

School City of East Chicago

Grade K
Quarter 3 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 3	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 3, week 4 through Unit 5, week 1					
Constant Standards *Taught every quarter	<p>K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.</p> <p>K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet</p> <p>K.RF.3.1 Identify and produce rhyming words.</p> <p>K.RF.3.2 Orally pronounce, blend, and segment words into syllables</p> <p>K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.</p> <p>K.RF.4.1 Use letter-sound knowledge to decode the sound of each</p>	<p>K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.</p> <p>K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.</p> <p>K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).</p>	<p>K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).</p> <p>K.RN.2.2 With support, retell the main idea and key details of a text.</p>	<p>K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.</p>	<p>K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.</p> <p>K.W.2.2 Write by moving from left to right and top to bottom.</p> <p>K.W.4 Apply the writing process to –</p> <ul style="list-style-type: none"> With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., <i>correct spelling of simple words, capitalization of the first word of the sentence</i>). Use available technology to produce and publish writing. <p>K.W.5 With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.</p>	<p>K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>K.SL.2.3 Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.</p> <p>K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.</p> <p>K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>K.SL.3.2 Ask appropriate questions about what a speaker says.</p> <p>ML.2.1 Recognize common signs and logos and identify commercials or advertisements.</p>

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	<p style="color: red;">consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).</p> <p style="color: red;">K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).</p> <p style="color: green;">K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.</p>					
Spiral Standards *Reviewed Quarterly	<p style="color: red;">K.RF.2.2 Recognize that written words are made up of sequences of letters.</p> <p style="color: red;">K.RF.2.3 Recognize that words are combined to form sentences</p> <p style="color: red;">K.RF.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.</p> <p style="color: red;">K.RF.3.5 Add, delete, or substitute sounds to change words.</p>	<p style="color: green;">K.RL.2.4 Make predictions about what will happen in a story.</p> <p style="color: red;">K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p> <p style="color: red;">K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.</p>	<p style="color: green;">K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p style="color: black;">K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic</p> <p style="color: green;">K.RN.4.1 With support, identify the reasons an author gives to support points in a text.</p>	<p style="color: green;">K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).</p> <p style="color: green;">K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.</p> <p style="color: green;">K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.</p>	<p style="color: red;">K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.</p> <p style="color: black;">K.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p> <p style="color: black;">K.W.6.1a Nouns/Pronouns Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).</p> <p style="color: black;">K.W.6.1b Verbs Writing sentences that include verbs.</p> <p style="color: black;">K.W.6.1c Adjectives/ Adverbs <i>Standard begins at second grade.</i> (2.W.6.1c: Adjectives/ Adverbs Writing sentences that use adjectives and adverbs.)</p>	N/A

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	<p>K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.</p> <p>K.RF.4.3 Recognize the long and short sounds for the five major vowels.</p>		<p>K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic.</p>		<p>K.W.6.1d Prepositions <i>Standard begins at fourth grade.</i> (4.W.6.1d: Prepositions) Writing sentences that include prepositions, explaining their functions in the sentence.)</p> <p>K.W.6.1e Usage Recognizing that there are different kinds of sentences (e.g., <i>sentences that tell something, sentences that ask something, etc.</i>).</p> <p>K.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p style="color: green;">K.W.6.2a Capitalization Capitalizing the first word in a sentence and the pronoun I.</p> <p style="color: green;">K.W.6.2b Punctuation Recognizing and naming end punctuation.</p> <p>K.W.6.2c Spelling Spelling simple words phonetically, drawing on phonemic awareness.</p>	
New (Focus) Standards *Introduced in a Quarter	<p>K.RF.4.5 Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.</p>	<p>K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.</p> <p>K.RL.4.2 With support, compare and contrast the adventures and experiences of</p>	<p>K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.</p>	<p>K.RV.2.4 Recognize frequently occurring inflections (e.g., look, looks).</p>	<p>K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.</p>	N/A

