

Dear Kindergarten ELA Teacher:

Congratulations on your assignment to Kindergarten! The Office of Curriculum & Instruction is here to assist in your endeavor to teach with excellence. The North Carolina K-12 English Language Arts Standard Course of Study (NC SCOS) has been revised. NC no longer has common core standards. Therefore, this *revised* English Language Arts (ELA) Curriculum Pacing Guide is provided to reflect the current changes. --Best regards for a successful school year!

Things to Remember:

1. Standards are paced in four quarters within *nine weeks*: **Foundational Reading Skills (RF), Literature (RL), Information Text (RI), Language (L), & Writing (W)**
2. Cluster each quarter of standards into bi-weekly units to accomplish the instructional pacing of all standard.
3. Design formative and summative assessments to assess the bi-weekly units.
4. Pacing Interpretation: **“X” --not taught this quarter; Numbered –quarter taught; “P” –performed routinely in teacher-led small groups to ensure mastery**
5. Speaking and listening” standards are NOT paced as they are on-going in the practice of all other standards.
6. All *“Speaking and Listening” standards are introduced, modeled & discussed during first quarter*, but utilized and monitored throughout each quarter
7. Classroom learning environment must include posted *“listening and speaking” behaviors* in *quality* whole group and collaborative small group tasks
8. See *“Developing Collaborative Classroom Guide”* for help with the implementation of Speaking & Listening standards in the learning environment.

Notes: Fidelity to Instructional Minutes:

- The Kindergarten ELA block consists of a minimum 90-minute reading block and a minimum 30-minute writing block.
- The ELA block is divided appropriately into segments of: *whole-group direct instruction with guided practice, small group remediation and independent tasks*
- Kindergarten **Language Standards**, specifically ***Vocabulary Acquisition & Usage***, are taught during the 90-minute reading block (**Ex.** L.K.4a; L.K.5a).
- The writing block is a separate 30-minute *“Learning to Write” block*. Students are instructed in the formal writing process.
- Grade K **Language Standards**, specifically ***Conventions of Standard English Grammar & Usage***, are taught during the separate 30-minute writing block.
- Spelling tests are given within the writing block, NOT the 90-minute reading block.
- Use the DPI ELA Unpacking Guide *Halifax ELA Literacy Framework* to assist with selecting & planning: *pedagogy, remediation and student engagement*.
- While the District’s mClass, KEA, & K-2 assessments are not aligned to standards, follow the pacing guide as it is the blueprint for quarterly data collection.

Charting a New Course!

Halifax County Schools

2019-2020 Curriculum & Instruction Support Team

Halifax County Schools: ELA Quarterly-Pacing Guide									
Kindergarten At-a-Glance									
Reading Foundational Skills (RF)									
RF.K.(1) Print Concepts (Taught during Big Book Read Aloud and/or Projected Book)					RF.K.(2) Phonics and Word Recognition				
RF.K.1 - Demonstrate understanding of the organization and basic features of print.	Quarters (Q)				RF.K.4 - Know and apply grade-level phonics and word analysis skills in decoding words.	Quarters (Q)			
RF.K.1a - Follow words from left to right, top to bottom, and page by page.	1	P	P	P	RF.K.4a - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	1	P	P	P
RF.K.1b - Recognize that spoken words are represented in written language by specific sequences of letters.	1	P	P	P	RF.K.4b - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	1	2	3	4
RF.K.1c - Understand that words are separated by spaces in print.	1	P	P	P	RF.K.4c - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	X	2	P	P
RF.K.1d - Recognize and name all upper and lowercase letters of the alphabet.	1	P	P	P	RF.K.4d - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	X	X	3	P
RF.K.(3) Phonological Awareness					RF.K.(4) Fluency		Quarters (Q)		
RF.K.3 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Quarters (Q)				RF.K.5 - Read emergent-reader texts with purpose and understanding.		X	P	P
RF.K.3a - Recognize and produce rhyming words.	1	P	P	P					
RF.K.3b - Count, pronounce, blend, and segment syllables in spoken words.	X	2	3	4					
RF.K.3c - Blend and segment onsets and rimes of single-syllable spoken words.	X	2	P	P					
RF.K.3d - 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/.)	1	P	P	P					
RF.K.3e - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	1	P	P	P					

