

Kindergarten 3rd – Nine Weeks

English Language Arts (ELA)			
Timeline (# of days)	Topic	Standards	Key Vocabulary
3 Weeks Ongoing through 4th	<p><u>Reading Informational</u> With prompting and support,</p> <ul style="list-style-type: none"> describe the connection between two individuals, events, ideas or pieces of information in a text ask and answer questions about words in a text <p><u>Literature</u> With prompting and support,</p> <ul style="list-style-type: none"> ask and answer questions about key details in a text. <input type="checkbox"/> retell familiar stories, including key details. 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 	<ul style="list-style-type: none"> <input type="checkbox"/> RI.K.3 <input type="checkbox"/> RI.K.4 <p><u>Spiraling</u></p> <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 <ul style="list-style-type: none"> <input type="checkbox"/> RI.K.5 <input type="checkbox"/> RI.K.6 <input type="checkbox"/> RI.K.7 	details,main topic, text,retell, describe, connection, information,answer
Spiraling	<p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Demonstrate basic knowledge of one-to-one sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Engage in purposeful shared reading of familiar text. <input type="checkbox"/> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. 	<ul style="list-style-type: none"> <input type="checkbox"/> RF.K.4 <input type="checkbox"/> RF.K.5 <input type="checkbox"/> RF.K.3 	decoding syllable, sounds, words, consonant, vowel, blend, segment

	<input type="checkbox"/> b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. <input type="checkbox"/> c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <input type="checkbox"/> d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		
Ongoing modeling	Speaking and Listening Speak audibly and express thoughts, feelings and ideas clearly	<input type="checkbox"/> SL.K.4	

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 Information

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **RI.K.4**

With prompting and support, ask and answer questions about words 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.

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.4 Speak audibly and express thoughts, feelings, and ideas clearly.

I Can Statements

Reading Literature

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

RL.K.2 I can retell a story and include important key details.

RL.K.3 I can identify the setting, characters, 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 differences in types of texts (stories and poems).

RL.K.6 I can name and describe the role of the author and illustrator in telling the story.

RL.K.7 I can describe the relationship between the illustrations and texts in a story.

Reading Information

RI.K.3 I can describe the connection between two concepts from a text.

RI.K.4 I can ask questions about unknown words 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

Reading Foundational

RF.K.4 and RF.K.5 I can read Kindergarten text with purpose and understanding.

RF.K.3 I can recognize and produce rhyming words, segment and blend onset and rime, segment syllables, and substitute sounds in words.

Speaking and Listening

SL.K.4 I can speak and express my thoughts, feelings, and ideas clearly

Resources

Standards Based Lessons from DPI

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

Kindergarten 3rd – Nine Weeks

Writing			
Timeline (# of days)	Topic	Standards	Key Vocabulary
Nine weeks	<input type="checkbox"/> Opinion writing <input type="checkbox"/> Shared investigation and writing <input type="checkbox"/> Using digital tools and resources to publish writing	<input type="checkbox"/> W.K.1 <input type="checkbox"/> W.K.4 <input type="checkbox"/> W.K.5	dictating, respond, topic uppercase, lowercase Digital tools, publish, setting
spiraling	<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"/> RF.K.2 <input type="checkbox"/> RF.K.1	space, punctuation, right, left, top, bottom, uppercase, lowercase sequence, sequence of events
Spiraling	<input type="checkbox"/> The meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships. <input type="checkbox"/>	<input type="checkbox"/> L.K.1 <input type="checkbox"/> L.K.2 <input type="checkbox"/> L.K.4 <input type="checkbox"/> L.K.5 <input type="checkbox"/> L.K.6	

Writing

Standards

Writing

W.K.1- Use a combination of drawing, **dictating**, and writing to compose opinion pieces in which they tell a reader the **topic** or the name of the book they are writing about and state an opinion or preference about the topic or book.

- 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.

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.

W.K.1- I can draw, write and dictate to compose an **opinion piece** that gives a topic and states my opinion about the topic.

RF.K.2- I can print all uppercase and lowercase 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.

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 explores and writes about topic together)

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



Kindergarten 3rd Nine Weeks

Math

Timeline (# of days)	Topic	Standards	Key Vocabulary	I can
1 day	7.1 Model and Count 11 and 12	K.NBT.1	Eleven Twelve ones	I can use objects to show eleven and twelve as 10 ones and some more ones.
1 day	7.2 Count and Write 11 and 12	K.NBT.1	Eleven twelve	I can represent 11 and 12 objects with number names and written numbers.
1 day	7.3 Model and count 13 and 14	K.NBT.1	Thirteen Fourteen ones	I can use objects to show 13 and 14 as 10 ones and some more ones.
1 day	7.4 Count and Write 13 and 14	K.NBT.1	Thirteen Fourteen	I can represent 13 and 14 objects with number names and written numbers.
1 day	7.5 Model, Count and Write 15	K.NBT.1	Fifteen ones	I can use objects to show 15 as 10 ones and some more ones and show 15 as a number.
1 day	7.7 Model and count 16 and 17	K.NBT.1	Sixteen Seventeen ones	I can use objects to show 16 and 17 as 10 ones and some more ones.

