

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				
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.	Quarters (Q)			
RF.K.3a - Recognize and produce rhyming words.	1	P	P	P		X	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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Language (L)

Conventions of Standard English (Teach in Writing Block)		Quarters (Q)				Vocabulary Acquisition and Use (Teach in Reading Block)				Quarters (Q)			
						1	2	3	4	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								
L.K.2 Spelling:						Note: Knowledge of Language L.K.3 - (Begins in grade 2)							
- 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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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 2 nd 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 3 rd 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 1 st 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 1 st 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 4 th 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 4 th 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 \$students missed the \$Bus.
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. ^, ^,