

Wilson County Schools



Kindergarten Curriculum Framework

English Language Arts

**2018-2019**



Scan code for K progressions and resources!

**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

<b>District Expectations</b>		
<b>mClass Reading 3D</b>	<b>All K-3 teachers</b>	<a href="#"><u>Reading 3D Benchmark Guidelines</u></a> <a href="#"><u>Read to Achieve Livebinder</u></a> <a href="#"><u>NC Written Response to Text</u></a>
<b>KEA Assessment</b>	<b>Kindergarten teachers</b>	<a href="#"><u>Constructs for 2018-2019</u></a> <a href="#"><u>KEA WIKI</u></a> , <a href="#"><u>North Central WIKI</u></a>
<b>90 Minute Reading Block</b>	<b>All K-5 teachers</b>	<a href="#"><u>ELA Plan Example</u></a> <a href="#"><u>Planning for 90 minute Literacy Block</u></a> <a href="#"><u>Blank Planning Template</u></a> <a href="#"><u>Guided Reading Plan Templates</u></a>
<b>Learning Focused</b>	<b>All K-5 teachers</b>	<a href="#"><u>Lesson Plan Template</u></a> <a href="#"><u>Lesson Plan w/ Examples</u></a> <a href="#"><u>LF Online</u></a>
<b>Writing Plan for all Content Areas</b>	<b>All K-5 teachers</b>	<a href="#"><u>WCS Writing Plan</u></a>
<b>Balanced Literacy</b>	<b>All K-5 teachers</b>	<a href="#"><u>Balanced Literacy (see WCS BL Framework)</u></a>
<b>90 Minute Math Block (Guided Math)</b>	<b>All K-5 teachers</b>	<a href="#"><u>Quick overview of Guided Math</u></a>
<b>Student Portfolios</b>	<b>All K-5 teachers</b>	<a href="#"><u>K-3 Portfolio Cover</u></a>
<b>Standards Based Report Cards</b>	<b>K-2 teachers</b>	<a href="#"><u>SBRC Information</u></a>
<b>Kindergarten NCSCoS</b>		<a href="#"><u>K NCSCoS</u></a> 



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

Readiness - First 20 Days		
Prepare environment for <a href="#">Balanced Literacy</a> (see <a href="#">WCS BL Framework</a> )	Design schedule and set-up classroom <a href="#">Sample Daily Schedule</a>	
Teach Behavior Expectations	Teach routines, rules and procedures	Teacher models and students role-play
Teach expectations for whole group, small group, centers (Reading & Math)	Teach routines, rules and procedures	Teacher models and students role-play
Teach expectations for writer's workshop	Teach routines, rules and procedures	Teacher models and students role-play
Administer the Beginning of the Year (BOY) Reading 3D benchmark assessment	Administer one on one with each child.	
Collect evidence for KEA Required <a href="#">Constructs for 2018-2019</a>	Videos, anecdotal notes, pictures, etc	Assign each student a progression by November 21, 2018

<a href="#">1st Quarter</a>	<a href="#">2nd Quarter</a>	<a href="#">3rd Quarter</a>	<a href="#">4th Quarter</a>
<b>BOLD</b> standards will be assessed on report card. <b>Standard link will take you to resources.</b>			
Priority - <a href="#">RL.1</a> , <a href="#">RL.2</a> , <a href="#">RL.3</a> , <a href="#">RL.5</a> , <a href="#">RL.6</a> , <a href="#">RL.7</a> , <a href="#">W.3</a> , <a href="#">SL.1</a> , <a href="#">RF.1-5</a> , <a href="#">L.1-2</a>  Supporting - RL.4, <a href="#">SL.K.4</a>  Text Complexity - <a href="#">RL.10</a>	Priority - <a href="#">RI.1</a> , <a href="#">RI.2</a> , <a href="#">RI.5</a> , <a href="#">RI.6</a> , <a href="#">RI.7</a> , <a href="#">W.2</a> , <a href="#">SL.1-5</a> , <a href="#">RF.1-5</a> , <a href="#">L.1-2</a> , <a href="#">L.6</a>  Supporting - RI.3, RI.4, W.4, W.5, W.6  Text Complexity - <a href="#">RI.10</a>	Priority - <a href="#">RL.2</a> , <a href="#">RL.3</a> , <a href="#">RL.4</a> , <a href="#">RL.9</a> , <a href="#">RI.3</a> , <a href="#">RI.4</a> , <a href="#">RI.9</a> , <a href="#">W.1</a> , W.4 <a href="#">RF.1-5</a> , <a href="#">L. 4-5</a>  Supporting - All others  Text Complexity - <a href="#">RL.10</a> , <a href="#">RI.10</a>	Priority - Review standards as needed.  Text Complexity - <a href="#">RL.10</a> , <a href="#">RI.10</a>
<b>Reading Foundational Skills should be taught across all quarters until mastered.</b> <b>Language Standards are supporting standards during writing workshop.</b>			

