

ENGLEWOOD BAPTIST



Kindergarten

2022-2023

PACING GUIDE

OVERVIEW

Pacing Guides are grade level curriculum maps for core academic areas - English/Language Arts, Mathematics, Science, and Social Studies. The guides are based on local and state objectives.

Pacing Guides are beneficial to both teacher and student. They guide instructional planning through the school year keeping the teacher on schedule to cover all standards. The guides also help teachers coordinate between and among grade levels. Additionally, Pacing Guides are tools to help concentrate time, effort, and resources to maximize student learning. In short, the guides chunk the curriculum, put topics in a sensible order, determine what resources to draw on, and develop a good sense of how long different elements of instruction will take.

Since instruction is improved, so is student opportunity to learn.

King's Academy Pacing Guides are aligned with the North Carolina Standard Course of Study.



ELA CURRICULUM AT-A-GLANCE

Reading Literature

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Text Complexity

Reading Informational Text

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading Level and Text Complexity

Language Skills

- Conventions of Standard English- Command of conventions of standard English grammar and usage when writing or speaking
- Knowledge of Language- Use language and its conventions when writing, speaking, reading or listening
- Vocabulary Acquisition and Use- Determine/clarify the meaning of words /phrases

Writing

- Text Types and Purposes
- Production and Distribution
- Research
- Range of Writing

Speaking and Listening

- Comprehension and Collaboration- Collaborative conversations with diverse partners (partners, small/large groups) about grade topics
- Presentation of Knowledge and Ideas

Foundational Skills

- Print Concept- Organization and basic features of print
- Phonological Awareness- Understanding of spoken words, syllables, and sounds (phonemes)
- Phonics and Word Recognition- Know and apply grade level phonics and word analysis skills in decoding words
- Fluency- Read with accuracy and fluency to support comprehension

See Also

Understanding the NC English Language Arts (ELA) Standard Course of Study: Kindergarten

<https://www.dpi.nc.gov/media/3995/open>

ELA FIRST NINE WEEKS

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| <p>Literature</p> <p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.7. Describe the relationship between illustrations and the story</p> | <p>Informational</p> <p>RI.K.4. With prompting and support, ask and answer questions about unknown 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. Name and describe the roles of the author and illustrator of a text.</p> |
| <p>Language Skills</p> <p>L.K.1- Demonstrate conventions of standard English grammar and usage when writing or speaking.</p> <p>1a. Print many upper- and lowercase letters.^[SEP]</p> <p>1b. Use frequently occurring nouns and verbs.^[SEP]</p> <p>1c. Form regular plural nouns orally by adding /s/ or /es/</p> <p>1e. Use the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by, with).</p> <p>L.K.5- Explore word relationships and nuances in word meanings.</p> <p>5a. Sort common objects into categories (e.g. shapes, foods).</p> <p>5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> | <p>Foundational Skills</p> <p>RF.K. 1a. Follow words from left to right, top to bottom, and page by page.</p> <p>1b. Understand that spoken words are represented in written language by specific sequences of letters.</p> <p>1c. Understand that words are separated by spaces in print.</p> <p>1d. Recognize and name all upper and lowercase letters of the alphabet.</p> <p>RF.K. 2a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>2b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K. 3- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3a. Demonstrate basic letter sound for each consonant.^[SEP]</p> <p>3b. Read common high-frequency sight words (the, my,</p> |

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| | a, that, and, I) |
| <p>Speaking and Listening</p> <p>SL.K.3- Ask and answer questions to seek help, get information, or clarify something.</p> <p>SL.K.4- Describe familiar people, places, things, and events and provide additional detail.</p> <p>SL.K.5- Add drawings or other visual displays to descriptions to provide detail.</p> <p>SL.K.6- Speak audibly and express thoughts, feelings, and ideas clearly.</p> | <p>Writing</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 (e.g., My favorite book is...).</p> |

ELA SECOND NINE WEEKS

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| <p>Literature</p> <p>RL.K.1-Ask and answer questions about key details in a text</p> <p>RL.K.2- Retell familiar stories, including key details.</p> <p>RL.K.3-Identify characters, settings, and major events in a story.</p> <p>RL.K.5- Recognize types of texts (e.g., storybooks, poems).</p> <p>RL.K.6- Name the author and illustrator of a story and define the role of each.</p> | <p>Informational</p> <p>RI.K.1- Ask and answer questions about key details in a text</p> <p>RI.K.2- Identify the main topic and retell key details of a text.</p> <p>RI.K.3- Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.K.7- Describe the relationship between illustrations and the text.</p> <p>RI.K.9- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> |
| <p>Language Skills</p> <p>L.K.1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1d. Understand and use question words (interrogatives-who, what, where, when, why, how).</p> <p>1f. Produce complete sentences in shared language activities.</p> <p>L.K.2- Demonstrate command of the conventions of standard English.</p> <p>2a. Capitalize the first word in a sentence and the pronoun</p> <p>2b. Recognize and name end punctuation.</p> | <p>Foundational Skills</p> <p>RF.K.3-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3a. Letter-sound correspondences by producing the sound for each consonant.</p> <p>3c. Read common high-frequency words by sight (is, said, we, are, you, have, to, red, blue, yellow, green, orange).</p> <p>RF.K.2- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>2a. Recognize and produce rhyming words.</p> <p>2b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>2c. Blend and segment onsets and rimes of single-syllable spoken word.</p> |

