

**School City of East Chicago**

**Grade K  
Quarter 2 ELA Curriculum Map**

**Red=Critical**

**Green=Important**

**Black=Additional**

Quarter 2	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<b>Pearson Reading Street Unit 2, week 3 through Unit 3, week 3</b>					
Constant Standards  *Taught every quarter	<p><b>K.RF.2.1</b> Demonstrate understanding that print moves from left to right across the page and from top to bottom.</p> <p><b>K.RF.2.4</b> Identify and name all uppercase (capital) and lowercase letters of the alphabet</p> <p><b>K.RF.3.1</b> Identify and produce rhyming words.</p> <p><b>K.RF.3.2</b> Orally pronounce, blend, and segment words into syllables</p> <p><b>K.RF.3.4</b> Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.</p>	<p><b>K.RL.2.1</b> With support, ask and answer questions about main topics and key details in a text heard or read.</p> <p><b>K.RL.2.2</b> With support, retell familiar stories, poems, and nursery rhymes, including key details.</p> <p><b>K.RL.2.3</b> Identify important elements of the text (e.g., characters, settings, or events).</p>	<p><b>K.RN.2.1</b> With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).</p> <p><b>K.RN.2.2</b> With support, retell the main idea and key details of a text.</p>	<p><b>K.RV.1</b> 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><b>K.W.2.1</b> Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.</p> <p><b>K.W.2.2</b> Write by moving from left to right and top to bottom.</p> <p><b>K.W.4</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>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>).</li> <li>Use available technology to produce and publish writing.</li> </ul> <p><b>K.W.5</b> 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><b>K.SL.2.1</b> Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p><b>K.SL.2.3</b> Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.</p> <p><b>K.SL.2.4</b> Ask questions to seek help, get information, or clarify something that is not understood.</p> <p><b>K.SL.3.1</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>K.SL.3.2</b> Ask appropriate questions about what a speaker says.</p> <p><b>ML.2.1</b> Recognize common signs and logos and identify commercials or advertisements.</p>

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	<p><b>K.RF.4.1</b> Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).</p> <p><b>K.RF.4.4</b> Read common high-frequency words by sight (e.g., a, my).</p> <p><b>K.RF.5</b> Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.</p>					
<p>Spiral Standards</p> <p>*Reviewed Quarterly</p>	<p><b>K.RF.2.2</b> Recognize that written words are made up of sequences of letters.</p> <p><b>K.RF.2.3</b> Recognize that words are combined to form sentences</p>	<p><b>K.RL.2.4</b> Make predictions about what will happen in a story.</p> <p><b>K.RL.3.2</b> With support, define the role of the author and illustrator of a story in telling the story.</p>	<p><b>K.RN.2.3</b> With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>K.RN.3.2</b> Recognize that a nonfiction text can be structured to describe a topic.</p>	<p><b>K.RV.2.2</b> Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).</p>	N/A	N/A

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	<p><b>K.RF.3.3</b> Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.</p>					
<p>New (Focus) Standards</p> <p>*Introduced in a Quarter</p>	<p><b>K.RF.3.5</b> Add, delete, or substitute sounds to change words.</p> <p><b>K.RF.4.2</b> Blend consonant-vowel-consonant (CVC) sounds to make words.</p> <p><b>K.RF.4.3</b> Recognize the long and short sounds for the five major vowels.</p>	<p><b>K.RL.3.1</b> Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p>	<p><b>K.RN.4.1</b> With support, identify the reasons an author gives to support points in a text.</p> <p><b>K.RN.4.2</b> With support, identify basic similarities in and differences between two texts on the same topic</p>	<p><b>K.RV.3.1</b> With support, ask and answer questions about unknown words in stories, poems, or songs.</p> <p><b>K.RV.3.2</b> With support, ask and answer questions about unknown words in a nonfiction text.</p>	<p><b>K.W.3.2</b> Use words and pictures to develop a main idea and provide some information about a topic.</p> <p><b>K.W.6.1</b> Demonstrate command of English grammar and usage, focusing on:</p> <p><b>K.W.6.1a Nouns/Pronouns</b> Writing sentences that include singular and/or plural nouns (e.g., <i>dog/dogs, cat/cats</i>).</p> <p><b>K.W.6.1b Verbs</b> Writing sentences that include verbs.</p> <p><b>K.W.6.1c Adjectives/ Adverbs</b> <i>Standard begins at second grade.</i> <b>(2.W.6.1c: Adjectives/ Adverbs</b> Writing sentences that use adjectives and adverbs.)</p> <p><b>K.W.6.1d Prepositions</b> <i>Standard begins at fourth grade.</i> <b>(4.W.6.1d: Prepositions</b> Writing sentences that include prepositions, explaining their functions in the sentence.)</p>	N/A