**BLUE** - link to more information, **RED** - Assessment alignment and standards information,



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

**GREEN** - Additional information, **PURPLE** - Scaffolded standard - progresses across quarters

1st Quarter	
<u>READING LITERATURE</u>	
Strand & Cluster	Standards
<u>Reading Literature:</u>	Reading Literature should be the major focus during the 1st NWs. Teachers may use informational texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should understand literary story elements such as characters, setting, sequence (B, M, E), problem, solution, etc. Students should understand literary text is linear.
Key Ideas and Details	<b>RL.K.1 - With prompting and support, ask and answer questions about key details in a text.</b> <b>RL.K.2 - With prompting and support, retell familiar stories, including key details (focus on ORAL retelling).</b> <b>RL.K.3 - With prompting and support, identify characters, settings, and major events in a story (focus on ORAL identification of elements).</b>
Craft & Structure	<b>RL.K.5 - Recognize common types of texts (storybooks, poems).</b> <b>RL.K.6 - With prompting and support, define the role of the author and illustrator in telling the story.</b>
Integration of Knowledge and Ideas	<b>RL.K.7 - With prompting and support, describe how the words and illustrations work together to tell a story.</b>
Level of Text Complexity	<b>RL.K.10 - Actively engage in group reading activities with purpose and understanding.</b>  <span style="background-color: yellow;">See GUIDED READING LESSON PLAN TEMPLATES- <a href="#">Jan Richardson Plans</a></span>  <a href="#">Reading Behaviors by LEVELS</a> , <a href="#">Reading Descriptors for for Levels A-Z</a> . <a href="#">Reading Behaviors Checklist by Level</a> <a href="#">Independent Sustained Reading Guide</a>
<u>WRITING</u>	



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

<b><u>Writing:</u></b>	<p>Use quality fiction as read alouds and as mentor texts for writing. Expect students to use the same craft and structure authors use.</p> <p><a href="#">Narrative Mentor Texts</a>, <a href="#">Informational Mentor Texts</a>, <a href="#">Persuasive Mentor Texts</a></p>
<p><b>Text Types and Purposes</b></p> <p><a href="#">Link for narrative writing lessons.</a> <b>Narrative Task - October 8-12, 2018</b></p>	<p><b>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.</b></p> <p><b>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.</b></p> <p><a href="#">Link for writer’s workshop lessons (first weeks of school)</a></p>
<b>Production and Distribution of Writing</b>	<p>Media Specialists can help address these standards through collaborative research/writing projects.</p>
<b><u>SPEAKING &amp; LISTENING</u></b>	
<p><b>Speaking &amp; Listening:</b> Comprehension and Collaboration</p>	<p><b>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b></p> <p><b>a. Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b></p> <p>b. Continue a conversation through multiple exchanges</p>
<p>Presentation of Knowledge and Ideas</p>	<p>SL.K.4 - Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<b><u>LANGUAGE</u></b>	
<p><b>Language:</b> Conventions of Standard English</p>	<p><b>L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking;</b> <b>demonstrate proficiency within the K-1 grammar continuum.</b></p> <p style="text-align: right;">b. <u>Nouns</u></p>