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| <p>2c. Write a letter/letters for most consonant and short-vowel sounds (phonemes).</p> <p>2d. Spell simple words phonetically (sound-letter relationships).</p> | |
| <p>Speaking and Listening</p> <p>SL.K.1-Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and large groups.</p> <p>1a. Follow rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>1b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2- Confirm understanding of a text read aloud or information presented orally by asking and answering questions about key details and requesting clarification.</p> | <p>Writing</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> |

ELA THIRD NINE WEEKS

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| <p>Literature</p> <p>RL.K.10- Engage in-group reading activities with purpose and understanding.</p> <p>RL.K.9- Compare and contrast the adventures and experiences of characters in familiar stories.</p> | <p>Informational</p> <p>RI.K.10-Actively engage-in group reading activities with purpose and understanding.</p> <p>RI.K.8- Identify the reasons an author gives to support points in a text</p> |
| <p>Language Skills</p> <p>L.K.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>4a. Identify new meanings for familiar words (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>L.K.5- Explore word relationships and nuances in word meanings.</p> <p>5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p> <p>L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> | <p>Foundational Skills</p> <p>RF.K.3-Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3a. Demonstrate basic knowledge of letter-sound correspondences by producing the sound for each consonant.</p> <p>3c. Read common high-frequency words by sight (me, go, do, for, he, she, has, with, black, brown, purple, one, two, three, four, five)</p> <p>RF.K.2-Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <p>2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>RF.K.4- Read emergent-reader texts with purpose and understanding.</p> |
| <p>Speaking and Listening</p> <p>All standards have been introduced and taught. Teachers will continue teaching and expanding on each standard (reviewing all standards) to deepen student learning and develop mastery.</p> | <p>Writing</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. W.K.5- Respond to questions</p> |

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| | and suggestions from peers and add details to strengthen writing. |
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ELA FOURTH NINE WEEKS

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| <p>Literature</p> <p>All standards have been introduced and taught. Teachers will continue teaching and expanding on each standard (reviewing all standards) to deepen student learning and develop mastery. Teacher will use formative and summative assessment data to differentiate instruction.</p> | <p>Informational</p> <p>All standards have been introduced and taught. Teachers will continue teaching and expanding on each standard (reviewing all standards) to deepen student learning and develop mastery. Teacher will use formative and summative assessment data to differentiate instruction.</p> |
| <p>Language Skills</p> <p>All standards have been introduced and taught. Teachers will continue teaching and expanding on each standard (reviewing all standards) to deepen student learning and develop mastery. Teacher will use formative and summative assessment data to differentiate instruction.</p> | <p>Foundational Skills</p> <p>RF.K.2.-Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3.- Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3b. Associate the long and short sounds. with the common spellings (graphemes) for the five major vowels.</p> <p>3c. Read common high-frequency words by sight (not, of, in, as, his, from, be, this, it, on, they, at, was, grey, pink, white, six, seven, eight, nine, ten). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> |
| <p>Speaking and Listening</p> <p>All standards have been introduced and taught. Teachers will continue teaching and expanding on each standard (reviewing all standards) to deepen student learning and develop mastery.</p> | <p>Writing</p> <p>W.K.6.- Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.7. -Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> |

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| | W.K.8.- Recall information from experiences or gather information from provided sources to answer a question. |
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MATH CURRICULUM AT-A-GLANCE

Counting and Cardinality

- Know number names and sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundation for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of object in each category