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		characters in familiar stories.				
Essential Skills	<p>K.RF.2.1 *Follow print from left to right *Follow print from top to bottom *Track each word across the page *Track print across several pages</p> <p>K.RF.2.2 *Distinguish words from letters or groups of letters *Recognize the relationship between letters and sounds</p> <p>K.RF.2.3 *Recognize space *Recognize words</p> <p>K.RF.2.4 *Identify, recognize, and name all uppercase and lowercase letters</p> <p>K.RF.3.1 *Sound recognition *Recognize word endings</p>	<p style="color: red;">K.RL.2.1 *Ask & answer questions *Give details *Listen for information</p> <p>K.RL.2.2 *Identify the main events of a story *Retell a story *Sequence/order the events of the story *Verbalize the basic elements of the story: character, setting, problem, resolution, ending *Identify key details</p> <p>K.RL.2.3 *Identify characters *Identify settings *Identify major events *Identify problem & solution</p> <p>K.RL.2.4 *Understand and follow the story's events and plot</p>	<p>K.RN.2.1 *With prompting, answer who, what, when, where, how many, and how questions *With support, determine which details are important in the text and why</p> <p>K.RN.2.2 *Identify the main topic *Know how to retell information using key details</p> <p>K.RN.2.3 *With support, connect individuals and events *With prompting, describe main ideas in a text</p> <p>K.RN.3.1 *Recognize what an illustration is (e.g., picture, photo, drawing, sketch) *Understand and follow the information in the text *Know that the illustrations help you understand more about the text and the person, place, thing or idea the text is about *With help, connect the illustrations with the message</p> <p>K.RN.3.2 *Understand and recognize common patterns of text</p>	<p>K.RV.1 *Know the rules for speaking with others *Talk about ideas or events in a story *Respond to ideas you have heard or read about *Respond in sentences or phrases *Use new vocabulary in conversations about what you have learned or read</p> <p>K.RV.2.2 *Group objects by colors, sizes, and shape *Sort given objects into groups *Sort pictures into categories and label the categories *Understand what an opposite is</p> <p>K.RV.2.4 *Know many common and familiar words *Know that parts can be added to a word to change its meaning.</p>	<p>K.W.2.1 *Be able to recognize upper- and lowercase letters *Correctly space and form upper- and lowercase letters</p> <p>K.W.2.2 *Distinguish right from left *Distinguish top from bottom *Print from right to left *Print from top to bottom</p> <p>K.W.3.2 *Choose a topic to write about *Decide what information they will write *Organize the ideas *Use drawings about the topic to support the written ideas *Use details about their topic in their writing</p> <p>K.W.3.3 *Draw a picture that tells a story *Be able to talk about what has been drawn *Know the who, what, when of the event *Retell the event in the order that it happened</p> <p>K.W.4 *Generate a topic to write about *Know how to take ideas from a graphic organizer chart to write about</p>	<p>K.SL.2.1 & K.SL.2.3 *Know that when talking there are rules that we follow such as not interrupting when another person is speaking *Know that when we listen to someone, we need to look at them and respond about the same topic</p> <p>K.SL.2.4 *Have a basic understanding of what is being said *Ask and answer questions *Recognize when understanding is not complete *Ask for additional information</p> <p>K.SL.3.1 & K.SL.3.2 *Understand the ideas presented in text *Listen with the intent to remember what is being said *Look at a book and understand that illustrations and words convey meanings *Understand that there are messages in videos, television programs, and pictures *Recognize which details presented are key to the message *Know that there are places a person can go to ask for help in understanding the message *Know how to ask appropriate questions *Answer questions to show understanding</p>