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

<p><a href="#">Language Continuum Guide</a></p>	<p style="text-align: center;"><b>Form frequently occurring nouns.</b> g. Sentences Understand and use question word.</p>
<p><b>Language:</b> Conventions of Standard English</p> <p><a href="#">Language Continuum Guide</a></p>	<p><b>L.K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.</b></p> <p style="text-align: center;">a. Capitalization <b>Capitalize the first word in a sentence.</b></p> <p style="text-align: center;">b. Punctuation <b>Recognize end punctuation.</b> <b>Name end punctuation</b></p> <p style="text-align: center;">c. Spelling <b>Write a letter or letters for most consonant and short-vowel sound.</b> <b>Spell simple words phonetically, drawing on knowledge of sound-letter relationships (initial).</b></p>
<p><b>Language:</b> Vocabulary Acquisition and Use</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.</p> <p>L.K.5 - With guidance and support from adults, explore nuances in word meanings.</p> <p style="padding-left: 20px;">a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p><b><a href="#">READING FOUNDATIONAL SKILLS</a></b></p>	
<p><b>Foundational Skills:</b> Print Concepts</p>	<p>RF.K.1 - Demonstrate understanding of the organization and basic features of print.</p> <p style="padding-left: 20px;">a. Follow words from left to right, top to bottom, and page by page.</p> <p style="padding-left: 20px;">b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p style="padding-left: 20px;">c. Understand that words are separated by spaces in print.</p> <p style="padding-left: 20px;">d. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>Students should be able to recognize letter, know it's sound, and write letter.</b></p> <p><b>Introduction of letters by 60th day of school.</b></p>



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

	<p>f, l, m, n, r, s, d, g, p, t, <b>a, o</b></p> <p><b>b, h, j, c, k, v, w, x, y, z, q, i, u, e</b></p>
<b>Foundational Skills: Handwriting</b>	<b>RF.K.2 - Print upper- and lowercase letters.</b>
<b>Foundational Skills: Phonological Awareness</b>	<p><b>RF.K.3.A - Recognize</b> rhyming words.</p> <p>RF.K.3.B - Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.3.C - Blend and segment onsets and rimes of single-syllable spoken words.</p> <p><b>RF.K.3.D - Isolate and pronounce the initial sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</b>1 (This does not include CVCs ending with /l/, /r/, or /x/.) <b>(FSF)</b></p>
<b>Foundational Skills: Phonics and Word Recognition</b> See <a href="#">WCS Phonemic Awareness and Phonics Scope &amp; Sequence</a>	<p><b>RF.K.4.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></p> <p><b>RF.K.4.B - Associate the short sounds with the common spellings (graphemes) for the five major vowels</b></p> <p><b>RF.K.4.C - Read common high-frequency words by sight.</b></p> <p><a href="#">mClass WR Lists</a></p>
<b>Foundational Skills: Fluency</b>	<p><b>RF.K.5 - Read emergent-reader texts with purpose and understanding</b></p> <p><a href="#">Reading Behaviors by LEVELS</a>, <a href="#">Reading Descriptors for for Levels A-Z</a>, <a href="#">Reading Behaviors Checklist by Level</a></p> <p><b>See GUIDED READING LESSON PLAN TEMPLATES- <a href="#">Jan Richardson Plans</a></b></p>