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					<p><b>K.W.6.1e Usage</b> Recognizing that there are different kinds of sentences (e.g., <i>sentences that tell something, sentences that ask something, etc.</i>).</p> <p><b>K.W.6.2</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p><b>K.W.6.2a Capitalization</b> Capitalizing the first word in a sentence and the pronoun I.</p> <p><b>K.W.6.2b Punctuation</b> Recognizing and naming end punctuation.</p> <p><b>K.W.6.2c Spelling</b> Spelling simple words phonetically, drawing on phonemic awareness.</p>	
Essential Skills	<p><b>K.RF.2.1</b> *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><b>K.RL.2.1</b> *Ask &amp; answer questions *Give details *Listen for information</p> <p><b>K.RL.2.2</b> *Identify the main events of a story *Retell a story *Sequence/order the events of the story *Verbalize the basic elements of the story:</p>	<p><b>K.RN.2.1</b> *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><b>K.RN.2.2</b> *Identify the main topic *Know how to retell information using key details</p>	<p><b>K.RV.1</b> *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><b>K.W.2.1</b> *Be able to recognize upper- and lowercase letters *Correctly space and form upper- and lowercase letters</p> <p><b>K.W.2.2</b> *Distinguish right from left *Distinguish top from bottom *Print from right to left *Print from top to bottom</p> <p><b>K.W.3.2</b> *Choose a topic to write about *Decide what information they will write</p>	<p><b>K.SL.2.1 &amp; K.SL.2.3</b> *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><b>K.SL.2.4</b> *Have a basic understanding of what is being said *Ask and answer questions *Recognize when understanding is not complete</p>

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	<p><b>K.RF.2.2</b> *Distinguish words from letters or groups of letters *Recognize the relationship between letters and sounds <b>K.RF.2.3</b> *Recognize space *Recognize words <b>K.RF.2.4</b> *Identify, recognize, and name all uppercase and lowercase letters <b>K.RF.3.1</b> *Sound recognition *Recognize word endings *Recognize sameness/difference of sounds *Recognize repetition *Isolate the sounds at the end of a word <b>K.RF.3.2</b> *Count syllables *Blend syllables *Segment syllables</p>	<p>character, setting, problem, resolution, ending *Identify key details <b>K.RL.2.3</b> *Identify characters *Identify settings *Identify major events *Identify problem &amp; solution <b>K.RL.2.4</b> *Understand and follow the story's events and plot *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 <b>K.RL.3.1</b> *Recognize that there are different purposes for writing *Understand that writing is formatted in different ways</p>	<p><b>K.RN.2.3</b> *With support, connect individuals and events *With prompting, describe main ideas in a text <b>K.RN.3.2</b> *Understand and recognize common patterns of text 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 <b>K.RN.4.1</b> *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 <b>K.RN.4.2</b> *Identify the similarities and differences between the two texts</p>	<p><b>K.RV.2.2</b> *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 <b>K.RV.3.1 &amp; K.RV.3.2</b> *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</p>	<p>*Organize the ideas *Use drawings about the topic to support the written ideas *Use details about their topic in their writing <b>K.W.4</b> *Generate a topic to write about *Know how to take ideas from a graphic organizer chart to write about *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 <b>K.W.5</b> *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 <b>K.W.6.1 a-e</b> *Know that nouns are words that name people, places, things, or ideas</p>	<p>*Ask for additional information <b>K.SL.3.1 &amp; K.SL.3.2</b> *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 <b>K.ML.2.1</b> *Recognize and understand common signs used to communicate an idea *Recognize common product logos *Identify commercials or advertisements in various formats</p>

