

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade K

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| FIRST NINE WEEKS | OVERVIEW |
| | <p>In Foundations Unit 1 Weeks 1-7, students will learn the letter-keyword-sound for letters: t, b, f, n, m, i, u, c, o, a, g, d, s, e, r. Students will learn the letter formation for each of these letters.</p> <p>Students will also begin phonemic awareness instruction with rhyming and initial and final sound awareness in one-syllable words. Students will begin working on concepts of print by learning how to discern the separate words in dictated sentence, capitalization and punctuation.</p> <p>The first Module of Wit and Wisdom introduces students to the five senses and how they help humans and readers experience and learn about the world. Students become aware of how writers and artists tap into the five senses to communicate experience and how they, as readers, rely on their own senses to process information and learn. They gain knowledge of how texts' words and illustrations work together to provide rich, sensory experiences. Module 1 also introduces students to text-based informative writing. They learn to unpack prompts and respond orally and in writing, collect evidence to answer a question, draw in response to texts, and use sentence frames to construct complete sentences.</p> |

| UNIT | UNIT DURATION | PARENT/FAMILY RESOURCES | NORTH CAROLINA STANDARDS |
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| Fundations Unit 1, Weeks 1-7 | 38 Lessons | Orientation (English) Orientation (Spanish) Unit 1 Week 1 (English) Unit 1 Week 1 (Spanish) Unit 1 Week 2 (English) Unit 1 Week 2 (Spanish) Unit 1 Week 3 (English) Unit 1 Week 3 (Spanish) | <p>RF.K.1: Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2: Print upper- and lowercase letters.</p> <p>RF.K.3: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> |

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade K

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| | | Unit 1 Week 4 (Spanish) Unit 1 Week 5 (English) Unit 1 Week 5 (Spanish) Unit 1 Week 6 (English) Unit 1 Week 6 (Spanish) Unit 1 Week 7 (English) Unit 1 Week 7 (Spanish) | |
| Module One: The Five Senses | 31 Lessons | Welcome Letter - English Welcome Letter - Spanish Module 1 Parent Letter - English Module 1 Parent Letter - Spanish' Family Overview - English Family Overview - Spanish NC Department of Instruction: Children's Reading Initiative Kindergarten ELA Parent Guide - English | <p>RL.K.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2: With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4: With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses</p> <p>RL.K.5: Recognize common types of text</p> <p>RL.K.6: With prompting and support, define the role of the author and illustrator in telling a story</p> <p>RL.K.7: With prompting and support, describe how the words and illustrations work together to tell a story</p> <p>RL.K.10: Actively engage in group reading activities with purpose and understanding</p> <p>RI.K.1: With prompting and support, ask and answer questions about key details in a text.</p> |

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade K

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| | | <p>Parent Guide - Spanish</p> | <p>RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4: With prompting and support, ask and answer questions about words in a text.</p> <p>RI.K.5: Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6: With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.</p> <p>RI.K.7: With prompting and support, describe how the words and illustrations work together to provide information.</p> <p>RI.K.9: With prompting and support, identify the basic similarities in and differences between two texts on the same topic.</p> <p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</p> <p>SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.4: Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in</p> |
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Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade K

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| | | | <p>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> |
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| <h2>SECOND NINE WEEKS</h2> | <h3>OVERVIEW</h3> |
| | <p>In Foundations Unit 1 Weeks 8-12, students will learn the letter-keyword-sound for letters: p, j, l, h, k, v, w, y, x, z, and q. Students will continue to learn the letter formation for each of these letters. Students will also begin phonemic awareness instruction with rhyming and initial and final sound awareness in one-syllable words. Students will begin working on concepts of print by learning how to discern the separate words in dictated sentence, capitalization and punctuation. In Unit 2, students will deepen their phonemic awareness skills by blending, segmenting, and manipulating sounds in three sound, short vowel words. Students will also learn how to form uppercase letters A-Z.</p> <p>The second module of Wit and Wisdom, Once upon a Farm, students explore the elements and craft of good stories through a group of texts united by a familiar and classic setting: the farm. Informational texts about farm animals and life on a farm activate and build content knowledge. Students turn their focus to classic stories such as The Little Red Hen, The Three Billy Goats Gruff, and Three Little Pigs to discover the universal elements of well-crafted stories.</p> <p>In module two, students continue to build on their informative writing skills as they write about story elements in their reading. This focus helps them develop the content knowledge and skills to write their own text-based narrative. Students build independence in writing with phonetic spelling, sentence organizers, word lists, and alphabet strips.</p> |