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

**2nd Quarter**

**READING INFORMATION**

<b>Strand &amp; Cluster</b>	<b>Standards</b>
<b><u>Reading Information:</u></b>	Reading Informational texts should be the major focus during the 2nd NWs. Teachers may use fiction texts as optional resources. During the 3rd and 4th NWs teachers/students will read both literature and informational texts during read alouds, guided reading and independent reading. Students should be exposed to both text features and text structures. Students should understand informational text is nonlinear and can be read based on the information the reader is seeking.
<b>Key Ideas and Details</b>	<p><b>RI.K.1 - With prompting and support, ask and answer questions about key details in a text.</b></p> <p><b>RI.K.2 - With prompting and support, identify the main topic and retell key details of a text (focus on ORAL retelling).</b></p> <p>RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text (focus on ORAL).</p>
<b>Craft &amp; Structure</b>	<p>RI.K.4 - With prompting and support, ask and answer questions about words in a text.</p> <p><b>RI.K.5 - Identify the front cover, back cover, and title page of a book.</b></p> <p><b>RI.K.6 - With prompting and support, define the role of the author and illustrator in presenting the ideas or information in a text.</b></p>
<b>Integration of Knowledge and Ideas</b>	<b>RI.K.7 - With prompting and support, describe how the words and illustrations work together to provide information.</b>
<b>Level of Text Complexity</b>	<p><b>RI.K.10 - Actively engage in group reading activities with purpose and understanding.</b></p> <p><b>TRC - LEVEL (C)</b></p> <p><b>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</b></p> <p><a href="#">Reading Behaviors by LEVELS.</a> <a href="#">Reading Descriptors for for Levels A-Z.</a> <a href="#">Reading Behaviors Checklist by Level</a></p>



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

	<a href="#"><u>Independent Sustained Reading Guide</u></a>
<a href="#"><u>WRITING</u></a>	
<b>Writing:</b>	<a href="#"><u>Narrative Mentor Texts, Informational Mentor Texts, Persuasive Mentor Texts</u></a>
<p><b>Text Types and Purposes</b></p> <p><a href="#"><u>Link for Information Writing Lessons</u></a></p> <p><b>Informative Task - February 1-28, 2019</b></p>	<p><b>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.</b></p> <p style="padding-left: 40px;"><b>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.</b></p> <p><a href="#"><u>Link for Information Writing Lessons</u></a></p> <p>The connection between reading informational texts and writing non-fiction should be modeled heavily during the second nine weeks.</p>
<b>Production and Distribution of Writing</b>	<p><b>Media Specialists can help address these standards through collaborative research/writing projects.</b></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 - <b>Participate in shared investigation of grade appropriate topics and writing projects.</b></p> <p>W.K.6 - <b>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</b></p>
<a href="#"><u>SPEAKING &amp; LISTENING</u></a>	
<b>Speaking &amp; Listening:</b> Comprehension and Collaboration	<p><b>SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b></p> <p>a. Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. <b>Continue a conversation through multiple exchanges</b></p> <p><b>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.</b></p>



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

	<b>SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</b>
Presentation of Knowledge and Ideas	<b>SL.K.4 - Speak audibly and express thoughts, feelings, and ideas clearly.</b> <b>SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.</b>
<b><u>LANGUAGE</u></b>	
<b>Language:</b> Conventions of Standard English  <a href="#"><u>Language Continuum Guide</u></a>	<b>L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.</b> <p style="text-align: center;">a. <u>Subject/Verb Agreement</u> Use <b>singular</b> and plural <b>nouns</b> with matching verbs in basic sentences.  c. <u>Verbs</u>  <b>Form frequently occurring verbs.</b>  g. <u>Sentences</u>  <b>Produce and expand simple sentences.</b>  Understand and use question word.  h. <u>Prepositions</u>  <b>Use frequently occurring prepositions</b>  (to, in, on, for).</p>
<b>Language:</b> Conventions of Standard English  <a href="#"><u>Language Continuum Guide</u></a>	<b>L.K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.</b> <p style="text-align: center;">a. <u>Capitalization</u>  <b>Capitalize the pronoun "I".</b>  b. <u>Punctuation</u>  <b>Use end punctuation for sentences.</b>  c. <u>Spelling</u>  <b>Write a letter or letters for most consonant and short-vowel sounds.</b>  <b>Spell simple words phonetically, drawing on knowledge of sound-letter relationships (initial final).</b>  Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions.  <b>Use conventional spelling for words with common spelling patterns and for frequently occurring grade appropriate irregular words</b></p>