1 day	7.8 Count and Write 16 and 17	K.NBT.1	Sixteen seventeen	I can use represent 16 and 17 objects with written names and objects.
1 day	7.9 Model and count 18 and 19	K.NBT.1	Eighteen Nineteen ones	I can use objects to show 18 and 19 as 10 ones and some more ones.
1 day	7.10 Count and write 18 and 19	K.NBT.1	Eighteen nineteen	I can represent 18 and 19 objects with number names and written numbers.
2 days	Chapter Review and Test			
1 day	8.1 Model and Count 20	K.CC.5	twenty	I can model and count 20 with objects.
1 day	8.2 Count and Write to 20	K.CC.3	twenty	I can represent up to 20 objects with words and numbers.
1 day	8.3 Count and order to 20	K.CC.2	One Two Three Four Five Six Seven Eight Nine Ten Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen twenty	I can forward to 20 from a given number.

1 day	8.4 Compare numbers to 20	K.CC.6	One Two Three Four Five Six Seven Eight Nine Ten Eleven Twelve Thirteen Fourteen Fifteen Sixteen Seventeen Eighteen Nineteen Twenty compare	I can make a model to solve problems.
1 day	8.5 Count to 50 by ones	K.CC.1 K.CC.2	fifty	I can count to 50 by ones.
1 day	8.6 Count to 100 by ones	K.CC.1 K.CC.7	One hundred	I can count to 100 by ones.
1 day	8.7 Count to 100 by tens	K.CC.1	tens	I can count to 100 by tens.
1 day	8.8 Count by 10's	K.CC.1	tens	I can use sets of tens to count to 100.
2 days	Chapter review and test			
1 day	9.1 Identify and name circles	K.G.2	Circle 2-Dimensional shapes	I can identify and name circles.

1 day	9.2 Describe circles	K.G.4	Curve circle	I can describe circles.
1 day	9.3 Identify and name squares	K.G.2	Square Sides Corners Vertex Vertices 2-Dimensional Shapes	I can identify and name squares.
1 day	9.4 Describe squares	K.G.4	Sides of equal length Corners Sides Square Vertex vertices	I can describe squares.
1 day	9.5 Identify and Name triangles	K.G.2	Triangle 2-Dimensional shapes	I can identify and name triangles.
1 day	9.6 Describe triangles	K.G. 4	Corners Sides Triangle Vertex Vertices	I can describe triangles.
1 day	9.7 Identify and name rectangles	K.G.2	Rectangle Sides of equal length 2-dimensional shapes	I can identify and name rectangles.
1 day	9.8 Describe rectangles	K.G.4	Rectangle Sides Sides of equal length Vertex Vertices corners	I can describe rectangles.
1 day	9.9 Identify and name hexagons	K.G.2	Hexagon 2-Dimensional shapes	I can identify and name hexagons.
1 day	9.10 Describe hexagons	K.G.4	Corners Hexagons	I can describe hexagons.

			Sides Vertex Vertices	
1 day	9.11 Compare 2-D shapes	K.G.4	Alike Different 2-Dimensional shapes	I can use the words alike and different to compare 2-D shapes.
1 day	9.12 Draw to join shapes	K.G.6		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 3rd Nine Weeks

Social Studies/Science

Timeline (# of days)	Topic	Standards	Key Vocabulary
One Month	<u>Earth Systems, Structures and Processes</u>		

	<input type="checkbox"/> change and observable patterns of weather that occur from day to day and throughout the year. <input type="checkbox"/> Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses. <input type="checkbox"/> Daily weather conditions noting changes that occur from day to day and throughout the year. <input type="checkbox"/> Compare weather patterns that occur from season to season	<input type="checkbox"/> K.E.1 <input type="checkbox"/> K.E.1.1 <input type="checkbox"/> K.E.1.2 <input type="checkbox"/> K.E.1.3	cloud, cold, cool, temperature, thermometer, degrees, weather, change, sun, fog, snowy, rainy, windy, stormy, winter, spring, summer, fall, autumn, precipitation, seasons, patterns
2 weeks	<u>Geography and Environmental Literacy</u>		
	<input type="checkbox"/> Geographic representations and terms to describe surroundings. <input type="checkbox"/> Interaction between humans and the environment.	<input type="checkbox"/> K.G.1 <input type="checkbox"/> K.G.2	shelter, environment, adapt, resource, condition, clothing, food

Social Studies/Science

Standards

K.E.1–Understand change and observable patterns of weather that occur from day to day and throughout the year. **K.E.1.1**– Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.

K.E.1.2– Summarize daily weather conditions noting changes that occur from day to day and throughout the year

K.E.1.3–Compare weather patterns that occur from season to season.

K.G.1–Use geographic representations and terms to describe surroundings

K.G.2–Understand the interaction between humans and the environment.