



Kindergarten English Language Arts Curriculum Standards Matrix

This Warren County Public Schools' Common Core English Language Arts (ELA) planning and pacing guide is designed to coach fourth grade teachers in the pacing and planning of effective literacy lessons. This guide displays the pacing of all fourth grade ELA standards within four instructional quarters. The fourth grade ELA block consists of a minimum of one-hundred and twenty minutes (90 minute reading block and 30 minute writing block). The ELA block is divided into segments of whole and small group instruction to effectively develop students' *reading fluency and comprehension* abilities. The writing block is a separate 30 minute *Learning to Write* segment that's designed to develop students' writing abilities. The ELA Common Core standards have six standard headings as follows: *Speaking and Listening, Foundational Reading, Literature Text, Informational Text, Language, and Writing*.

The pacing of standards is aligned to the ELA Standard Course of Study. Some items listed on this guide are optional instructional resources; however, the *pacing of standards must be implemented as scheduled*. Lesson plans should frequently include a robust review of all standards. The direct teaching of formal writing has been removed from the 90 minute reading block. Writing standards are taught during the separate 30 minute writing block. Language standards (which also include spelling) are directly taught during the writing block and reinforced during the literacy block --when appropriate.

The mastery of all grade level standards is an expectation by the end of the academic school year. Teachers will have to continue to keep skills sharp throughout each grading period.

- **Highlighted standards** have been revised for the 2018-2019 school year.
- **Blue** Links lead to standard guidance documents or DPI Standards-Aligned Lessons

[English Language Arts VIK \(Virtual Implementation Kit\)](#) *(click)*

[North Carolina Department of Instruction ELA Wiki Space](#) *(click)*



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North Carolina Standard	Resources
First Six Weeks	
<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">a. Follow words from left to right, top to bottom, and page by page.b. Recognize that spoken words are represented in written language by specific sequences of letters.c. Understand that words are separated by spaces in print.d. Recognize and name all upper- and lowercase letters of the alphabet. <p>RF.K.2 Print all upper- and lowercase letters.</p> <p>RF.K.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes.)</p> <ul style="list-style-type: none">a. Recognize and produce rhyming words.b. Count, pronounce, blend and segment syllables in spoken words. <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</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>RI.K.4 With prompting and support, ask and answer questions about words in a text.</p> <p>RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.</p>	<p><u>DPI Lesson K.2</u> <u>DPI Lesson</u></p> <p><u>DPI Lesson K.3b</u> <u>DPI Lesson</u></p> <p><u>DPI Lesson K.1</u> <u>DPI Lesson</u></p> <p><u>DPI Lesson K.4</u> <u>DPI Lesson</u></p>



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Second Six Weeks	
<p>RL.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>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 with guidance and support, provide a reaction to what happened.</p> <p>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</p> <p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the grammar continuum</p> <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the conventions continuum</p> <p>L.K.4 Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships. 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>Follow agreed-upon rules for discussions.</p> <p>a. Continue a conversation through multiple exchanges.</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>DPI Lesson KL.7 DPI Lesson</p> <p>DPI Lesson KI.7 DPI Lesson</p> <p>DPI Lesson WK.3 DPI Lesson</p> <p>DPI Lesson LK.1</p> <p>K-1 grammar continuum</p> <p>DPI Lesson - Frequently Occurring Nouns</p> <p>DPI Lesson - Simple and Compound Sentences</p> <p>DPI Lesson - Singular and Plural Nouns</p> <p>DPI Lessons - Use of Determiners</p> <p>LK.2 DPI Lesson - Naming End Punctuation</p> <p>DPI Lesson - Recognizing End Punctuation</p> <p>LK.4 DPI Lesson</p> <p>DPI Lesson</p> <p>SLK.2 DPI Lesson</p>
End of 1st Nine Weeks	
<p>RF.K.3 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with /l/, /r/, or /x/.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RL.K.5 Recognize common types of texts.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>	<p>RLK.2 DPI Lesson</p> <p>RIK.5 DPI Lesson</p>



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Third Six Weeks	
<p>RL.K.6 With prompting and support, define the role of the author and illustrator in telling the story.</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>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. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</p> <p>W.K.5 Participate in shared investigations of grade appropriate topics and writing projects.</p> <p>L.K.5 With guidance and support from adults, explore nuances in word meanings.</p> <ol style="list-style-type: none">Sort common objects into categories to gain a sense of the concepts the categories represent.Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).Distinguish shades of meaning among verbs describing the same general action by acting out the meanings. <p>L.K.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts.</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><u>W.k.2</u> <u>DPI Lesson</u></p> <p><u>L.K.5</u> <u>DPI Lesson</u></p> <p><u>L.K.6</u> <u>DPI Lesson</u></p>
End of 2nd Nine Weeks	



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Fourth Six Weeks	
<p>RFK.4 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none">a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.c. Read common high-frequency words by sight.d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</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>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p><u>RL.K.3</u> <u>DPI Lesson</u></p>



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Fifth Six Weeks	
<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>a. With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.</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.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><u>W.K.1</u> <u>DPI Lesson</u></p> <p><u>SL.K.5</u> <u>DPI Lesson</u></p>
Third Nine Weeks	
<p>RL.K.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RI.K.10 Actively engage in group reading activities with purpose and understanding.</p>	<p><u>RL.K.10</u> <u>DPI Lesson</u></p>

North Carolina Standard	Resources
Sixth Six Weeks	
Review all Standards	