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

<b>Language:</b> Vocabulary Acquisition and Use	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. <b>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>
<a href="#"><u>READING FOUNDATIONAL SKILLS</u></a>	
<b>Foundational Skills:</b> Print Concepts	<b>RF.K.1.D - Recognize and name all upper- and lowercase letters of the alphabet.</b>
<b>Foundational Skills:</b> <b>Handwriting</b>	<b>RF.K.2 - Print upper- and lowercase letters.</b>
<b>Foundational Skills:</b> Phonological Awareness	<b>RF.K.3.A - Recognize and produce rhyming words.</b> <b>RF.K.3.B - Count, pronounce, blend, and segment syllables in spoken words.</b> <b>RF.K.3.C - Blend and segment onsets and rimes of single-syllable spoken words.</b> <b>RF.K.3.D - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</b> (This does not include CVCs ending with /l/, /r/, or /x/.) <b>(PSF)</b>
<b>Foundational Skills:</b> Phonics and Word Recognition See <a href="#"><u>WCS Phonemic Awareness and Phonics Scope &amp; Sequence</u></a>	<b>RF.K.4.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> <b>RF.K.4.B - Associate the short sounds with the common spellings (graphemes) for the five major vowels.</b> <b>RF.K.4.C - Read common high-frequency words by sight.</b> <a href="#"><u>mClass WR Lists</u></a>
<b>Foundational Skills:</b> Fluency	<b>RF.K.5 - Read emergent-reader texts with purpose and understanding</b> <b>TRC - LEVEL (C)</b> <a href="#"><u>Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</u></a>  <div style="background-color: yellow; padding: 2px;"> <a href="#"><u>See GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</u></a> </div>



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

**3rd Quarter**

**READING LITERATURE & INFORMATION**

<b>Strand &amp; Cluster</b>	<b>Standards</b>
<b>Key Ideas and Details</b>	<p>RL.K.1 - With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RL.K.2 - With prompting and support, retell familiar stories, including key details (focus on WRITTEN retelling).</b></p> <p><b>RL.K.3 - With prompting and support, identify characters, settings, and major events in a story (focus on WRITTEN identification of elements).</b></p> <hr/> <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 (focus on WRITTEN retelling).</p> <p><b>RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text (focus on WRITTEN) .</b></p>
<b>Craft &amp; Structure</b>	<p><b>RL.K.4 - With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.</b></p> <p>RL.K.5 - Recognize common types of texts ( poems, drama).</p> <hr/> <p><b>RI.K.4 - With prompting and support, ask and answer questions about words in a text.</b></p>
<b>Integration of Knowledge and Ideas</b>	<p><b>RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</b></p> <hr/> <p><b>RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic.</b></p>
<b>Level of Text Complexity TRC - LEVEL (C)</b>	<p><b>RL.K.10 - Actively engage in group reading activities with purpose and understanding.</b></p> <hr/> <p><b>RI.K.10 - Actively engage in group reading activities with purpose and understanding.</b></p> <p><b>TRC - LEVEL (C)</b></p>



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

	<p><b>See GUIDED READING LESSON PLAN TEMPLATES- <a href="#">Jan Richardson Plans</a></b></p> <p><a href="#">Reading Behaviors by LEVELS</a>, <a href="#">Reading Descriptors for for Levels A-Z</a>. <a href="#">Reading Behaviors Checklist by Level</a></p> <p><a href="#">Independent Sustained Reading Guide</a></p>
<b><u>WRITING</u></b>	
<b>Writing:</b>	<a href="#">Narrative Mentor Texts</a> , <a href="#">Informational Mentor Texts</a> , <a href="#">Persuasive Mentor Texts</a>
<p><b>Text Types and Purposes</b></p> <p><a href="#">Link for Opinion Writing Lessons</a></p> <p><b>Opinion Task - April 29-May 3, 2019</b></p>	<p><b>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.</b></p> <p style="padding-left: 40px;"><b>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.</b></p> <p><a href="#">Link for Opinion Writing Lessons</a></p> <p>Read aloud many opinion pieces as mentor texts.</p>
<b>Production and Distribution of Writing</b>	<p><b>Media Specialists can help address these standards through collaborative research/writing projects.</b></p> <p><b>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.</b></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>
<b><u>SPEAKING &amp; LISTENING</u></b>	
<b>Speaking &amp; Listening:</b> Comprehension and Collaboration	Continue speaking and listening skills throughout the year.