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	<p><b>K.RF.3.3</b> *blend onset &amp; rime to form words</p> <p><b>K.RF.3.4</b> *Hear beginning and final sounds in three phoneme words *Hear and pronounce the medial vowel sound in three-phoneme words</p> <p><b>K.RF.3.5</b> *Identify individual sounds *Have the ability to break words into their sounds *Recognize the order of sounds and add sounds to make new words *Recognize if adding new sounds makes a new word *Recognize if deleting or substituting a sound while holding on to the rest of the word will make a new word</p>	<p>*Know elements of a story *Know elements of a poem *Recognize common genres: fable, narrative, fairytale, poem, rhyme, counting books, alphabet books</p> <p><b>K.RL.3.2</b> *Identify the name of the author and tell what he/she does *Identify the name of the illustrator and tell what he/she does</p>			<p>*Know that many singular nouns can become plural by adding <i>s</i> or <i>es</i> *Know that verbs describe actions *Know how to recognize and write different types of sentences (declarative, imperative, interrogative, or exclamatory)</p> <p><b>K.W.6.2 a-c</b> *Know that a sentence begins with a capital letter *Know that the pronoun I is capitalized *Name the period, question mark, and exclamation point *Know that a sentence needs some type of end punctuation *Know when to use a period, question mark, or exclamation point in writing *Know the relationship between a letter and the sound it makes *Use phonetic spelling when writing</p>	

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	<p><b>K.RF.4.1</b> *Produce sound(s) that correspond to a given letter</p> <p><b>K.RF.4.2</b> *Differentiate sounds *Know that words are made up of sounds that are put together *Sustain the sounds of letters until the next sound is added *Put the different sounds together quickly</p> <p><b>K.RF.4.3</b> *Understand that vowels have long and short sounds *Hear and distinguish the differences between long and short vowel sounds</p> <p><b>K.RF.4.4</b> *Read high frequency words in text</p>					

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	<p><b>K.RF.5</b>                      *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>					
Instructional Strategies & Resources	<p><b>ASCD</b>                      ❖ Reading Comprehension Strategies for ELLs  <a href="http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx">http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx</a></p> <p><b>Colorin Colorado</b>                      ❖ Reading 101 for ELLs  <a href="http://www.colorincolorado.org/literacy-instruction-ells">http://www.colorincolorado.org/literacy-instruction-ells</a></p>			<p><b>Reading Rockets</b>                      ❖ Teaching Vocabulary  <a href="http://www.readingrockets.org/article/teaching-vocabulary">http://www.readingrockets.org/article/teaching-vocabulary</a></p>	<p><b>Colorin Colorado</b>                      ❖ Writing Instruction for ELLs  <a href="http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells">http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells</a></p> <p><b>Education World</b>                      ❖ Fun Grammar Activities</p>	<p><b>Colorin Colorado</b>                      ❖ Oral Language Development and ELLs: 5 Challenges and Solutions  <a href="http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions">http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions</a></p> <p><b>Colorin Colorado</b>                      ❖ Speaking and Listening Skills for ELLs  <a href="http://www.colorincolorado.org/speaking-">http://www.colorincolorado.org/speaking-</a></p>



