

English Language Arts (ELA)

Timeline (# of days)	Topic	Standards	Key Vocabulary
<p><b>3 Weeks</b> Ongoing through 4th</p>	<p><b><u>Reading Informational</u></b>  <b>With prompting and support,</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the connection between two individuals, <b>events, ideas</b> or pieces of <b>information</b> in a text</li> <li><input type="checkbox"/> <b>ask</b> and <b>answer questions</b> about words in a text</li> </ul> <p><b><u>Literature</u></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"/> RI.K.3</li> <li><input type="checkbox"/> RI.K.4</li> </ul> <p style="text-align: center;"><u>Spiraling</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> RL.K.1</li> <li><input type="checkbox"/> RL.K.2</li> <li><input type="checkbox"/> RL.K.3</li> <li><input type="checkbox"/> RL.K.4</li> <li><input type="checkbox"/> RL.K.5</li> <li><input type="checkbox"/> RL.K.6</li> <li><input type="checkbox"/> RL.K.7</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> RI.K.5</li> <li><input type="checkbox"/> RI.K.6</li> <li><input type="checkbox"/> RI.K.7</li> </ul>	<p>details,main topic, text,retell, describe, connection, information,answer</p>
<p><b>Spiraling</b></p>	<p><b><u>Foundational Skills</u></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,</b> and <b>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> </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>	<p>decoding</p> <p>syllable, sounds, words, consonant, vowel, blend, segment</p>

	<ul style="list-style-type: none"> <li>❑ b. <b>Orally</b> produce <b>single-syllable words</b> by <b>blending</b> sounds (phonemes), including consonant blends.</li> <li>❑ c. <b>Isolate</b> and <b>pronounce initial, medial vowel,</b> and <b>final sounds</b> (phonemes) in spoken single-syllable words.</li> <li>❑ d. <b>Segment</b> spoken single-syllable words into their <b>complete sequence of individual sounds</b> (phonemes).</li> </ul>		
<b>Ongoing modeling</b>	<b>Speaking and Listening</b> Speak audibly and express <b>thoughts, feelings</b> and <b>ideas</b> clearly	❑ <b>SL.K.4</b>	

## 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	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Opinion</b> writing</li> <li><input type="checkbox"/> <b>Shared investigation</b> and <b>writing</b></li> <li><input type="checkbox"/> Using <b>digital tools</b> and <b>resources</b> to <b>publish</b> writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>W.K.1</b></li> <li><input type="checkbox"/> <b>W.K.4</b></li> <li><input type="checkbox"/> <b>W.K.5</b></li> </ul>	<p>dictating, respond, topic</p> <p>uppercase, lowercase</p> <p>Digital tools, publish, setting</p>
spiraling	<ul style="list-style-type: none"> <li><input type="checkbox"/> With guidance and support, <b>selects or produces letters when asked to write</b></li> <li><input type="checkbox"/> Demonstrate <b>emerging</b> understanding of the <b>organization of print</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RF.K.2</b></li> <li><input type="checkbox"/> <b>RF.K.1</b></li> </ul>	<p>space, punctuation, right, left, top, bottom, uppercase, lowercase</p> <p>sequence, sequence of events</p>
Spiraling	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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><input type="checkbox"/></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>L.K.1</b></li> <li><input type="checkbox"/> <b>L.K.2</b></li> <li><input type="checkbox"/> <b>L.K.4</b></li> <li><input type="checkbox"/> <b>L.K.5</b></li> <li><input type="checkbox"/> <b>L.K.6</b></li> </ul>	

# 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.

- Demonstrate command of the **conventions of standard English** capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.
- Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.
- With guidance and support from adults, explore nuances in word meanings.  
Sort common objects into categories to gain a sense of the concepts the categories represent.  
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  
Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
- Use words and phrases learned through conversations, reading and being read to, and responding to texts.

## I Can Statements

**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)

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.

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.

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).

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)

I can use the new words I learn in different ways to show that I know what they mean.