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Literature Text (RL)					Informational Text (RI)				
Key Ideas and Details	Quarters (Q)				Key Ideas and Details	Quarters (Q)			
RL.K.1 - With prompting and support, ask and answer questions about key details in a text.	X	2	P	P	RI.K.1 - With prompting and support, ask and answer questions about key details in a text.	X	2	P	P
RL.K.2 - With prompting and support, retell familiar stories, including key details.	1	P	P	P	RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.	X	2	3	4
RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.	X	2	3	4	RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	X	X	3	4
Craft and Structure	Quarters (Q)				Craft and Structure	Quarters (Q)			
RL.K.4 - With prompting and support, ask and answer questions about words in a text that suggest feelings, or appeal to the senses.	X	2	P	P	RI.K.4 - With prompting and support, ask and answer questions about words in a text.	1	2	P	P
RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).	1	2	3	P	RI.K.5 - Identify the front cover, back cover, and title page of a book.	1	P	P	P
RL.K.6 - With prompting and support, define the role of the author and illustrator in telling the story.	1	P	P	P	RI.K.6 - With prompting and support, define the role of the author in presenting the ideas or information in a text.	X	2	P	P
Integration of Knowledge and Ideas	Quarters (Q)				Integration of Knowledge and Ideas	Quarters (Q)			
RL.K.7 - With prompting and support, describe how the words and illustrations work together to tell a story.	1	P	P	P	RI.K.7 - With prompting and support, describe how the words and illustrations work together to provide information.	1	2	P	P
RL.K.8 - (Not applicable to literature)					RI.K.8 – Begins in 1 st grade	N/A	N/A	N/A	N/A
RL.K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	X	X	3	4	RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	X	X	3	4
Range of Reading and Level of Text Complexity	Quarters (Q)				Range of Reading and Level of Text Complexity	Quarters (Q)			
RL.K.10 - Actively engage in group reading activities with purpose and understanding.	P	P	P	P	RI.K.10 - Actively engage in group reading activities with purpose and understanding.	P	P	P	P

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Kindergarten At-a-Glance

Language (L)

Conventions of Standard English (Teach in Writing Block)						Vocabulary Acquisition and Use (Teach in Reading Block)						Quarters (Q)					
												1	2	3	4		
L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency in K-1 grammar continuum.				Quarters (Q)		L.k.4 – Determine/clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts and word relationships. (e.g., knowing duck is a bird and learning the verb to duck). (e.g., inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less as a clue to the meaning of an unknown word.)						1	2	3	4		
Subject/Verb Agreement: Use singular & plural nouns with matching verbs in basic sentences				1	2	3	4										
Nouns: Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)				X	2	3	4										
Verbs: Form frequently occurring verbs; convey sense of time				X	2	3	4	L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.						1	2	3	4
Adjectives: Use frequently occurring adjectives				1	2	P	P	L.K.5a - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.						1	P	P	P
Conjunctions: Use frequently occurring conjunctions				X	X	P	P										
Sentences: Produce & expand simple, compound, declarative, interrogative, imperative and exclamatory sentences				1	P	P	P	L.K.5b - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).						X	X	3	4
Prepositions: Use frequently occurring prepositions				X	2	3	P										
Pronouns: Use personal, possessive, & indefinite pronouns				X	X	3	4	L.K.5dc - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.						X	X	3	4
Determiners: Use determiners				1	P	P	P										
L.K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				Quarters (Q)				L.K.6 - Use words and phrases learned through conversations, reading and being read to, and responding to texts.						1	P	P	P
				1	2	3	4										
L.K.2 Capitalization: Capitalize the first word in a sentence, the pronoun I, dates & names of people				1	P	P	P										
L.K.2 Punctuation: Recognize and name end punctuation; Use end punctuation for sentences; Use commas in dates				X	2	P	P	Note: Knowledge of Language L.K.3 - (Begins in grade 2)									
L.K.2 Spelling: - Write letter/letters for most consonant &short-vowel sounds.				1	P	P	P										
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships;				X	2	P	P										
- Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions;				X	2	3	P										
- Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words				X		3	P										

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Kindergarten At-a-Glance

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 (e.g., My favorite book is...).	Taught 2nd Quarter			
W.K.1a With guidance and support from adults, respond to questions and suggestions from adults or peers; add details to strengthen writing as needed	X	2	X	X
W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanative texts in which they name what they are writing about and supply some information about the topic.	Taught 3rd Quarters			
W.K.2a -With guidance and support from adults, respond to questions and suggestions from adults/peers and add details to strengthen writing as needed.	X	X	3	X
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, Tell the events in the order in which they occurred, and with guidance and support, provide a reaction to what happened.	Taught 1st Quarter			
W.K.3a With guidance and support from adults, respond to questions and suggestions from adults/peers and add details to strengthen writing as needed.	1	X	X	X
W.K.4 –Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	Taught 1st Quarter			
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 a whole group setting.	1	2	3	4
W.K.5 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Taught 4th Quarter			
W.K.5 – Participate in shared investigation of grade appropriate topics and writing projects.	X	X	X	4
W.K.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Taught 4th Quarter			
W.K.6 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	X	X	X	4

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Editing Marks Anchor Chart

Marks & Meanings	Examples
≡ capitalize	They fished in lake tahoe. ≡ ≡
/ make it lowercase	Five S tudents missed the B us.
sp. spelling mistake	The day was cloudy and cold. sp.
⊙ add a period	Tomorrow is a holiday ⊙
↶ delete (remove)	Kim knew the the answer.
^ add a word	pups Six [^] were in the litter.
^, add a comma	He ate peas ^{^,} corn ^{^,} and squash.