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.

## 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.

#### Resources

**Write from the Beginning** units and mini lessons



## Kindergarten 2nd Nine Weeks

### Math

Timeline (# of days)	Topic	Standards	Vocabulary	I can
1 day	4.1 Model and Count 10	K.CC.5 K.OA.3	Ten match	I can model and count 10 with objects.
1 day	4.2 Count and write to 10	K.CC.3	ten	I can represent up to 10 objects with a number name and a written number.

<b>1 day</b>	4.3 Ways to Make a 10	K.OA.4	And Pairs One Two Three Four Five Six Seven Eight Nine ten	I can use a drawing to make 10 from a given number.
<b>1 day</b>	4.4 Count and order to 10	K.CC.2	One Two Three Four Five Six Seven Eight Nine ten	I can count forward to 10 from a given number.
<b>1 day</b>	4.5 Compare by matching sets to 10	K.CC.6	Compare Greater Less Match One Two Three Four Five Six Seven Eight Nine ten	I can make a model to solve problems.
<b>1 day</b>	4.6 Compare by counting sets to 10	K.CC.6	Compare Greater Less One Two Three	I can use counting strategies to compare sets of objects.

			Four Five Six Seven Eight Nine ten	
<b>1 day</b>	4.7 Compare two numbers	K.CC.7	Greater Less One Two Three Four Five Six Seven Eight Nine ten	I can compare two numbers between 1 and 10.
<b>2 days</b>	Chapter Review and Test			
<b>1 day</b>	5.1 Add to	K.OA.1	Add	I can show addition as adding to within 5.
<b>1 day</b>	5.2 Put together	K.OA.1	plus	I can show addition as putting together.
<b>1 day</b>	5.3 Act out addition problems	K.OA.1	Is equal to plus	I can solve problems by acting it out.
<b>1 day</b>	5.4 Model and draw addition problems	K.OA.5	Plus Is equal to	I can use objects and drawings to solve addition problems within 5.
<b>1 day</b>	5.5 Write addition sentences for 10	K.OA.4	Plus Is equal to	I can use a drawing to find 10 from a given number.
<b>1 day</b>	5.6 Write addition sentences	K.OA.5	Plus Is equal to	I can solve addition word problems within 5 and write the equation.



<b>1 day</b>	5.7 Write more addition sentences	K.OA.2	Plus Is equal to	I can solve addition word problems within 10 and write the equation.
<b>1 day</b>	5.8 Number pairs to 5	K.OA.3	plus Is equal to Pair One Two Three Four five	I can model and write addition sentences for number pairs for sums to 5.
<b>1 day</b>	5.9 Number pairs for 6 and 7	K.OA.3	plus Is equal to Pair One Two Three Four Five Six seven	I can model and write addition sentences for number pairs for each sum of 6 and 7.
<b>1 day</b>	5.10 Number pairs for 8	K.OA.3	plus Is equal to Pair One Two Three Four Five Six Seven eight	I can model and write addition sentences for number pairs for sums of 8.
<b>1 day</b>	5.11 Number pairs for 9	K.OA.3	plus Is equal to Pair One Two Three Four Five Six	I can model and write addition sentences for number pairs for sums of 9.

			Seven Eight nine	
<b>1 day</b>	5.12 Number pairs for 10	K.OA.3	plus Is equal to Pair One Two Three Four Five Six Seven Eight Nine ten	I can model and write addition sentences for number pairs for sums of 10.
<b>2 days</b>	Chapter Review and Test			
<b>1 day</b>	6.1 Subtraction: Take From	K.OA.1	subtract minus take from	I can show subtraction as taking from.
<b>1 day</b>	6.2 Subtraction: Take Apart	K.OA.1	subtract minus take apart	I can show subtraction as taking apart.
<b>1 day</b>	6.3 Act Out Subtraction Problems	K.OA.1		I can solve problems using the strategy "act it out".
<b>1 day</b>	6.4 Model and Draw Subtraction Problems	K.OA.5		I can use objects and drawings to solve subtraction problems.
<b>1 day</b>	6.5 Write Subtraction Sentences	K.OA.5	subtract minus take away	I can solve word problems and complete the equation.
<b>1 day</b>	6.6 Write More Subtraction Sentences	K.OA.2	subtract minus take apart take away	I can solve word problems and complete the equation.

<b>1 day</b>	6.7 Addition and Subtraction	K.OA.2		I can solve word problems using addition and subtraction.
<b>2 days</b>	Chapter review and test			

### Math Resources

#### Instructional Resources from DPI

[www.tools4ncteachers.com](http://www.tools4ncteachers.com)

#### Guidance Documents

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



## Kindergarten 2nd Nine Weeks

### Social Studies/Science

Timeline (# of days)	Topic	Standards	Key Vocabulary
<b>2 Weeks</b>	<b><u>Matter: Properties and Change</u></b> <ul style="list-style-type: none"> <li>❑ Understand how objects are described based on their physical properties and how they are used.</li> <li>❑ Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).</li> <li>❑ Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc) from which objects are made and how they are used.</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>K.P.2</b></li> <li>❑ <b>K.P.2.1</b></li> <li>❑ <b>K.P.2.2</b></li> </ul>	change, texture, weight, features, describe, clay, wood, cloth, paper, materials

Oct-Dec	<b><u>Needs and Wants, Similarities and Differences/Culture</u></b> <input type="checkbox"/> Explain how families have needs and wants. <input type="checkbox"/> Explain how jobs help people meet their needs and wants. <input type="checkbox"/> Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).	<input type="checkbox"/> <b>K.E.1.1</b> <input type="checkbox"/> <b>K.E.1.2</b> <input type="checkbox"/> <b>K.C.1.2</b>	Need, want, culture, family, diverse, similar, different, economy
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## Social Studies/Science

### Standards

**K.P.2-Matter:** Understand how objects are described based on their physical properties and how they are used. **K.P.2.1-** Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility) **K.P.2.2-** Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc) from which objects are made and how they are used.

**K.E.1.1-** Explain how families have needs and wants.

**K.E.1.2-** Explain how jobs help people meet their needs and wants.

**K.C.1.2-** Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).