Finalized April 2017

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	<ul style="list-style-type: none"> *Recognize sameness/difference of sounds *Recognize repetition *Isolate the sounds at the end of a word K.RF.3.2 *Count syllables *Blend syllables *Segment syllables K.RF.3.3 *Blend onset & rime to form words K.RF.3.4 *Hear beginning and final sounds in three phoneme words *Hear and pronounce the medial vowel sound in three-phoneme words K.RF.3.5 *Identify individual sounds *Have the ability to break words into their sounds *Recognize the order of sounds and add sounds to make new words 	<ul style="list-style-type: none"> *Know that authors provide clues within text and/or illustrations about plot *Identify clues within text or illustrations to make predictions about events in the plot K.RL.3.1 *Recognize that there are different purposes for writing *Understand that writing is formatted in different ways *Know elements of a story *Know elements of a poem *Recognize common genres: fable, narrative, fairytale, poem, rhyme, counting books, alphabet books K.RL.3.2 *Identify the name of the author and tell what he/she does *Identify the name of the illustrator and tell what he/she does 	<ul style="list-style-type: none"> structure (organization) such as: cause/effect; sequence; description; compare/contrast *Recognize important elements of a text *Identify main topic *Know how to retell information using key details K.RN.4.1 *Know that an author writes to share what they think *Know that authors use details to help make a point *Understand that authors try to explain their thinking *Know that an author may have more than one reason to explain his thinking K.RN.4.2 *Identify the similarities and differences between the two texts 	<ul style="list-style-type: none"> K.RV.3.1 & K.RV.3.2 *Recognize that a word is not known *Be able to ask questions that can help solve and unknown word *Use cues such as visuals, phonics, and semantics to figure out unknown words 	<ul style="list-style-type: none"> *Organize the writing so that it moves logically *Write sentences with detail *Know that you can add sizes, colors, and other adjectives to writing to strengthen it *Recognize unrelated ideas when read with an adult *Be familiar with a computer keyboard *Know how to navigate a computer toolbar *Use a mouse K.W.5 *Retell/recall key details *Look at multiple sources to gather information *Draw conclusions from experiences to help answer a question *Uses multiple sources to come to an answer K.W.6.1 a-e *Know that nouns are words that name people, places, things, or ideas *Know that many singular nouns can become plural by adding s or es *Know that verbs describe actions *Know how to recognize and write different types of sentences (declarative, imperative, interrogative, or exclamatory) 	<ul style="list-style-type: none"> K.ML.2.1 *Recognize and understand common signs used to communicate an idea *Recognize common product logos *Identify commercials or advertisements in various formats

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	<p>*Recognize if adding new sounds makes a new word</p> <p>*Recognize if deleting or substituting a sound while holding on to the rest of the word will make a new word</p> <p>K.RF.4.1</p> <p>*Produce sound(s) that correspond to a given letter</p> <p>K.RF.4.2</p> <p>*Differentiate sounds</p> <p>*Know that words are made up of sounds that are put together</p> <p>*Sustain the sounds of letters until the next sound is added</p> <p>*Put the different sounds together quickly</p> <p>K.RF.4.3</p> <p>*Understand that vowels have long and short sounds</p> <p>*Hear and distinguish the differences between long and short vowel sounds</p>	<p>K.RL.4.1</p> <p>*Recognize what an illustration is (e.g., picture, photo, drawing, sketch)</p> <p>*Know that the illustrations help you understand more about the story, its characters, and the plot</p> <p>*Connect the point of the story with the illustrations</p> <p>K.RL.4.2</p> <p>*Know that compare means looking for things that are alike or the same</p> <p>*Know that contrast means looking for differences</p> <p>*Understand the who & the what of the story</p> <p>*Identify similarities/differences in the experiences of characters</p> <p>*Identify similarities/differences in the adventures of characters</p>			<p>K.W.6.2 a-c</p> <p>*Know that a sentence begins with a capital letter</p> <p>*Know that the pronoun I is capitalized</p> <p>*Name the period, question mark, and exclamation point</p> <p>*Know that a sentence needs some type of end punctuation</p> <p>*Know when to use a period, question mark, or exclamation point in writing</p> <p>*Know the relationship between a letter and the sound it makes</p> <p>*Use phonetic spelling when writing</p>	

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	<p>K.RF.4.4 *Read high frequency words in text</p> <p>K.RF.4.5 *Hear the differences in words that sound alike such as <i>van</i> and <i>ban</i>, <i>pen</i> and <i>pin</i>, and <i>Pam</i> and <i>pan</i></p> <p>*Recall the sounds of two words and identify the differences in the words</p> <p>K.RF.5 *Understand and use concepts of print and book handling skills *Know that text has meaning and author’s message *Use predictable patterns to read text *Know and use a set of words to make meaning of text *Master high frequency words with automaticity *Know how punctuation works to help comprehension</p>					

