

English Language Arts (ELA)			
Timeline (# of days)	Topic	Standards	Key Vocabulary
3 Weeks	<p><b>Literature</b></p> <p>With prompting and support,</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>ask</b> and <b>answer questions</b> about words in a text that suggest <b>feelings</b> or <b>appeal to the senses</b>.</li> <li><input type="checkbox"/> <b>compare</b> and <b>contrast</b> the <b>adventures</b> and <b>experiences</b> of <b>characters</b> in familiar stories</li> </ul> <p><b>Informational</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Compare</b> and <b>contrast</b> nonfiction text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> RI.K.2</li> <li><input type="checkbox"/> RL.K.4</li> <li><input type="checkbox"/> RI.K.10</li> <li><input type="checkbox"/> RL.K.9</li>   <li><input type="checkbox"/> RI.K.9</li> </ul>	Main topic, text
Daily Practice	<p><b>Foundational Skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know and apply grade level <b>phonics</b> and <b>word analysis skills</b> in <b>decoding</b> words. <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate basic knowledge of <b>one-to-one sound correspondences</b> by producing the <b>primary sound</b> or many of the <b>most frequent sounds</b> for each consonant.</li> </ul> </li> <li><input type="checkbox"/> Engage in purposeful shared reading of familiar text.</li> <li><input type="checkbox"/> Demonstrate understanding of <b>spoken words, syllables, and sounds (phonemes)</b>. <ul style="list-style-type: none"> <li><input type="checkbox"/> a. Distinguish <b>long</b> from <b>short vowel sounds</b> in spoken <b>single-syllable</b> words.</li> <li><input type="checkbox"/> b. <b>Orally</b> produce <b>single-syllable words</b> by <b>blending</b> sounds (phonemes), including consonant blends.</li> <li><input type="checkbox"/> c. <b>Isolate</b> and <b>pronounce initial, medial vowel, and final sounds</b> (phonemes) in spoken single-syllable words.</li> <li><input type="checkbox"/> d. <b>Segment</b> spoken single-syllable words into their <b>complete sequence of individual sounds</b> (phonemes).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> RF.K.4</li> <li><input type="checkbox"/> RF.K.5</li> <li><input type="checkbox"/> RF.K.3</li> </ul>	Decoding syllable, sounds, words, consonant, vowel, blend, segment
	<p><b>Speaking and Listening</b></p> <p>Add <b>drawings</b> or other <b>visual</b> displays to descriptions as desired to provide additional <b>detail</b>.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> SL.K.5</li> </ul>	additional detail

# ELA

## Standards

### Reading Literature

**RL.K.4** Ask and answer questions about unknown words in a text.

**RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### Reading Informational

**RI.K.2** With prompting and support, identify the main topic and retell key details of 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.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic.

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

### Reading Foundational

**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.

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

**RF.K.3** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.

b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words

### Speaking and Listening

**SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

## I Can Statements

### Reading Literature

**RL.K.4** I can ask and answer questions about words I do not know in a story.

**RL.K.9** I can compare characters and events from different stories.

### **Reading Informational**

**RI.K.2** I can tell the topic and details of a story.

**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.9** I can tell how two nonfiction books about the same thing are alike and different.