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

See Also

Building Conceptual Understanding and Fluency Through Games: Kindergarten

<https://www.dpi.nc.gov/media/13071/open>

NC Kindergarten Math Unpacking, Rev 2022

<https://www.dpi.nc.gov/media/15040/open>

MATH FIRST THROUGH FOURTH NINE WEEKS

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| <p>First Nine Weeks</p> <p>CC.1- Count to 25 by ones and by tens</p> <p>CC.3- Write numbers and representations of objects from 0 - 20</p> <p>MD.3- Classify objects into categories; count and sort categories</p> <p>G.2- Identify and name flat shapes regardless of their orientation or size</p> | <p>Second Nine Weeks</p> <p>CC.1- Count to 50 by ones and tens</p> <p>CC.2- Count from any given number within sequence.</p> <p>CC.3- Write numbers and representations of objects from 0 - 20</p> <p>CC.4- Understand the relationships between numbers and quantities and counting to cardinality</p> <p>CC.5- Count objects up to 20 no matter how they are arranged</p> <p>G.3- Identify shapes as two dimensional (flat) or three dimensional (solid)</p> |
| <p>Third Nine Weeks</p> <p>CC.1-Count to 75 by ones and tens</p> <p>CC.4- Understand numbers and quantities; understand successive numbers refer to “one that is larger”</p> <p>CC.6- Comparing groups of objects using the terms: greater than, less than or equal to by matching and counting</p> <p>CC.7- Compare numerals 1 through 10</p> | <p>Fourth Nine Weeks</p> <p>CC.1- Count to 100 by tens and ones</p> <p>OA.1- Represent addition and subtraction with objects, drawings, explanations, equations, etc.</p> <p>OA.2- Solve addition and subtraction word problems within 10</p> <p>OA.3-</p> <p>OA.4- For any number 1-9 find the number that makes 10</p> <p>OA.5-Fluently add and subtract within 5</p> |

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| <p>NBT.1- Compose and decompose numbers 11-19; Understand that these numbers are composed of one ten and a certain number of ones</p> <p>MD.1- Describe attributes of an object such as length and weight</p> <p>MD.2- Compare two objects with measurable attributes (more/less; taller/shorter, etc.)</p> <p>G.1- Describe relative position of objects (above, below, beside, in front of, behind, next to)</p> | <p>G.4-Analyze and compare two and three-dimensional shapes in sizes and orientations and other attributes (number of corners, lengths etc.)</p> <p>G.5- Draw and build shapes from other components</p> <p>G.6- Compose simple shapes to form larger shapes</p> |
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SCIENCE FIRST THROUGH FOURTH NINE WEEKS

Over time and through multiple and varied integrated experiences, children develop skills in scientific discourse. Science standards will, then be integrated with math and reading instruction. No separate science grade will be reported.

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| <p>First Nine Weeks</p> <p>K.P.1.2 -Give examples of different ways objects and organisms move (to include falling to the ground when dropped): straight, zigzag, round and round, back and forth, fast and slow.</p> <p>K.P.2.1- Classify objects by observable physical properties including size, color, shape, texture, weight and flexibility.</p> <p>K.E.1.2 -Summarize daily weather conditions noting changes that occur from day to day and throughout the year.</p> <p>K.E.1.3-Compare weather patterns that occur from season to season.</p> | <p>Second Nine Weeks</p> <p>K.P.2.2- Compare the observable properties of different kinds of materials from which objects are made and how they are used (clay, wood, cloth, paper, etc.)</p> <p>K.E.1.1- Infer that change is something that happens to many things in the environment based on observations made using one or more of the senses.</p> <p>K.L.1.1 -Compare different types of the same animals (i.e. different types of dogs, different types of cats, etc.) to determine individual differences within a particular type of animal.</p> <p>K.L.1.2- Compare characteristics of living and nonliving things in terms of their: structure, growth, changes, movement and basic needs.</p> |
| <p>Third Nine Weeks</p> <p>K.P.1.1- Compare the relative position of various objects observed in the classroom and outside using position words such as: in front of, behind, between, on top of, under, above, below and beside.</p> <p>Continuous: K.E.1.2, K.L.1.1, K.L.1.2</p> | <p>Fourth Nine Weeks</p> <p>Continuous: K.E.1.2, K.E.1.3, K.L.1.1, K.L.1.2</p> |

SOCIAL STUDIES FIRST THROUGH FOURTH NINE WEEKS

Healthy vs fractured integration of social studies standards with English Language Arts standards will enrich student language acquisition, reading, writing, listening and speaking. The goal is to embed social studies standards in clear, concise, content-rich instruction that leads to deep understanding. No separate social study grade will be reported.

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| <p>First Nine Weeks</p> <p>K.H.1- Explain how people change over time (self and others).</p> <p>K.H.2- Explain how seasons change over time.</p> <p>K.H.1.3- Explain the impact of how life events bring change.</p> <p>K.C&G.1- Exemplify positive relationships through fair play friendship.</p> <p>K.C&G.1 Explain why citizens obey rules in the classroom, school, home and neighborhood.</p> <p>K.C.1.1- Explain similarities in self and others.</p> <p>K.C.1.2- Explain the elements of culture: how people speak, how people dress, food they eat.</p> | <p>Second Nine Weeks</p> <p>K.E.1.1-Explain how families have needs and wants.</p> <p>K.E.1.2- Explain how jobs help people meet their needs and wants.</p> <p>Continuous: K.H.1, K.C.1.1, K.C.1.2</p> |
| <p>Third Nine Weeks</p> <p>K.G.1.1- Use maps to locate places in the classroom, school and home.</p> <p>K.G.1.2-Use globe and maps to locate land and water features.</p> | <p>Fourth Nine Weeks</p> <p>K.G.2.1-Explain how people adapt to weather conditions.</p> <p>Continuous: K.H.1</p> |

K.G.1.3- Identify physical features.