| UNIT | UNIT DURATION | PARENT/FAMILY RESOURCES | NORTH CAROLINA STANDARDS |
|--------------------|---------------|--|--|
| Fundations Unit 1, | 45 Lessons | Unit 1 Week 8 (English) Unit 1 Week 8 (Spanish) | <p>RF.K.1: Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2: Print upper- and lowercase letters.</p> |

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade K

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| <p>8-12 Unit 2</p> | | <p>9 (English) Unit 1 Week 9 (Spanish)</p> <p>Unit 1 Week 10 (English) Unit 1 Week 10 (Spanish)</p> <p>Unit 1 Week 11 (English) Unit 1 Week 11 (Spanish)</p> <p>Unit 1 Week 12 (English) Unit 1 Week 12 (Spanish)</p> <p>Unit 2 (English) Unit 2 (Spanish)</p> | <p>RF.K.4: Know and apply grade-level phonics and word analysis skills in decoding words.</p> |
| <p>Module Two: Once Upon a Farm</p> | <p>32 Lessons</p> | <p>Module 2 Parent Letter - English</p> <p>Module 2 Parent Letter - Spanish</p> <p>NC Department of Instruction: Children's Reading Initiative</p> <p>Kindergarten ELA Parent Guide - English</p> <p>Kindergarten ELA Parent Guide - Spanish</p> | <p>RL.K.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2: With prompting and support, retell familiar stories, including key details.</p> <p>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.4: With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses</p> <p>RL.K.5: Recognize common types of text</p> <p>RL.K.6: With prompting and support, define the role of the author and illustrator in telling a story</p> <p>RL.K.7: With prompting and support, describe how the words and illustrations work together to tell a story</p> <p>RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RL.K.10: Actively engage in group reading activities with purpose and understanding</p> |

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade K

- RI.K.2:** With prompting and support, identify the main topic and retell key details of a text.
- 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.
- RI.K.9:** With prompting and support, identify the 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.
- W.K.3:** Use a combination of drawing, dictating, and writing to narrate a single event or several loose
- W.K.6:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1:** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.4:** Speak audibly and express thoughts, feelings, and ideas clearly.

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade K

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| THIRD NINE WEEKS | OVERVIEW |
| | <p>In Foundations Unit 3, students will continue to blend and read three sound words, both read (ex: cat) and nonsense (ex: lub). Students will begin to distinguish long and short vowel sounds. Students will begin to learn Trick Words, which are words that don't follow normal spelling patterns and should be memorized. In Unit 4, students will be introduced to digraphs (two consonants that stick together to form one sound): wh, ch, sh, th, and ck. Students will read and spell three sound words with digraphs (ex: chop, bath).</p> <p>In module three of Wit and Wisdom, America, Then and Now, students will investigate ways in which life in America has changed over time. They read about author Cynthia Rylant's Appalachian childhood; changes in home life, school life, transportation, and communication in the informative Then and Now series; the inventions and influence of Benjamin Franklin; and how a fictional, personified little house experiences change around her.</p> <p>In module three, students will hone informative writing skills through their study of informational texts. Using a writing model, they learn how to write a topic statement and develop it with information from a text.</p> |

| UNIT | UNIT DURATION | PARENT/FAMILY RESOURCES | NORTH CAROLINA STANDARDS |
|-----------------------|---------------|--|--|
| Foundations Units 3-4 | 50 Lessons | Unit 3 (English) Unit 3 (Spanish) Unit 4 (English) | <p>RF.K.1: Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2: Print upper- and lowercase letters.</p> |