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Instructional Strategies & Resources	<p>ASCD</p> <ul style="list-style-type: none"> ❖ Reading Comprehension Strategies for ELLs http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx <p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Reading 101 for ELLs http://www.colorincolorado.org/literacy-instruction-ells <p>John Hattie</p> <ul style="list-style-type: none"> ❖ Top 10 High Impact Instructional Strategies http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/ <p>LD Online</p> <ul style="list-style-type: none"> ❖ Educator’s Guide to Learning Disabilities and ADHD http://www.ldonline.org/ <p>LD Online</p> <ul style="list-style-type: none"> ❖ Effective Reading Interventions for Kids with Learning Disabilities http://www.ldonline.org/article/33084/ <p>Reading Horizons</p> <ul style="list-style-type: none"> ❖ Reading Strategies: Kindergarten Phonics Instruction http://www.readinghorizons.com/reading-strategies/teaching/phonics-instruction/the-importance-of-effective-kindergarten-phonics-instruction <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Building the Foundation: A Suggested Progress of Sub-Skills to Achieve the Reading Standards: Foundational Skills in the Common Core State Standards http://www.readingrockets.org/guides/building-foundation-suggested-progression-sub-skills-achieve-reading-standards-foundational 			<p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Vocabulary http://www.readingrockets.org/article/teaching-vocabulary <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Using Word Walls to Develop and Maintain Academic Vocabulary http://www.readwritethink.org/professional-development/strategy-guides/using-word-walls-develop-31164.html <p>TeachHub.com</p> <ul style="list-style-type: none"> ❖ Teaching Strategies: 5 Ideas for Instructing Vocabulary http://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary 		<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Writing Instruction for ELLs http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells <p>Education World</p> <ul style="list-style-type: none"> ❖ Fun Grammar Activities http://www.educationworld.com/a_lesson/esson/lesson334.shtml <p>Learn at the Primary Pond</p> <ul style="list-style-type: none"> ❖ 5 Effective Strategies for Teaching K-2 Students to Edit Their Writing http://learningattheprimarypond.com/blog/5-effective-strategies-for-teaching-editing/ <p>NCTE</p> <ul style="list-style-type: none"> ❖ What We Know about Writing, Grades K-2 http://www.ncte.org/writing/aboutearlygrades <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Kindergarten Writing Samples http://www.readingrockets.org/looking-at-writing/kindergarten-writing-sample-1 		<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Oral Language Development and ELLS: 5 Challenges and Solutions http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions <p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Speaking and Listening Skills for ELLS http://www.colorincolorado.org/speaking-listening-skills-ells

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	<p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Literacy Implementation Guidance for the ELA http://www.readingrockets.org/article/literacy-implementation-guidance-ela <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ What Does Research Tell Us About Teaching Reading to English Language Learners? http://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Teacher Read Aloud That Models Reading for Deeper Understanding http://www.readwritethink.org/professional-development/strategy-guides/teacher-read-aloud-that-30799.html <p>ReadWriteThink</p> <p>http://www.readwritethink.org/</p> <p>Robert Marzano</p> <ul style="list-style-type: none"> ❖ 9 High Yield Instructional Strategies http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/ <p>Special Education Guide</p> <ul style="list-style-type: none"> ❖ Effective RTI Strategies for Teachers http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ <p>U.S. Department of Education</p> <ul style="list-style-type: none"> ❖ Foundation Skills to Support Reading for Understanding in K-3rd Grade https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf <p>WIDA</p> <p>https://www.wida.us/</p>					<p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Elementary School Students to Be Effective Writers http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Writing to Students with LD http://www.readingrockets.org/article/teaching-writing-students-ld <p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Word Study Instruction in the K-2 Classroom http://www.readingrockets.org/article/word-study-instruction-k-2-classroom <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Guided Writing http://www.readwritethink.org/professional-development/strategy-guides/guided-writing-30685.html <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Shared Writing http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html 	