**RI.K.10** I can take part in group reading activities.

### **Reading Foundational**

**RF.K.4a** I can use one-to-one correspondence to say the primary sound of many consonants.

**RF.K.4b** I can spell words with short and long vowel sounds.

**RF.K.4c** I can read sight words.

**RF.K.4d** I can tell how two words that are similar are different.

**RF.K.5** I can understand what I read.

**RF.K.3a** I can name words that rhyme.

**RF.K.3b** I can count and say syllables in words.

**RF.K.3c** I can orally blend syllables in words I hear. I can segment rimes of words I hear.

**RF.K.3d** I can say each sound of a word. I can read CVC words.

**RF.K.3e** I can add and substitute sounds in words to make new words.

### **Speaking and Listening**

**SL.K.5** I can use details in pictures.

## **Resources**

Standards Based Lessons from DPI

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

### Writing

Timeline (# of days)	Topic	Standards	Key Vocabulary
Whole nine weeks	<ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to compose <b>informative/explanatory</b> texts in which they name what they are writing about and supply some information about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>W.K.2</li> </ul>	Dictating, respond, strengthen, topic
Spiral 3rd - 4th 9 weeks	<ul style="list-style-type: none"> <li>Participate in shared investigation of grade appropriate topics and writing projects.</li> </ul>	<ul style="list-style-type: none"> <li>W.K.5</li> </ul>	topic, investigate
Nine Weeks	<ul style="list-style-type: none"> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>W.K.6</li> </ul>	
Spiraling	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>W.K.4</li> </ul>	Digital tools, publish, setting
Spiraling	<ul style="list-style-type: none"> <li>With guidance and support, selects or produces <b>letters</b> when asked to write</li> </ul>	<ul style="list-style-type: none"> <li>RF.K.2</li> </ul>	Letter names
Spiraling	<ul style="list-style-type: none"> <li>Demonstrate emerging understanding of the <b>organization of print</b></li> </ul>	<ul style="list-style-type: none"> <li>RF.K.1</li> </ul>	positional words
Spiraling	<ul style="list-style-type: none"> <li>Demonstrate emerging <b>awareness of print.</b></li> </ul>	<ul style="list-style-type: none"> <li>RF.K.4</li> </ul>	topic
Spiraling	<ul style="list-style-type: none"> <li>The meaning of <b>unknown words</b> and phrases based on kindergarten reading and content: <b>context clues, word parts, and word relationships.</b></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>L.K.1</li> <li>L.K.2</li> <li>L.K.4</li> <li>L.K.5</li> <li>L.K.6</li> </ul>	

### Writing

## Standards

### Writing

**W.K.2** Use a combination of drawing, dictating, and writing to compose **informative/explanatory** texts in which they name what they are writing about and supply some information about the topic.

- 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.

**W.K.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 whole group setting.

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

**W.K.6** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

### 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.

**L.K.4** Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.

**L.K. 5** With guidance and support from adults, explore nuances in word meanings.

- a. Sort common objects into categories to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

**L.K.6** Use words and phrases learned through conversations, reading and being read to, and responding to texts.

## I Can Statements

**W.K.2** I can draw or write to help me explain about a topic.

**W.K.4** I can use a computer or tablet to publish my writing.

**W.K.5** I can listen to my friends' ideas to help add details to my stories.

**W.K.6** I can use what I know and have read about to answer questions.

**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-** I can show that I know how to use words correctly when I write and speak.  
I can print lots of upper and lowercase letters.  
I can use nouns (words that name) and verbs (action words).  
I can make nouns plural (more than one) by adding "s" or "es" to the end.  
I can understand and use questions words, (who, what, where, when, why, how)  
I can use common prepositions (to, from, in, on, off, for, of, by, with)  
I can create longer complete sentences with my class.

**L.K.2-** I can show that I know how to write sentences correctly.  
I can capitalize the first word in a sentence.  
I can capitalize the word "I".  
I can find and name punctuation at the end of a sentence.  
I can write a letter or letters for most consonant sounds.  
I can write a letter or letters for most short vowel sounds.  
I can use what I know about letters and sounds to spell easy words.

**L.K.4-** I can figure out what words mean by thinking about what I have read.  
I can find new meanings for words I already know and use them correctly.  
I can use beginnings and endings of words to help me figure out what they mean (-ed, -s, re-, un-, pre-, -ful, -less).

**L.K.5-** I can figure out how words are related. I can figure out how their meanings might be alike.  
I can sort things into groups and use the names of the groups to help me understand them better (shapes, foods).  
I can match some verbs (action words) and adjectives (describing words) with their opposites.

I can tell how words are used in real-life.

I can tell the difference between verbs (action words) that are almost alike (walk, march, strut, prance)

**L.K.6-**I can use the new words I learn in different ways to show that I know what they mean.

## Resources

**Write from the Beginning:** Expository Writing

<b>Math</b>			
<b>Timeline</b> (# of days)	<b>Topic</b>	<b>Standards</b>	<b>Key Vocabulary</b>
<b>Approx. 8 days</b> instruction <b>2 days</b> for assessments	<b>Go Math Chapter 10:</b> <input type="checkbox"/> Identify and Describe three dimensional Shapes	<input type="checkbox"/> <b>NC.K.G.1</b> <input type="checkbox"/> <b>NC.K.G.2</b> <input type="checkbox"/> <b>NC.K.G.3</b> <input type="checkbox"/> <b>NC.K.G.4</b> <input type="checkbox"/> <b>NC.K.G.5</b>	2D and 3D Shapes, flat surface, curved surface, roll, stack, slide sphere, three-dimensional shapes, curved surface, cube, cylinder, cone, flat, solid  above, below, beside, next to, in front of, behind
<b>Approx. 4 days</b> instruction <b>2 days</b> for assessments	<b>Go Math Chapter 11</b> <input type="checkbox"/> Measurement and Data	<input type="checkbox"/> <b>NC.K.MD.1</b> <input type="checkbox"/> <b>NC.K.MD.2</b>	measurable attributes, compare
<b>Approx. 6 days</b> instruction <b>Approx. 2 days</b> for assessment	<b>Go Math Chapter 12:</b> Classify and Sort Data <input type="checkbox"/> Classify Objects and Count the number of objects in each category	<input type="checkbox"/> <b>NC.K.MD.3</b>	sort, classify, count, group

