



English Language Arts

Kindergarten: Fourth 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 Resources
Foundational Skills			
<p>Phonological Awareness: RF.K.2a, RF.K.2b, RF.K.2c, RF.K.2d, RF.K.2e</p>	<ul style="list-style-type: none"> • Continuum of Phonological Awareness Development <ul style="list-style-type: none"> ○ Word comparison ○ Rhyming ○ Sentence Segmentation ○ Syllables <ul style="list-style-type: none"> ▪ Segmenting and Blending ○ Onset-Rime <ul style="list-style-type: none"> ▪ Blending and segmenting ○ Phonemes <ul style="list-style-type: none"> ▪ Blending and segmenting 	<ul style="list-style-type: none"> • Opening Routines: Daily Phonological Awareness (teacher's edition) 	<ul style="list-style-type: none"> • Songs • Stories • Alphabet/Nursery Rhyme Correlation • Cut-up Sentences • Rhyming Sorts <ul style="list-style-type: none"> ○ Fountas & Pinnell <i>Phonics Lessons: K</i> • Beverly Tyner Small Group Instruction materials • Elkonin Boxes • Florida Center for Reading Research:

	<ul style="list-style-type: none"> ▪ Deletion and manipulation 		<p>www.fcrr.org/</p> <ul style="list-style-type: none"> • Dr. Jean: www.drjean.org • Carl's Corner: www.carlscorner.us.com
<p>Phonics RF.K.3b</p>	<ul style="list-style-type: none"> • Week 29: <ul style="list-style-type: none"> ○ Short o and u mix • Week 30: <ul style="list-style-type: none"> ○ Short e (-et, -en) • Week 31: <ul style="list-style-type: none"> ○ Short e (-et, -en, -ed) • Week 32: <ul style="list-style-type: none"> ○ Short/long e picture sort • Week 33: <ul style="list-style-type: none"> ○ Short i, e mix • Week 34: <ul style="list-style-type: none"> ○ Short a, i, o, u mix • Week 35: <ul style="list-style-type: none"> ○ short a, i, o, u, e mix 		<ul style="list-style-type: none"> • Phonics & Word Study Scope and Sequence: K • Word sorts <ul style="list-style-type: none"> ○ <i>Words Their Way</i> ○ Fountas & Pinnell <i>Phonics Lessons: K</i> • Florida Center for Reading Research: www.fcrr.org/
<p>Word Recognition RF.K.3c</p>	<p>Week 29: List 17— good, with, for, white Week 30: List 18— little, day, gray, find Week 31: List 19 – will, purple, was, they Week 32: List 20 – what, his, off, where</p>	<ul style="list-style-type: none"> • Daily High Frequency Words (teacher's edition) • High Frequency Word cards • Leveled Readers 	<ul style="list-style-type: none"> • High Frequency Word list • High Frequency Word cards • High Frequency word phrases • High Frequency Word assessment

	<p>Week 33: List 21 – this, came, now, out</p> <p>Week 34: List 22 – many, them, saw</p> <p>Week 35: Review and Assess</p> <p>Week 36: Review and Assess</p>		<p>document (EOY)</p> <ul style="list-style-type: none"> Sight Word Books: www.hubbardscupboard.org
Writing			
<p><i>Writer's Workshop</i></p> <p>Focus:</p> <p><i>Opinion Writing</i> W.K.1</p> <p><i>Research Writing</i> W.K.7, W.K.8</p>	<p>Unit of Study: Opinion Writing</p> <p>Unit of Study: Research Writing</p>	<ul style="list-style-type: none"> Opinion Writing: <ul style="list-style-type: none"> Unit 4 Unit 6 	<ul style="list-style-type: none"> Lucy Calkins: <i>Units of Study in Opinion, Information, and Narrative Writing</i> CCSS Appendix C Big Universe: www.biguniverse.com
Language			
<p>L.K.1a</p> <p><i>(Letter Formation)</i></p>			<ul style="list-style-type: none"> Letter Formation assessment document (EOY)
Assessment			
<p>RL.K.10, RI.K.10</p>			<ul style="list-style-type: none"> EOY mCLASS/DIBELS Next literacy assessments (April/May) Informal assessments

****Please refer to Johnson City Schools English Language Arts Assessment Guide:
Kindergarten for other standards assessed for this quarter.***