## Resources

### Math

Timeline (# of days)	Topic	Standards	Key Vocabulary
<b>Approx. 15 days</b> for instruction <b>2 days</b> for assessments	<b>Go Math Chapter 7</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know number names and the counting sequence</li> <li><input type="checkbox"/> Building Foundation for Place Value</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>NC.K.CC.1</b></li> <li><input type="checkbox"/> <b>NC.K.CC.3</b></li> <li><input type="checkbox"/> <b>NC.K.NBT.1</b></li> </ul>	counting, ones, tens, 0-100  Compose, decompose, tens, ones, expression
<b>Approx. 15 days</b> for instruction <b>2 days</b> for assessments	<b>Go Math Chapter 8</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know number names and the counting sequence</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.3</b></li> <li><input type="checkbox"/> <b>NC.K.CC.5</b></li> <li><input type="checkbox"/> <b>NC.K.CC.6</b></li> </ul>	Tens, twenty, fifty, one hundred,
<b>Approx. 14 days</b> instruction <b>Approx. 2 days</b> for assessment	<b>Go Math Chapter 9:</b> Identify and describe 2-D shapes <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and Describe Shapes</li> <li><input type="checkbox"/> Identify and Describe Shapes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>NC.K.G.1</b></li> <li><input type="checkbox"/> <b>NC.K.G.3</b></li> <li><input type="checkbox"/> <b>NC.K.G.6</b></li> </ul>	two-dimensional shapes, curve, corners, sides, vertex, vertice, sides of equal length  Circle, square,, triangle, rectangle, hexagon alike, different

### Math

#### Standards

##### Numbers Base Ten

**NC.K.NBT.1-** Compose and decompose numbers from 11 to 19 into ten ones and some further ones by: • Using objects or drawings. • Recording each composition or decomposition by a drawing or expression. • Understanding that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

##### 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.

### **Geometry**

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

**NC.K.G.6** Compose larger shapes from simple shapes.

## **I Can Statements**

### **Numbers Base Ten**

**NC.K.NBT.1-** I can make and take apart numbers from 11 to 19 by telling how many tens and ones are in the number.

I can show how many tens and ones in numbers from 11 to 19 by drawing a picture or writing a number sentence.

### **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.

### **Geometry**

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

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

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

**K.G.6-** I can use simple shapes to make larger shapes.

## **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 3rd Nine Weeks

Social Studies/Science			
Timeline (# of days)	Topic	Standards	Key Vocabulary
One Month	<b>Earth Systems, Structures and Processes</b>		
	<ul style="list-style-type: none"> <li><input type="checkbox"/> change and observable patterns of weather that occur from day to day and throughout the year.</li> <li><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.</li> <li><input type="checkbox"/> Daily weather conditions noting changes that occur from day to day and throughout the year.</li> <li><input type="checkbox"/> Compare weather patterns that occur from season to season</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>K.E.1</b></li> <li><input type="checkbox"/> <b>K.E.1.1</b></li> <li><input type="checkbox"/> <b>K.E.1.2</b></li> <li><input type="checkbox"/> <b>K.E.1.3</b></li> </ul>	cloud, cold, cool, temperature, thermometer, degrees, weather, change, sun, fog, snowy, rainy, windy, stormy, winter, spring, summer, fall, autumn, precipitation, seasons, patterns
2 weeks	<b>Geography and Environmental Literacy</b>		
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Geographic representations and terms to describe surroundings.</li> <li><input type="checkbox"/> Interaction between humans and the environment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>K.G.1</b></li> <li><input type="checkbox"/> <b>K.G.2</b></li> </ul>	shelter, environment, adapt, resource, condition, clothing, food

Social Studies/Science
Standards
<p><b>K.E.1-</b> Understand change and observable patterns of weather that occur from day to day and throughout the year.</p> <p><b>K.E.1.1-</b> Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.</p> <p><b>K.E.1.2-</b> Summarize daily weather conditions noting changes that occur from day to day and throughout the year</p> <p><b>K.E.1.3-</b> Compare weather patterns that occur from season to season.</p> <p><b>K.G.1-</b> Use geographic representations and terms to describe surroundings</p> <p><b>K.G.2-</b> Understand the interaction between humans and the environment.</p>

