

**RIDGECROFT SCHOOL  
LANGUAGE ARTS  
GRADE K**

Language Arts in Grade K will focus on the development of the English language in three areas: (1) grammar and language conventions, (2) reading, and (3) writing. The NC Standard Course of Study is used as a guideline for a scope and sequence to goals and objectives. Specifications for the required writing portfolio are also included.

**PACING GUIDE**

Resource: Houghton Mifflin Literature

<b>TOPICS/CONCEPTS</b>	<b>TIME</b>	<b>CURRICULUM OBJECTIVES</b>
<b>FIRST GRADING PERIOD</b>	<b>30 Days</b>	
Welcome to Kindergarten		Multiple objectives
Theme 1: Look at Us!		Multiple objectives
<b>SECOND GRADING PERIOD</b>	<b>30 Days</b>	
Theme 2: Colors All Around		Multiple objectives
Theme 3: We're a Family		Multiple objectives
<b>THIRD GRADING PERIOD</b>	<b>30 Days</b>	
Theme 4: Friends Together		Multiple objectives
Theme 5: Let's Count		Multiple objectives
<b>FOURTH GRADING PERIOD</b>	<b>30 Days</b>	
Theme 6: Sunshine and Raindrops		Multiple objectives
Theme 7: Wheels Go Around		Multiple objectives
<b>FIFTH GRADING PERIOD</b>	<b>30 Days</b>	
Theme 8: Down on the Farm		Multiple objectives
Theme 9: Spring Is Here		Multiple objectives
<b>SIXTH GRADING PERIOD</b>	<b>30 Days</b>	
Theme 10: A World of Animals		Multiple objectives

7-22-07

**NC STANDARD COURSE OF STUDY ([www.ncpublicschools.org](http://www.ncpublicschools.org))**

<b>COMPETENCY GOAL 1: THE LEARNER WILL DEVELOP AND APPLY ENABLING STRATEGIES AND SKILLS TO READ AND WRITE.</b>
<p>1.01 Develop book and print awareness:</p> <ul style="list-style-type: none"> <li>• identify the parts of books and function of each part.</li> <li>• demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.</li> <li>• demonstrate an understanding of letters, words, and story.</li> </ul> <p>1.02 Develop phonemic awareness and knowledge of alphabetic principle:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding that spoken language is a sequence of identifiable speech sounds.</li> <li>• demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.</li> <li>• demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).</li> </ul> <p>1.03 Demonstrate decoding and word recognition strategies and skills:</p> <ul style="list-style-type: none"> <li>• recognize and name upper and lower case letters of the alphabet.</li> <li>• recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.</li> <li>• recognize most beginning consonant letter-sound associations in one-syllable words.</li> </ul> <p>1.04 Read or begin to read:</p> <ul style="list-style-type: none"> <li>• read or attempt to read own dictated story.</li> <li>• attempt to read/read simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning.</li> </ul> <p>1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's</p>

independent reading level.

**COMPETENCY GOAL 2: THE LEARNER WILL DEVELOP AND APPLY STRATEGIES AND SKILLS TO COMPREHEND TEXT THAT IS READ, HEARD, AND VIEWED.**

- 2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details).
- 2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).
- 2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.
- 2.04 Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).
- 2.05 Predict possible events in texts before and during reading.
- 2.06 Understand and follow oral-graphic directions.
- 2.07 Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre.
- 2.08 Distinguish fantasy from reality when reading text.
- 2.09 Identify the sequence of events in a story

**COMPETENCY GOAL 3: THE LEARNER WILL MAKE CONNECTIONS THROUGH THE USE OF ORAL LANGUAGE, WRITTEN LANGUAGE, AND MEDIA AND TECHNOLOGY.**

- 3.01 Connect information and events in text to experience.
- 3.02 Discuss concepts and information in a text to clarify and extend knowledge.
- 3.03 Associate target words with prior knowledge and explore an author's choice of words.
- 3.04 Use speaking and listening skills and media to connect experiences and text:
  - listening to and re-visiting stories.
  - discussing, illustrating, and dramatizing stories.
  - discovering relationships.

**COMPETENCY GOAL 4: THE LEARNER WILL APPLY STRATEGIES AND SKILLS TO CREATE ORAL, WRITTEN, AND VISUAL TEXTS.**

- 4.01 Use new vocabulary in own speech and writing.
- 4.02 Use words that name and words that tell action in a variety of simple texts.
- 4.03 Use words that describe color, size, and location in a variety of texts: (e.g., oral retelling, written stories, lists, journal entries of personal experiences).
- 4.04 Maintain conversation and discussions:
  - attending to oral presentations.
  - taking turns expressing ideas and asking questions.
- 4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).
- 4.06 Write and/or participate in writing behaviors by using authors' models of language.

**COMPETENCY GOAL 5: THE LEARNER WILL APPLY GRAMMAR AND LANGUAGE CONVENTIONS TO COMMUNICATE EFFECTIVELY.**

- 5.01 Develop spelling strategies and skills by:
  - representing spoken language with temporary and/or conventional spelling.
  - writing most letters of the alphabet.
  - analyzing sounds in a word and writing dominant consonant letters.
- 5.02 Use capital letters to write the word I and the first letter in own name.

**TEXT IN GENRES FOR KINDERGARTEN**

<b>FICTION</b>	<b>NONFICTION</b>	<b>POETRY</b>	<b>DRAMA</b>
<ul style="list-style-type: none"><li>• Picture Books</li><li>• Caption Books</li></ul>	<ul style="list-style-type: none"><li>• Short informational texts</li></ul>	<ul style="list-style-type: none"><li>• Nursery rhymes</li><li>• Word plays</li><li>• Finger plays</li></ul>	<ul style="list-style-type: none"><li>• Puppet plays</li><li>• Reenactments of familiar stories</li></ul>

**GRADE K WRITING PORTFOLIO**

The writing portfolio is a collection of products that exhibit development of writing expertise. Some writing is shared, some is interactive, and some is independent. First drafts and revisions are included to show growth over time. Selected documents will be finished or “published”.

<b>STUDENT NAME:</b>		
	<b>DATE DUE</b>	<b>GRADE</b>
<b>FIRST SIX WEEKS</b>		
1. Drawing and Writing 2. Writing a List 3. Writing a Description		
<b>SECOND SIX WEEKS</b>		
1. Writing a Description 2. Journal Writing 3. Graphic Organizer 4. Class Story 5. Recording Observations 6. Grocery List		
<b>THIRD SIX WEEKS</b>		
1. Newsletter 2. Story 3. Note 4. Writing a List 5. Journal 6. Number Rhyme/Poem 7. Friendly Letter		
<b>FOURTH SIX WEEKS</b>		
1. Writing a Description 2. Journal 3. Weather Observations and Report 4. Story		
<b>FIFTH SIX WEEKS</b>		
1. Story 2. Journals 3. Friendly Letter 4. Class Newsletter		
<b>SIXTH SIX WEEKS</b>		
1. Report 2. Journal 3. Book Report 4. Writing Directions		

<p><b>GRADING FIRST SEMESTER:</b> Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:</p> <p style="text-align: center;">Above <input type="checkbox"/>                      On <input type="checkbox"/>                      Below <input type="checkbox"/></p> <p>Signature and Date: _____</p>
<p><b>GRADING SECOND SEMESTER:</b> Based on documents collected by mid-year, this student is determined to be at the following level at the end of first semester:</p> <p style="text-align: center;">Above <input type="checkbox"/>                      On <input type="checkbox"/>                      Below <input type="checkbox"/></p>

**Signature and Date:** \_\_\_\_\_