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

Presentation of Knowledge and Ideas	Continue speaking and listening skills throughout the year.
<b>LANGUAGE</b>	
<p><b>Language:</b> Conventions of Standard English</p> <p><a href="#">Language Continuum Guide</a></p>	<p><b>L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.</b></p> <p style="padding-left: 40px;">a. <u>Subject/Verb Agreement</u></p> <p style="padding-left: 80px;">Use singular and <b>plural nouns with matching verbs in basic sentences.</b></p> <p style="padding-left: 120px;">b. <u>Nouns</u></p> <p style="padding-left: 80px;">Form frequently occurring nouns; <b>form regular plural nouns (/s/).</b></p> <p style="padding-left: 120px;">Use <b>common &amp; proper nouns.</b></p> <p style="padding-left: 120px;">h. <u>Prepositions</u></p> <p style="padding-left: 80px;">Use <b>frequently occurring preposition.</b></p> <p style="padding-left: 120px;">(from, out, of, by, with).</p> <p style="padding-left: 120px;">e. <u>Conjunctions</u></p> <p style="padding-left: 80px;">Use frequently occurring conjunctions (and, or).</p> <p style="padding-left: 120px;">g. <u>Sentences</u></p> <p style="padding-left: 80px;">Produce and expand simple and compound, sentences.</p>
<p><b>Language:</b> Conventions of Standard English</p> <p><a href="#">Language Continuum Guide</a></p>	<p><b>L.K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the K-1 conventions continuum.</b></p> <p style="padding-left: 40px;">b. <u>Punctuation</u></p> <p style="padding-left: 80px;">Use <b>end punctuation for sentences.</b></p> <p style="padding-left: 40px;">c. <u>Spelling</u></p> <p style="padding-left: 80px;">Spell simple words phonetically, drawing on knowledge of sound-letter relationships <b>(initial, medial, and final)</b></p> <p style="padding-left: 80px;">Spell untaught words phonetically, drawing on knowledge of phonemic awareness and spelling conventions.</p>
<p><b>Language:</b> Vocabulary Acquisition and Use</p>	<p><b>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.</b></p> <p><b>L.K.5.B -Demonstrate understanding of frequently occurring <b>verbs</b> by relating them to their opposites (antonyms).</b></p>



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

	<p><b>L.K.5.C - Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</b></p> <p><b>L.K.6 -Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b></p>
<b><u>READING FOUNDATIONAL SKILLS</u></b>	
<b>Foundational Skills:</b> Print Concepts	Refer back to K-1 standards at-risk students
<b>Foundational Skills:</b> <b>Handwriting</b>	Continue to practice handwriting with students who need intervention.
<b>Foundational Skills:</b> Phonological Awareness	<b>RF.K.3.E - Add individual sounds (phonemes) in simple, one-syllable words to make new words.</b>
<p><b>Foundational Skills:</b> Phonics and Word Recognition</p> <p>See <a href="#">WCS Phonemic Awareness and Phonics Scope &amp; Sequence</a></p>	<p><b>RF.K.4.B - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</b></p> <p><b>RF.K.4.C -Read common high-frequency words by sight.</b></p> <p><a href="#">mClass WR Lists</a></p> <p>RF.K.3.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p><b>Foundational Skills:</b> Fluency</p> <p><b>TRC - Level (C)</b></p>	<p><b>RF.K.5 - Read emergent-reader texts with purpose and understanding.</b></p> <p><b>TRC - Level (C)</b></p> <p><a href="#">Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</a></p> <p><b>See GUIDED READING LESSON PLAN TEMPLATES- <a href="#">Jan Richardson Plans</a></b></p>