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade K

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| | | | <p>RF.K.4: Know and apply grade-level phonics and word analysis skills in decoding words.</p> |
| <p>Module Three: America, Then and Now</p> | <p>30 Lessons</p> | <p>Module 3 Parent Letter - English</p> <p>Module 3 Parent Letter - Spanish</p> <p>NC Department of Instruction: Children's Reading Initiative</p> <p>Kindergarten ELA Parent Guide - English</p> <p>Kindergarten ELA Parent Guide - Spanish</p> | <p>RL.K.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.2: With Prompting and support, retell familiar stories including key details</p> <p>RL.K.3: With prompting and support, identify characters, settings, and major events in a story</p> <p>RL.K.4: With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses</p> <p>RL.K.5: Recognize common types of text</p> <p>RL.K.6: With prompting and support, define the role of the author and illustrator in telling a story</p> <p>RL.K.7: With prompting and support, describe how the words and illustrations work together to tell a story</p> <p>RL.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.1: With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.2: With prompting and support, identify the main topic and retell key details of a text.</p> <p>RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.4: With prompting and support, ask and answer questions about words in a text.</p> <p>RI.K.5: Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6: With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.</p> <p>RI.K.7: With prompting and support, describe how the words and illustrations work together to provide information.</p> |

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade K

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| | | | | <p>RI.K.10: Actively engage in group reading activities with purpose and understanding.</p> <p>W.K.1: Uses 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.</p> <p>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.</p> <p>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loose</p> <p>W.K.5: Participate in shared research and writing projects</p> <p>W.K.6: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> |
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Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade K

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| FOURTH NINE WEEKS | OVERVIEW |
| | <p>In Foundations Unit 5, students will read and write short sentences from dictation. Students will continue to work on reading sentences fluently. Students will continue to learn and memorize new trick words to help in reading and spelling.</p> <p>In Module 4 of Wit and Wisdom, The Continents, students are invited to contemplate the world's splendor as they examine Earth's seven continents. Informational texts about each continent highlight the continents' unique natural features, animals, and activities. African and South American folktales invite students to explore animals and aspects of culture on each of these continents. Maps and visual art provide additional perspectives of the continents and develop students' abilities to read and analyze visual texts.</p> <p>In this module, students focus on opinion writing, learning how to state an opinion and support it with information from the text. They share their writing with peers, learn how to give feedback, and reflect on feedback to improve their own writing.</p> |

| UNIT | UNIT DURATION | PARENT/FAMILY RESOURCES | NORTH CAROLINA STANDARDS |
|----------------------|---------------|--|---|
| Fundations Units 4-5 | 35 Lessons | Unit 4 (English) Unit 4 (Spanish) Unit 5 (English) Unit 5 (Spanish) | <p>RF.K.1: Demonstrate understanding of the organization and basic features of print.</p> <p>RF.K.2: Print upper- and lowercase letters.</p> <p>RF.K.3: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> |

Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade K

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| <p>Module Four: The Continents</p> | <p>36 Lessons</p> | <p>Module 4 Parent Letter - English</p> <p>Module 4 Parent Letter - Spanish</p> <p>NC Department of Instruction: Children's Reading Initiative</p> <p>Kindergarten ELA Parent Guide - English</p> <p>Kindergarten ELA Parent Guide - Spanish</p> | <p>questions about words in a text that suggest feelings or appeal to the senses.</p> <p>RI.K.5: Recognize common types of texts.</p> <p>RI.K.7: With prompting and support, describe how the words and illustrations work together to tell a story.</p> <p>RI.K.7 With prompting and support, describe how the words and illustrations work together to provide information</p> <p>RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic</p> <p>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.</p> <p>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.</p> <p>W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>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.</p> <p>W.K.6: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> |
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Elementary School Teaching and Learning

2023-2024 Scope and Sequence

English Language Arts – Grade K

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| | | | SL.K.4: Speak audibly and express thoughts, feelings, and ideas clearly. |
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***Amplify Dibels:**

Universal benchmarking measures your child's literacy development. It helps determine where your child stands in reading and flags any literacy areas where they are at risk of falling behind. Benchmarking is completed three times a year: beginning, middle, and end of year.