

## English Language Arts (ELA)

Timeline (# of days)	Topic	Standards	Key Vocabulary
Spiraling 2nd-4th	<p><b>Reading Informational</b>  <b>With prompting and support,</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ask and answer questions</b> about <b>key details</b> in a text.</li> <li><input type="checkbox"/> <b>identify the main topic</b> of a <b>familiar text</b>.</li> <li><input type="checkbox"/> <b>actively engage</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> in <b>group reading</b> of <b>informational text</b>.</li> <li><input type="checkbox"/> in <b>purposeful shared reading</b> of <b>familiar text</b></li> </ul> </li> </ul> <p><b>Literature</b>  <b>With prompting and support,</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ask and answer questions</b> about <b>key details</b> in a text.</li> <li><input type="checkbox"/> <b>retell</b> familiar stories, including key details.</li> <li><input type="checkbox"/> identify <b>characters, settings,</b> and major <b>events</b> in a story.</li> <li><input type="checkbox"/> Ask and answer questions about <b>unknown words</b> in a text.</li> <li><input type="checkbox"/> Recognize <b>common types of texts</b> (e.g., storybooks, poems).</li> <li><input type="checkbox"/> define <b>the role of author</b> and <b>illustrator</b> in telling the story</li> <li><input type="checkbox"/> describe how <b>words &amp; illustrations</b> work together to tell a story</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RI.K.1</b></li> <li><input type="checkbox"/> <b>RI.K.2</b></li> <li><input type="checkbox"/> <b>RI.K.10</b></li> </ul> <p><u>Spiraling from 1st Nine weeks</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RL.K.1</b></li> <li><input type="checkbox"/> <b>RL.K.2</b></li> <li><input type="checkbox"/> <b>RL.K.3</b></li> <li><input type="checkbox"/> <b>RL.K.4</b></li> <li><input type="checkbox"/> <b>RL.K.5</b></li> <li><input type="checkbox"/> <b>RL.K.6</b></li> <li><input type="checkbox"/> <b>RL.K.7</b></li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RI.K.5</b></li> <li><input type="checkbox"/> <b>RI.K.6</b></li> <li><input type="checkbox"/> <b>RI.K.7</b></li> </ul>	key details, text, topic, text, retell
Spiraling 2nd-4th	<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate emerging understanding of the organization of print</li> <li><input type="checkbox"/> With guidance and support, selects or produces letters when asked to write</li> <li><input type="checkbox"/> Know and apply <b>grade level phonics</b> and <b>word analysis skills</b> in <b>decoding words</b>.</li> <li><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</li> <li><input type="checkbox"/> Read emergent reader text with purpose and understanding</li> <li><input type="checkbox"/> Demonstrate emerging awareness of print.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RF.K.1</b></li> <li><input type="checkbox"/> <b>RF.K.4</b></li> <li><input type="checkbox"/> <b>RF.K.5</b></li> <li><input type="checkbox"/> <b>RF.K.2</b></li> </ul>	decoding, sounds, consonant, text, purpose space, punctuation, right, left, top, bottom, uppercase, lowercase

Spiraling	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>❑ Participate in <b>collaborative conversation</b> with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</li> <li>a. Follow agreed upon rules for discussions</li> <li>b. Continue a conversation through multiple exchanges</li> <li>❑ 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>❑ 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>❑ <b>SL.K.1</b></li> <li>❑ <b>SL.K.2</b></li> <li>❑ <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.

## **I Can Statements**

### **Reading Literature**

**RL.K.1** I can ask and answer questions about key details in a text.

**RL.K.2** I can retell familiar stories, including key details.

**RL.K.3** I can identify characters, settings, and major events in a story.

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

**RL.K.5** I can recognize common types of texts (e.g., storybooks, poems).

**RL.K.6** I can define the role of author and illustrator in telling the story

**RL.K.7** I can describe how words and illustrations work together to tell a story

### **Reading Informational**

**RI.K.1** I can ask and answer questions about key details in a text.

**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

**RI.K.2** I can identify the main topic and retell key details of a text.

**RI.K.10** I can actively engage in group reading activities with purpose and understanding.

### **Reading Foundational**

**RF.K.1** I can demonstrate understanding of the organization and basic features of print.

- 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**

Kindergarten **Emergent CAFE Menu**

[https://drive.google.com/open?id=1sDbGKT9yoLqCg6\\_lqJHltjL2BTfSg7CV](https://drive.google.com/open?id=1sDbGKT9yoLqCg6_lqJHltjL2BTfSg7CV)

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	<input type="checkbox"/> Writing a <b>personal narrative</b>	<input type="checkbox"/> <b>W.K.3</b>	<b>Dictating, strengthen, event, respond</b>
Spiraling	<input type="checkbox"/> With guidance and support, selects or produces <b>letters</b> when asked to write	<input type="checkbox"/> <b>RF.K.2</b>	<b>Letter names</b>
Spiraling	<input type="checkbox"/> Demonstrate emerging understanding of the <b>organization of print</b>	<input type="checkbox"/> <b>RF.K.1</b>	<b>positional words</b>
Spiraling	<input type="checkbox"/> Demonstrate emerging <b>awareness of print.</b>	<input type="checkbox"/> <b>RF.K.4</b>	<b>uppercase, lowercase</b>
Spiraling	<input type="checkbox"/> Using <b>digital tools</b> and <b>resources</b> to publish writing	<input type="checkbox"/> <b>W.K.4</b>	<b>Digital tools, publish, setting</b>
Spiraling	<input type="checkbox"/> <b>Shared investigation</b> and <b>writing</b>	<input type="checkbox"/> <b>W.K.5</b>	<b>topic</b>