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Question Stems	<p>K.RF.2.1 *Show me where I start reading. *Which way do I go next? *Point to the first word on this page. *Point to the last word on this page. *Point to each word as I read the sentence/ page.</p> <p>K.RF.2.2 *Can you point to the words on the page? *Can you count the letters in the word? *Can you show me the first letter in the word? *Can you show me the last letter in the word?</p>	<p>K.RL.2.1 *Who was in the story? *What was this about? *What happened next? *Talk to your partner about... *Where did it say that? *How did you know that?</p> <p>K.RL.2.2 *Can you tell me what happened in the story? *Using these pictures/cards, can you tell what happened in the story? *What happened first? *What was the story about? What did the character do to solve the problem? *What happened at the end of the story? *Can you draw a picture</p>	<p>K.RN.2.1 *What do you think was the most important thing you learned? *Can you ask your partner to tell you what happened when... or how... or to whom? *What details are the most important to the story?</p> <p>K.RN.2.2 *Which sentence tells what this was mostly about? *What is the main topic of the text?</p> <p>*Can you tell me some key details of the story? K.RN.2.3 *How are _____ and _____ connected to each other? *What caused this to happen? *Support your answer with events from the text</p>	<p>K.RV.1 *How would you respond to _____? *How should you ask for _____? *What type of vocabulary would be best for this situation?</p> <p>K.RV.2.2 *Put these vocabulary words into groups. *Can you tell me about the groups you made? *Can you and your partner sort these pictures into groups? *Do you know another way to say that? *Listen to all the words the author uses that mean _____. *Let's make a describing map to think of ways to say... *We are going to</p>	<p>K.W.2.1 *Can you write your ABC's *Can you write the letter _____? *Can you write the uppercase letter? *What does this letter look like in the lower-case? *Can you stay within the lines on the paper? *Can you make the capital letter _____?</p> <p>K.W.2.2 *Can you point to the top? *Can you point to the bottom? *Can you show me where to start printing on the page? *When you come to the end of the line, can you show me where you would start printing next?</p> <p>K.W.3.2 *What are you writing about? *How will you start your writing? *Can you tell me what you like and I will write down what you say? *Can you tell me about your picture and I will help you write about your picture? *Can you tell some more about...? *Why don't you tell what it looks like and</p>	<p>K.SL.2.1 & K.SL.2.3 *Talk to your partner or group about... *Ask your partner _____. *Tell your partner what you think about... *Tell your partner what you have liked so far. *Tell your group what you learned about...</p> <p>K.SL.2.4 *What did they say? *Can you ask them to tell you more? *What can you say if you don't understand? *What was the most important part that you heard? *Did you understand what he/she was telling you? *Can you tell me what they said about...? *Excuse me, can you tell me that part again?</p> <p>K.SL.3.1 & K.SL.3.2 *What/who was this about? *How do you know what happened? *What do you think this picture/video is about? *If you are not sure, whom can you ask for help? *What did you learn when we read this</p>

School City of East Chicago

Grade K
Quarter 3 ELA Curriculum Map

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Suggested Pacing	Pearson Reading Street Unit 3, week 4 through Unit 5, week 1					
	<p>K.RF.2.3 *Can you point to a word? *Can you draw a line between the words in the story? *Can you make a circle around every word in the sentence? *Can you count the words in the sentence? *Can you show me the first word in the sentence?</p> <p>K.RF.2.4 *Can you show me an uppercase ____? *Can you name this/these letter(s) ____? *(While pointing to an upper- or lowercase letter) Can you find a letter that looks like this? *Tell me the name of each letter as I point to it. *Point to and read these letters.</p>	<p>of what happened in the story and then tell me about it? K.RL.2.3 *Who are the characters in the story? *How are the characters alike or different? *What happened in the story? *When and where did the story take place? *What was the problem and how was it solved? *Can you look at the picture and tell me about...? K.RL.2.4 *What do you think will happen next? What made you think this would happen? *What do you think ____ will do? *What might happen because of a character's actions? *How do you think the story will end? K.RL.3.1 *What helps us know that this book is a ____? *Is this story real or not real? *Is this a ____ or a</p>	<p>*What did they do to make this happen? *Can you tell what happened after...? K.RN.3.1 *What can you learn from the illustrations? *What do you think the writer is trying to say? What picture helps you think that? *Why do you think the illustrator put in that picture? *Does the illustration match what the writer is trying to say? *Do you think the story and the picture are connected? *Describe how the picture helps you understand what the author has written. K.RN.3.2 *What is the main idea of the text? *Can you tell me some of the key details? *How did the author organize his details? K.RN.4.1 *What does the writer think about the problem? *Why do you think the author wrote that? *What in the writing made you think that? K.RN.4.2 *We read two books, what</p>	<p>brainstorm ways to say... *The opposite of ____ is ____. *If it is not ____ it is ____. *Can you show me what <i>march</i> looks like? *Show me the difference between <i>talk</i> and <i>whisper</i>. K.RV.2.4 *What happens to the word <i>cat</i> when we add <i>s</i> and make it <i>cats</i>? K.RV.3.1 & K.RV.3.2 *Point to an unknown word on the page. *What strategy could you use to figure out the meaning of an unknown word? *Is there a chunk in that word that you know? *Is there something in the picture that can help you?</p>	<p>what it does? K.W.3.3 *What will you draw and write about today? *Today you will write a story about what we did and what happened. *After reading a book or story, today we are going to write about this book. Draw a picture of your favorite part and then tell me about what you have drawn. *Draw a picture that shows how you feel and then tell about what you drew. K.W.4 *What will you be writing about today? *What did you like the most? Can you write about that? *Can you tell me more about what you are writing? *Be sure to write what happened first, next, and last *Can you use what we have in the graphic organizer to write your story? *What will you tell about in your writing? *Can you turn on the computer? *Do you know how to use a mouse? K.W.5 *Where can you go to gather/collect information to help you understand? *After reading a text or looking at a picture, ask who, what, where and when questions. *Did you gather information from the computer, books, or magazines? *What were the best sources you used?</p> <p>QUESTION STEMS FOR GRAMMAR AND USAGE STANDARDS HAVE NOT BEEN INCLUDED</p>	<p>book? *What do you think the author/film/illustrator is trying to tell us?</p>

