



# Elementary School Teaching and Learning

## 2022-2023 Scope and Sequence

### English Language Arts – Grade K

<b>FIRST NINE WEEKS</b>	<b>OVERVIEW</b>
	<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. 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. The Reading Fundamentals Launch Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading. Establishing a community that fosters these behaviors is vital and will help your readers develop and grow. Through the targeted lessons in this unit, students’ focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are reading.</p> <p>The Writing Fundamentals How Writer’s Work Unit of Study introduces students to writing workshop, to the writing process, and to getting to know why writers write in the ways they do.</p>
<b>ASSESSMENTS</b>	
<b>ASSESSMENT WINDOW</b>	<b>ASSESSMENT NAME</b>
Year Round: July 20 - August 9	Amplify Dibels Beginning of the Year Assessment
Restart: August 11 – August 31	
Traditional: September 6 -September 27	

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Unit 1, Weeks 1-7	38 Lessons	<a href="#">Orientation (English)</a> <a href="#">Orientation (Spanish)</a>  <a href="#">Unit 1 Week 1 (English)</a> <a href="#">Unit 1 Week 1 (Spanish)</a>  <a href="#">Unit 1 Week 2 (English)</a> <a href="#">Unit 1 Week 2 (Spanish)</a>  <a href="#">Unit 1 Week 3 (English)</a> <a href="#">Unit 1 Week 3 (Spanish)</a>  <a href="#">Unit 1 Week 4 (English)</a> <a href="#">Unit 1 Week 4 (Spanish)</a>  <a href="#">Unit 1 Week 5 (English)</a> <a href="#">Unit 1 Week 5 (Spanish)</a>	<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>



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		<a href="#">Unit 1 Week 6 (English)</a> <a href="#">Unit 1 Week 6 (Spanish)</a>  <a href="#">Unit 1 Week 7 (English)</a> <a href="#">Unit 1 Week 7 (Spanish)</a>	
Launching	18 Lessons	<a href="#">NC Department of Instruction: Children's Reading Initiative</a>  <a href="#">Kindergarten ELA Parent Guide - English</a>  <a href="#">Kindergarten ELA Parent Guide - Spanish</a>  <a href="#">Launching Overview - Parent Guide</a>	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print (front/back cover, reading words left to right, spaces between words)</p> <p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Recognizing and producing rhyming words, blending, and segmenting words.</p> <p>RF.K.5 Read emergent-reader texts 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.4 Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>LK.2 Demonstrate commands of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>We discuss the standards for Poetry, Fiction and Nonfiction within this unit of study, as well. See those standards below.</p>
How Writer's Work	14 Lessons	<a href="#">Parent Letter</a>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loose</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>



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<b>SECOND NINE WEEKS</b>	<b>OVERVIEW</b>
	<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 Reading Fundamentals Poetry Unit of Study helps readers learn and apply specific reading skills and strategies that will help unlock the meaning of poems, while also teaching students concepts of print. Students will be able to identify rhythm, rhyme, and patterns. This unit will begin to build their reading fluency so they can uncover big ideas across poems.</p> <p>The Writing Fundamentals FUNctional Writing Unit of Study focuses on real world writing, such as letters, notes, post cards, to-do lists, flyers, advertisements, to show students the many uses of writing in our every day lives.</p>
<b>ASSESSMENTS</b>	
<b>ASSESSMENT WINDOW</b>	<b>ASSESSMENT NAME</b>
Year Round: November 28-December 14	Amplify Dibels Middle of the Year Assessment

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Unit 1, Weeks 8-12 Unit 2	45 Lessons	<a href="#">Unit 1 Week 8 (English)</a> <a href="#">Unit 1 Week 8 (Spanish)</a>  <a href="#">Unit 1 Week 9 (English)</a> <a href="#">Unit 1 Week 9 (Spanish)</a>  <a href="#">Unit 1 Week 10 (English)</a> <a href="#">Unit 1 Week 10 (Spanish)</a>  <a href="#">Unit 1 Week 11 (English)</a> <a href="#">Unit 1 Week 11 (Spanish)</a>  <a href="#">Unit 1 Week 12 (English)</a> <a href="#">Unit 1 Week 12 (Spanish)</a>  <a href="#">Unit 2 (English)</a> <a href="#">Unit 2 (Spanish)</a>	RF.K.1 Demonstrate understanding of the organization and basic features of print.  RF.K.2 Print upper- and lowercase letters.  RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.