<b>Math</b>
<b>Standards</b>
<p><b>NC.K.CC.1</b>–Know number names and recognize patterns in the counting sequence by: • Counting to 100 by ones. • Counting to 100 by tens</p> <p><b>NC.K.CC.3</b>–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</p> <p><b>NC.K.OA.4</b>–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.</p>

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

### **Geometry**

#### **Identify and describe shapes.**

**NC.K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.

**NC.K.G.2** Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.

**NC.K.G.3** Identify squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres as two-dimensional or three-dimensional.

**Analyze, compare, create, and compose shapes. NC.K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.

**NC.K.G.5** Model shapes in the world by:

- Building and drawing triangles, rectangles, squares, hexagons, circles.
- Building cubes, cones, spheres, and cylinders.

### **Measurement and Data**

**NC.K.MD.1** Describe measurable attributes of objects; and describe several different measurable attributes of a single object.

**NC.K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

**K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

## **I can statements**

### **Counting and Cardinality**

**NC.K.CC.1**– I can count to 100 by ones and tens.

**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.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.

### **Geometry**

**NC.K.G.1**– I can name and tell about shapes I see around me.

I can tell where I see shapes by using words like; above, below, beside, in front of, behind and next to.

**NC.K.G.2**– I can name shapes no matter how big they are or which way they are turned.

**NC.K.G.3**– I can tell if a shape is two-dimensional (flat) or three-dimensional (solid).

**NC.K.G.4**–I can think about and compare two- dimensional and three- dimensional shapes.

**NC.K.G.5**–I can make shapes by drawing them or using things like sticks and clay. (triangles, rectangles, squares, hexagon, circles- 2D shapes) (cubes, cones, spheres , and cylinders-3D shapes)

### **Measurement and Data**

**NC.K.MD.1** I can describe measurable attributes of objects; and describe several different measurable attributes of a single object.

**NC.K.MD.2** I can directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the

attribute, and describe the difference.

**K.MD.3-** I can put things into groups by looking at how they are the same.

I can count the things that i put into groups and then sort them by how many.

## Resources

### Instructional Resources from DPI

<http://tools4ncteachers.com/>

### Guidance Documents

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



## Kindergarten 4th Nine Weeks

### Social Studies/Science

Timeline (# of days)	Topic	Standards	Key Vocabulary
2 weeks	<b><u>Forces of Motion</u></b>		
	<ul style="list-style-type: none"> <li>❑ the positions and motions of objects and organisms observed in the environment.</li> <li>❑ Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.</li> <li>❑ different ways objects and organisms move (to include falling to the ground when dropped): • Straight • Zigzag • Round and round • Back and forth • Fast and slow</li> </ul>	<ul style="list-style-type: none"> <li>❑ K.P.1</li> <li>❑ K.P.1.1</li> <li>❑ K.P.1.2</li> </ul>	<p><b>movement, position, force, motion, observation, fast, slow, positional and descriptive words, round and round, back and forth</b></p>
2 Weeks	<b><u>History</u></b>		
	<ul style="list-style-type: none"> <li>❑ Explain how people change over time (self and others).</li> <li>❑ Explain how seasons change over time.</li> <li>❑ Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>❑ K.H.1.1</li> <li>❑ K.H.1.2</li> <li>❑ K.H.1.3</li> </ul>	<p><b>change, events, life events, impact, sibling, moving, parents, self, peers</b></p>

### Standards

**K.P.1-**Understand the positions and motions of objects and organisms observed in the environment.

**K.P.1.1-** Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.

**K.P.1.2-**Give examples of different ways objects and organisms move (to include falling to the ground when dropped):  
• Straight • Zigzag • Round and round • Back and forth • Fast and slow

**K.H.1.1-**Explain how people change over time (self and others).

**K.H.1.2-**Explain how seasons change over time.

**K.H.1.3-** Explain the impact of how life events bring change (a new sibling, moving to a new house, a new job, a new school, etc.).