K.G.1.4 Identify locations in the classroom using positional words.

K.G.2.2-Explain ways people use environmental needs to meet basic needs and wants.

Continuous: K.H.1

BLOOM'S TAXONOMY

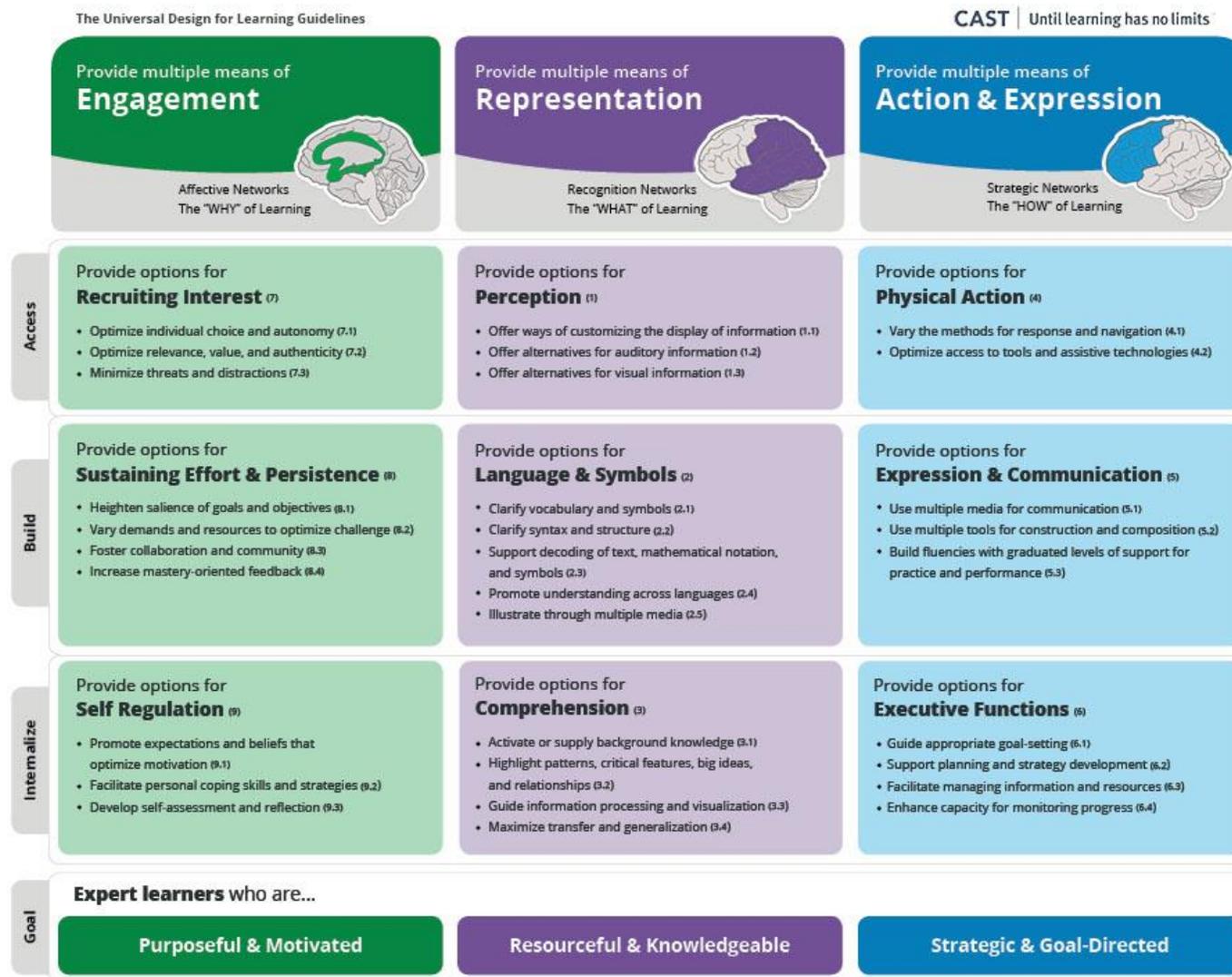


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The **UDL Guidelines** are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The Guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.



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