

ELA Quarter 4

<i>Essential Skill Component</i>	<i>Standard</i>	<i>Sub Component</i>	<i>Quarterly Focus</i>
English Language Arts	Reading		
Foundational Skills			
Understand print concepts	RF.K.1	RF.K.1a. Follow words from left to right, top to bottom, and page by page. RF.K.1b. Recognize that spoken words are represented in written language by specific sequences of letters. RF.K.1c. Understand that words are separated by spaces in print.	Ongoing from third quarter.
Recognizes and names 52 uppercase/lowercase letters	RF.K.1d	Recognizes and names 52 uppercase/lowercase letters	Ongoing from second quarter
Produces all consonant letter sounds and both long and short vowel sounds (31 total sounds)	RF.K.3		Ongoing from third quarter.
Separates, blends and manipulates individual sounds in spoken words	RF.K.2	RF.K.2a. Recognize and produce rhyming words. RF.K.2b. Count, pronounce, blend, and segment syllables in spoken words. RF.K.2c. Blend and segment onsets and rimes of single-syllable spoken words. RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) RF.K.2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Ongoing from quarter 3
Recognizes common sight words	RF.K.3		Recognizes common sight words.
Literature/Informational Text			
Answers questions about the text	RL.K.1 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RI.K.1 RI.K.4 RI.K.6 RI.K.7 RI.K.8		Ongoing from quarter 3. Sorts previously read texts by type (fiction, nonfiction, poetry) With prompting and support, identifies the reasons an author gives to support points in a text (Ex: Cats are mammals....drink milk, born alive, fur).
Describes connections between two individuals, events, or ideas in the text	RL.K.3 RL.K.9 RI.K.3 RI.K.9		Ongoing from quarter 3
Retells stories including key details such as characters, setting and major events	RL.K.2 RL.K.3 RI.K.2 RI.K.3		Ongoing from quarter 3

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Uses letter sound knowledge to read words	RF.K.3	RF.K.3a. 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. RF.K.3b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. RF.K.3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RF.Kd. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Ongoing from quarter 3
Reads kindergarten texts with accuracy and understanding	RF.K.4		Reads kindergarten texts with purpose and understanding.
English Language Arts	Writing		
Text Types and Purposes			
Uses a combination of drawing, dictating and writing to communicate ideas and information effectively	W.K.1 W.K.2 W.K.3		Ongoing from quarter 3 with more independence. Focus: Writing connected sentences about the same topic.
Purposes and Distribution			
Begins to respond to questions and suggestions to add detail and strengthen writing	W.K.5 W.K.6		Ongoing from quarter 3 with more independence.
Writes using appropriate kindergarten level punctuation, spacing, capitalization and spelling	L.K.2	L.K.2a. Capitalize the first word in a sentence and the pronoun I. L.K.2b. Recognize and name end punctuation. L.K.2 c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). L.K.2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Ongoing from quarter 3.
Uses letter sound knowledge to write words	L.K.2		Ongoing from quarter 3. Begins to use long vowel sound combinations in words, and attempting to write longer words phonetically. (CVCC, CVVC)
Research To Build and Present Knowledge			
Participates in group research and shared writing	W.K.7 W.K.8		Ongoing from quarter 3 with more independence.
Language			
Uses and demonstrates knowledge of grade- level vocabulary	L.K.4 L.K.5 L.K.6	L.K.4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). L.K.4 b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown words. L.K.5a. Sort and categorize items. L.K.5 b. opposites (antonyms) L.K.5c. Identify real life connections between words and uses. L.K.5d. Distinguish shades of meaning among verbs describing the same general action by acting out meaning (walk, strut, march)	Ongoing from quarter 3.

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Is able to speak using age appropriate English grammar	L.K.1	L.K.1b. Use frequently occurring nouns and verbs. L.K.1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). L.K.1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). L.K.1f. Produce and expand complete sentences in shared language activities.	Ongoing from quarter 3.
Listening and Speaking			
Comprehension and Collaboration			
Participates in group discussions	SL.K.1 SL.K.2 SL.K.3 RL.K.10 RI.K.10		Ongoing from quarter 2
Listens actively and attentively	SL.K.1	SL.K.1a Follow agreed-upon rules for discussions	Ongoing from quarter 2
Presentation of Knowledge and Ideas			
Describes familiar people, places, things and events only	SL.K.4 SL.K.5		Ongoing from quarter 2.
Expresses thoughts, feelings and ideas clearly	SL.K.6		Ongoing from quarter 2.