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Suggested Pacing	Pearson Reading Street Unit 3, week 4 through Unit 5, week 1					
	<p>*Match capital letters to the lowercase letters. K.RF.3.1 *What do you notice about these words? *Do these words sound the same? *Does this word rhyme with ____? *Can you name/say another word that sounds like this one? *Do these words end the same or are they different? K.RF.3.2 *Clap the parts of the word. How many syllables do you hear? *Blend the syllables to form a word. *Segment the syllables of this word. K.RF.3.3 *What word do you get when you put this sound with this chunk? *What word do you get when you add ____ to ____ (e.g., /m/ to /at/)</p>	<p>____? (differentiate between genres) K.RL.3.2 *What does the author do? *What does the illustrator do? *Who wrote this story? *Who drew the pictures? K.RL.4.1 *After looking at the picture, what do you think will happen next? *Why do you think the illustrator drew this picture? *What can you learn about ____ by looking at the pictures? *Is there anything in the picture that helps you understand the story better? *Point to the picture. Tell me what's happening in the story K.RL.4.2 *What adventure did ____ have in the story? *How is this like another story we read? *Did the same things happen to ____? *How were the stories</p>	<p>was the same or different about them?</p>			

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	<p>*When you take apart this word, do you see another word? K.RF.3.4 *I will say a word; tell me what sound you hear first. *I will say a word; what sound do you hear at the end? *Say the word with me. What sound did you make first/last? *Listen as I say the word. What sound do you hear in the middle? *What vowel do you hear in the middle of the word ____? K.RF.3.5 *What sounds do you hear? *The word is ____. What word would you have if you took away the ____ and added ____? *What word would you have if you added ____ to ____?</p>	different?				

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	<p>K.RF.4.1 *When I point to a letter, tell me the sound that it makes. *When I say a sound, write the letter(s) that make that sound.</p> <p>K.RF.4.2 *Listen to the sounds; now many do you hear? *Listen to the sounds; blend the sound to say the whole word. *Blend the word parts together and say the whole word.</p> <p>K.RF.4.3 *When I say <i>hat</i> what letter do you hear in the middle? *Which vowel do you hear when I say ____?</p> <p>K.RF.4.4 *(As you point to a list of high frequency words, say) Can you read these words for me?</p>					

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Suggested Pacing	Pearson Reading Street Unit 3, week 4 through Unit 5, week 1					
	<p>K.RF.4.5 *I will say two words; tell me if they are the same or different.</p> <p>K.RF.5 *Can you read this book for me? *What can you do when you get to a word you don't know? *Is this book going to tell you a story or is it going to help you learn something? *What is this book about? *What do you think the author is trying to tell you?</p>					
Academic Vocabulary	<p>Indiana Department of Education *K-12 English/Language Arts Glossary http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf</p> <p>Indiana Department of Education *ISTEP+ Standards and Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary</p>					
District Assessments	<p>*Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA</p>					