



# English Language Arts

## Kindergarten: Third Quarter

### Goals:

- Establish a community of readers and writers
- Practice literacy routines
- Continue stamina and independence
- Continue literacy small groups and literacy centers
- Integrate literacy content areas
- Determine students' current literacy knowledge

CCSS	Order At-a-Glance	HMH Resources	JC Schools/Other Resources
<b>Foundational Skills</b>			
<b>Print Concepts:</b> <b>RF.K.1c</b>	<ul style="list-style-type: none"> <li>• Front/back cover</li> <li>• Author/illustrator</li> <li>• Directionality/return sweep</li> <li>• 1-1 match</li> <li>• First and last letter</li> <li>• Letter vs. word</li> <li>• Spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• Big Books</li> <li>• Poetry Flip Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Predictable Big Books</li> <li>• Big Books with pattern text</li> <li>• Fountas &amp; Pinnell <i>Phonics Lessons: K</i></li> </ul>
<b>Phonological Awareness:</b> <b>RF.K.2a, RF.K.2b, RF.K.2c</b>	<ul style="list-style-type: none"> <li>• Continuum of Phonological Awareness Development               <ul style="list-style-type: none"> <li>○ Word comparison</li> <li>○ Rhyming</li> <li>○ Sentence Segmentation</li> <li>○ Syllables</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Opening Routines: Daily Phonological Awareness (teacher's edition)</li> </ul>	<ul style="list-style-type: none"> <li>• Songs</li> <li>• Stories</li> <li>• Alphabet/Nursery Rhyme Correlation</li> <li>• Cut-up Sentences</li> <li>• Rhyming Sorts               <ul style="list-style-type: none"> <li>○ Fountas &amp; Pinnell <i>Phonics Lessons:K</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Segmenting and Blending</li> <li>○ Onset-Rime <ul style="list-style-type: none"> <li>▪ Blending and segmenting</li> </ul> </li> <li>○ Phonemes <ul style="list-style-type: none"> <li>▪ Blending and segmenting</li> <li>▪ Deletion and manipulation</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Beverly Tyner Small Group Instruction materials</li> <li>• Elkonin Boxes</li> <li>• Florida Center for Reading Research: <a href="http://www.fcrr.org/">www.fcrr.org/</a></li> <li>• Dr. Jean: <a href="http://www.drjean.org">www.drjean.org</a></li> <li>• Carl's Corner: <a href="http://www.carlscorner.us.com">www.carlscorner.us.com</a></li> </ul>
<p style="text-align: center;"><b>Phonics</b> <b>RF.K.3d, L.K.2d</b></p>	<ul style="list-style-type: none"> <li>• Week 20: <ul style="list-style-type: none"> <li>○ Consonant Mixed Review</li> <li>○ Short i (-it, -ig, -in)</li> </ul> </li> <li>• Week 21: <ul style="list-style-type: none"> <li>○ Short/long i picture sort</li> </ul> </li> <li>• Week 22: <ul style="list-style-type: none"> <li>○ short a and i mix</li> </ul> </li> <li>• Week 23: <ul style="list-style-type: none"> <li>○ Short o (-ot, -op)</li> </ul> </li> <li>• Week 24: <ul style="list-style-type: none"> <li>○ Short o (-ot, -op, -ob)</li> </ul> </li> <li>• Week 25: <ul style="list-style-type: none"> <li>○ Short/long o picture sort</li> </ul> </li> <li>• Week 26: <ul style="list-style-type: none"> <li>○ Short u (-ut, -ug)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Big Book: A Journey from A to Z: A Book of ABC's</i></li> </ul>	<ul style="list-style-type: none"> <li>• Phonics and Word Study Scope and Sequence: K</li> <li>• Picture sorts <ul style="list-style-type: none"> <li>○ <i>Words Their Way</i></li> <li>○ Fountas &amp; Pinnell <i>Phonics Lessons:K</i></li> </ul> </li> <li>• Beverly Tyner Small Group Instruction materials</li> <li>• Florida Center for Reading Research: <a href="http://www.fcrr.org/">www.fcrr.org/</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Week 27:</b> <ul style="list-style-type: none"> <li>○ Short u (-ut, -ug, -un)</li> </ul> </li> <li>• <b>Week 28:</b> <ul style="list-style-type: none"> <li>○ Short/long u picture sort</li> </ul> </li> </ul>		
<b>Word Recognition</b> <b>RF.K.3c</b>	<p>Week 20: List 8— got, have, some, of</p> <p>Week 21: List 9— her, put, went, eat</p> <p>Week 22: List 10 – no, not, red, you</p> <p>Week 23: List 11 – are, do, blue, help</p> <p>Week 24: List 12 – make, up, green, said</p> <p>Week 25: List 13 – from, black, run, want</p> <p>Week 26: List 14 – yes, jump, so, yellow</p> <p>Week 27: List 15 – get, orange, pink, go</p> <p>Week 28: List 16 – down, brown, all, give</p>	<ul style="list-style-type: none"> <li>• Daily High Frequency Words (teacher's edition)</li> <li>• High Frequency Word cards</li> <li>• Leveled Readers</li> </ul>	<ul style="list-style-type: none"> <li>• High Frequency Word list</li> <li>• High Frequency Word cards</li> <li>• High Frequency Word PowerPoint</li> <li>• High Frequency Word phrases</li> <li>• High Frequency Word assessment document (MOY-Dec/Jan)</li> <li>• Sight Word Books: <a href="http://www.hubbardscupboard.org">www.hubbardscupboard.org</a></li> </ul>
<b>Writing</b>			
<b>Writer's Workshop</b> <b>Focus:</b> <b>Narrative</b>	<p>Unit of Study: Narrative</p> <p>Unit of Study: Informative and Explanatory</p>	<ul style="list-style-type: none"> <li>• Narrative Writing: <ul style="list-style-type: none"> <li>○ Unit 1</li> <li>○ Unit 3</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lucy Calkins: <i>Units of Study in Opinion, Information, and</i></li> </ul>

<p><b>W.K.1</b> <b>Informative and Explanatory</b></p> <p><b>W.K.2</b> <b>Production of Writing</b></p> <p><b>W.K.5, W.K.6</b></p>		<ul style="list-style-type: none"> <li>• <b>Informative Writing</b> <ul style="list-style-type: none"> <li>○ Unit 2</li> <li>○ Unit 5</li> </ul> </li> </ul>	<p><b>Narrative Writing</b></p> <ul style="list-style-type: none"> <li>• CCSS Appendix C</li> <li>• Big Universe: <a href="http://www.biguniverse.com">www.biguniverse.com</a></li> </ul>
<b>Assessment</b>			
<p><b>RL.K.10, RI.K.10</b></p>			<ul style="list-style-type: none"> <li>• MOY mCLASS/DIBELS Next literacy assessments (Dec/Jan)</li> <li>• Informal assessments</li> </ul>
<p><b>*Please refer to Johnson City Schools English Language Arts Assessment Guide: Kindergarten for other standards assessed for this quarter.</b></p>			