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Poetry	18 Lessons	<a href="#">NC Department of Instruction: Children's Reading Initiative</a>  <a href="#">Kindergarten ELA Parent Guide - English</a>  <a href="#">Kindergarten ELA Parent Guide - Spanish</a>	<p>RL.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>RF.K.3 Demonstrate understanding of spoken word, syllables, and sounds (phonemes).</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.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>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 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>SL.K.4 Speak audibly and express thoughts, feelings, and ideas clearly</p>
FUNctional Writing	22 Lessons	<a href="#">Parent Letter</a>	<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.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 investigation of grade appropriate topics 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>



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<b>THIRD NINE WEEKS</b>	<b>OVERVIEW</b>
	<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>The Reading Fundamentals Fiction Unit of Study provides students with opportunities to learn about the features of fiction text and apply strategies to comprehend what they read. Students will study multiple types of fiction: fantastical, traditional, and realistic. With prompting and support, students will be able to ask and answer questions about a text, retell familiar stories with key details, and identify characters, setting, and events in the stories they read. The Writing Fundamentals Personal Narrative Unit of Study will have students study narrative fiction text as a reader and writer. Students will use a combination of drawing, dictating, and writing to narrate an event or series of events that important to them. Students will publish their personal narrative by the end of this unit.</p>
<b>ASSESSMENTS</b>	
<b>ASSESSMENT WINDOW</b>	<b>ASSESSMENT NAME</b>
Restart: January 9-January 30	Amplify Dibels Middle of the Year Assessment
Traditional: January 17-February 8	

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UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units 3-4	50 Lessons	<a href="#">Unit 3 (English)</a> <a href="#">Unit 3 (Spanish)</a>  <a href="#">Unit 4 (English)</a> <a href="#">Unit 4 (Spanish)</a>	RF.K.1 Demonstrate understanding of the organization and basic features of print.  RF.K.2 Print upper- and lowercase letters.  RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.
Fiction	18 Lessons	<a href="#">NC Department of Instruction: Children's Reading Initiative</a>  <a href="#">Kindergarten ELA Parent Guide - English</a>  <a href="#">Kindergarten ELA Parent Guide - Spanish</a>	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 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses



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		<a href="#">Fiction Overview - Parent Letter</a>	<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>
Personal Narrative	19 Lessons	<a href="#">Parent Letter</a>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loose</p> <p>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.</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>



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<b>FOURTH NINE WEEKS</b>	<b>OVERVIEW</b>
	<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>The Reading Fundamentals Nonfiction Unit of Study provides students an opportunity to read and study three types of nonfiction text: reference, literary, and biography. Students will develop an understanding of nonfiction text features. With prompting and support, students will be able to ask and answer questions about a text, identify the main topic and key details, and make connections.</p> <p>The Writing Fundamentals How To Writing Unit of Study allows students to study nonfiction How To books as a reader and a writer. Students will study these books to help them create their own how to books on a topic of their choosing. Students will publish a how to book by the end of this unit.</p>
<b>ASSESSMENTS</b>	
<b>ASSESSMENT WINDOW</b>	<b>ASSESSMENT NAME</b>
Year Round: May 2-May 22	Amplify Dibels End of the Year Assessment
Restart: May 4-May 24	
Traditional: May 5-May 25	

See the bottom of this document for a detailed description of the assessments as well as the parent/family resources.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Fundations Units 4-5	35 Lessons	<a href="#">Unit 4 (English)</a> <a href="#">Unit 4 (Spanish)</a>  <a href="#">Unit 5 (English)</a> <a href="#">Unit 5 (Spanish)</a>	RF.K.1 Demonstrate understanding of the organization and basic features of print.  RF.K.2 Print upper- and lowercase letters.  RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  RF.K.4 Know and apply grade-level phonics and word analysis skills in decoding words.
Nonfiction	18 Lessons	<a href="#">NC Department of Instruction: Children's Reading Initiative</a>  <a href="#">Kindergarten ELA Parent Guide - English</a>  <a href="#">Kindergarten ELA Parent Guide - Spanish</a>  <a href="#">Nonfiction Overview - Parent Guide</a>	RI.K.1 With prompting and support, ask and answer questions about key details in a text 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



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			<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 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>
How To Writing: Nonfiction	20 Lessons	<a href="#">Parent Letter</a>	<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.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.</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>

**\*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.