## 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

### Math

Timeline (# of days)	Topic	Standards	Key Vocabulary
<b>Approx. 13 days</b> instruction <b>2 days</b> for assessments	<b>Go Math Chapter 4:</b> Represent and compare up to 10 <ul style="list-style-type: none"> <li><input type="checkbox"/> Know Number Names and Counting Sequence</li> <li><input type="checkbox"/> Write numbers from 0-20</li> <li><input type="checkbox"/> Compare two numbers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>NC.K.CC.2</b></li> <li><input type="checkbox"/> <b>NC.K.CC.5</b></li> <li><input type="checkbox"/> <b>NC.K.CC.3</b></li> <li><input type="checkbox"/> <b>NC.K.CC.7</b></li> </ul>	Counting, ones, next, before, after, tens <hr/> compare
<b>Approx. 18 days</b> instruction <b>2 days</b> for assessments	<b>Go Math Chapter 5:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding Addition</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>NC.K.OA.1</b></li> <li><input type="checkbox"/> <b>NC.K.OA.2</b></li> <li><input type="checkbox"/> <b>NC.K.OA.3</b></li> <li><input type="checkbox"/> <b>NC.K.OA.4</b></li> </ul>	groups, how many?, addition, add, plus, is equal to
<b>Approx. 14 days</b> instruction <b>2 days</b> for assessments	<b>Go Math Chapter 6:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding Subtraction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>NC.K.OA.1</b></li> <li><input type="checkbox"/> <b>NC.K.OA.5</b></li> <li><input type="checkbox"/> <b>NC.K.OA.2</b></li> <li><input type="checkbox"/> <b>NC.K.OA.6</b></li> </ul>	Subtraction, subtract, minus,

# Math

## Standards

### Counting and Cardinality

**NC.K.CC.2** Count forward beginning from a given number within the known sequence, instead of having to begin at 1.

**NC.K.CC.3** 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.

**NC.K.CC.5** Count to answer “How many?” in the following situations:

- 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.

**NC.K.CC.7** Compare two numbers, within 10, presented as written numerals.

### Operations and Algebraic Thinking

**NC.K.OA.1** Represent addition and subtraction, within 10:

- 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.

**NC.K.OA.2** Solve addition and subtraction word problems, within 10, using objects or drawings to represent the problem, when solving:

- Add to/Take From-Result Unknown
- Put Together/ Take Apart (Total Unknown and Two Addends Unknown)

**NC.K.OA.3** 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.

**NC.K.OA.4** 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.

**NC.K.OA.5** Demonstrate fluency with addition and subtraction within 5.

**NC.K.OA.6** Recognize and combine groups with totals up to 5 (conceptual subitizing).

## I Can Statements

### Counting and Cardinality

**NC.K.CC.2-** I can count forward starting at any number I have learned.

**NC.K.CC.3-** I can write numbers from 0 to 20.

I can write a number to tell about a group of 0 to 20 things.

**NC.K.CC.5-** I can count up to 20 to tell how many things are in a line, a box or a circle.

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.

**NC.K.CC.7-** I can compare two written numbers between 1 and 10.

### Operations and Algebraic Thinking

**NC.K.OA.1-** I can use what makes sense to me to show that I know how to add.



I can use what makes sense to me to show that I know how to subtract.

**NC.K.OA.2-** I can use objects or drawings to show that I can solve addition word problems up to 10.

I can use objects or drawings to show that I can solve subtraction word problems up to 10.

**NC.K.OA.3-** I can take apart any number from 1 to 10 to show that I understand that number.

**NC.K.OA.4-** I can take any number from 1 to 9 and show what I need to add to it to make 10.

**NC.K.OA.5-** I can add numbers within 5.

I can subtract numbers within 5.

**NC.K.OA.6-** I can subitize numbers up to 5.

## 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>

### Social Studies/Science

Timeline (# of days)	Topic	Standards	Key Vocabulary
<b>2 Weeks</b>	<p><b><u>Matter: Properties and Change</u></b></p> <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
<b>Oct-Dec</b>	<p><b><u>Needs and Wants, Similarities and Differences/Culture</u></b></p> <ul style="list-style-type: none"> <li>❑ Explain how families have needs and wants.</li> <li>❑ Explain how jobs help people meet their needs and wants.</li> <li>❑ Explain the elements of culture (how people speak, how people dress, foods they eat, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>K.E.1.1</b></li> <li>❑ <b>K.E.1.2</b></li> <li>❑ <b>K.C.1.2</b></li> </ul>	Need, want, culture, family, diverse, similar, different, economy

### 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.).