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

4th Quarter	
READING LITERATURE & INFORMATION	
Strand & Cluster	Standards
<b>Reading:</b>	
Key Ideas and Details	Review RL/RI standards 1-3 as needed.
Craft & Structure	Review RL/RI standards 4-6 as needed.
Integration of Knowledge and Ideas	Review RL/RI standards 7-9 as needed.
Level of Text Complexity <b>TRC - LEVEL (D)</b>	<p><b>RL.K.10 and RI.K.10 - Actively engage in group reading activities with purpose and understanding.</b> <b>TRC - LEVEL (D)</b></p> <p style="background-color: yellow;">See <a href="#">GUIDED READING LESSON PLAN TEMPLATES- Jan Richardson Plans</a></p> <p><a href="#">Reading Behaviors by LEVELS</a>, <a href="#">Reading Descriptors for for Levels A-Z</a>. <a href="#">Reading Behaviors Checklist by Level</a></p> <p><a href="#">Independent Sustained Reading Guide</a></p>
WRITING	
<b>Writing:</b>	<a href="#">Narrative Mentor Texts</a> , <a href="#">Informational Mentor Texts</a> , <a href="#">Persuasive Mentor Texts</a>
<b>Text Types and Purposes</b>	Review Narrative, Information, and Opinion



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

<b>Production and Distribution of Writing</b>	<p><b>Media Specialists can help address these standards through collaborative research/writing projects.</b></p> <p>Continue mastery of all standards. Review Standards 4-6</p>
<b><u>SPEAKING &amp; LISTENING</u></b>	
<b>Speaking &amp; Listening:</b> Comprehension and Collaboration	<b>Review Standards 1-3</b>
Presentation of Knowledge and Ideas	<b>Review Standards 4-5</b>
<b><u>LANGUAGE</u></b>	
<b>Language:</b> Conventions of Standard English <a href="#">Language Continuum Guide</a>	<p><b>L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the K-1 grammar continuum.</b></p> <p style="text-align: center;">a. <u>Subject/Verb Agreement</u> Use singular and <b>plural nouns with matching verbs in basic sentences.</b></p> <p style="text-align: center;">e. <u>Conjunctions</u> Use frequently occurring conjunctions (and, or).</p> <p style="text-align: center;">g. <u>Sentences</u> <b>Produce and expand simple and compound, sentences.</b> <b>Understand and use question words</b></p>
<b>Language:</b> Conventions of Standard English <a href="#">Language Continuum Guide</a>	<b>Continue mastery of L.K.2 standards.</b>



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

<p><b>Language:</b> Vocabulary Acquisition and Use</p>	<p><b>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.</b>  <b>L.K.4.B - Use the most frequently occurring inflections and affixes</b>(e.g., <i>-ed, -s, un, pre, re, ful, less</i>) as a clue to the meaning of an unknown word.  L.K.5.B - Demonstrate understanding of frequently occurring verbs and <b>adjectives</b> by relating them to their opposites (antonyms).  <b>L.K.5.C - Distinguish shades of meaning among verbs describing the same general action</b> (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.  <b>L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b></p>
<p><u><a href="#">READING FOUNDATIONAL SKILLS</a></u></p>	
<p><b>Foundational Skills:</b> Print Concepts</p>	<p>Refer back to K-1 standards at-risk students</p>
<p><b>Foundational Skills:</b> <b>Handwriting</b></p>	<p>Continue to practice handwriting with students who need intervention.</p>
<p><b>Foundational Skills:</b> Phonological Awareness</p>	<p><b>RF.K.3.E - Add or substitute</b> individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
<p><b>Foundational Skills:</b> Phonics and Word Recognition See <a href="#">WCS Phonemic Awareness and Phonics Scope &amp; Sequence</a></p>	<p><b>RF.K.4.B - Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</b>  <b>RF.K.4.C - Read common high-frequency words by sight.</b>   <a href="#">mClass WR Lists</a>   RF.K.4.D - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p><b>Foundational Skills:</b> Fluency  <b>TRC - Level (D)</b></p>	<p><b>RF.K.5 - Read emergent-reader texts with purpose and understanding.</b>  <b>TRC - Level (D)</b>  <a href="#">Reading Behaviors by LEVELS, Reading Descriptors for for Levels A-Z, Reading Behaviors Checklist by Level</a></p>



**Wilson County Schools**  
Curriculum Framework for NCSCOS by Quarter  
GRADE K

See **GUIDED READING LESSON PLAN TEMPLATES**- [Jan Richardson Plans](#)