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	<p><b>John Hattie</b></p> <ul style="list-style-type: none"> <li>❖ Top 10 High Impact Instructional Strategies <a href="http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/">http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/</a></li> </ul> <p><b>LD Online</b></p> <ul style="list-style-type: none"> <li>❖ Educator’s Guide to Learning Disabilities and ADHD <a href="http://www.ldonline.org/">http://www.ldonline.org/</a></li> </ul> <p><b>LD Online</b></p> <ul style="list-style-type: none"> <li>❖ Effective Reading Interventions for Kids with Learning Disabilities <a href="http://www.ldonline.org/article/33084/">http://www.ldonline.org/article/33084/</a></li> </ul> <p><b>Reading Horizons</b></p> <ul style="list-style-type: none"> <li>❖ Reading Strategies: Kindergarten Phonics Instruction <a href="http://www.readinghorizons.com/reading-strategies/teaching/phonics-instruction/the-importance-of-effective-kindergarten-phonics-instruction">http://www.readinghorizons.com/reading-strategies/teaching/phonics-instruction/the-importance-of-effective-kindergarten-phonics-instruction</a></li> </ul> <p><b>Reading Rockets</b></p> <ul style="list-style-type: none"> <li>❖ Building the Foundation: A Suggested Progress of Sub-Skills to Achieve the Reading Standards: Foundational Skills in the Common Core State Standards <a href="http://www.readingrockets.org/guides/building-foundation-suggested-progression-sub-skills-achieve-reading-standards-foundational">http://www.readingrockets.org/guides/building-foundation-suggested-progression-sub-skills-achieve-reading-standards-foundational</a></li> </ul> <p><b>Reading Rockets</b></p> <ul style="list-style-type: none"> <li>❖ Literacy Implementation Guidance for the ELA <a href="http://www.readingrockets.org/article/literacy-implementation-guidance-ela">http://www.readingrockets.org/article/literacy-implementation-guidance-ela</a></li> </ul> <p><b>Reading Rockets</b></p> <ul style="list-style-type: none"> <li>❖ What Does Research Tell Us About Teaching Reading to English Language Learners? <a href="http://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners">http://www.readingrockets.org/article/what-does-research-tell-us-about-teaching-reading-english-language-learners</a></li> </ul>			<p><b>ReadWriteThink</b></p> <ul style="list-style-type: none"> <li>❖ Using Word Walls to Develop and Maintain Academic Vocabulary  <a href="http://www.readwritethink.org/professional-development/strategy-guides/using-word-walls-develop-31164.html">http://www.readwritethink.org/professional-development/strategy-guides/using-word-walls-develop-31164.html</a></li> </ul> <p><b>TeachHub.com</b></p> <ul style="list-style-type: none"> <li>❖ Teaching Strategies: 5 Ideas for Instructing Vocabulary <a href="http://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary">http://www.teachhub.com/teaching-strategies-5-ideas-instructing-vocabulary</a></li> </ul>		<p><a href="http://www.educationworld.com/a_lesson/lesson/lesson334.shtml">http://www.educationworld.com/a_lesson/lesson/lesson334.shtml</a></p> <p><b>Learn at the Primary Pond</b></p> <ul style="list-style-type: none"> <li>❖ 5 Effective Strategies for Teaching K-2 Students to Edit Their Writing <a href="http://learningatthepriarypond.com/blog/5-effective-strategies-for-teaching-editing/">http://learningatthepriarypond.com/blog/5-effective-strategies-for-teaching-editing/</a></li> </ul> <p><b>NCTE</b></p> <ul style="list-style-type: none"> <li>❖ What We Know about Writing, Grades K-2 <a href="http://www.ncte.org/writing/aboutearlygrades">http://www.ncte.org/writing/aboutearlygrades</a></li> </ul> <p><b>Reading Rockets</b></p> <ul style="list-style-type: none"> <li>❖ Kindergarten Writing Samples <a href="http://www.readingrockets.org/looking-at-writing/kindergarten-writing-sample-1">http://www.readingrockets.org/looking-at-writing/kindergarten-writing-sample-1</a></li> </ul> <p><b>Reading Rockets</b></p> <ul style="list-style-type: none"> <li>❖ Teaching Elementary School Students to Be Effective Writers <a href="http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers">http://www.readingrockets.org/article/teaching-elementary-school-students-be-effective-writers</a></li> </ul> <p><b>Reading Rockets</b></p> <ul style="list-style-type: none"> <li>❖ Teaching Writing to Students with LD <a href="http://www.readingrockets.org/article/teaching-writing-students-ld">http://www.readingrockets.org/article/teaching-writing-students-ld</a></li> </ul>		<p><a href="#">listening-skills-ells</a></p>

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Question Stems	<p><b>K.RF.2.1</b></p> <ul style="list-style-type: none"> <li>*Show me where I start reading.</li> <li>*Which way do I go next?</li> <li>*Point to the first word on this page.</li> <li>*Point to the last word on this page.</li> <li>*Point to each word as I read the sentence/page.</li> </ul> <p><b>K.RF.2.2</b></p> <ul style="list-style-type: none"> <li>*Can you point to the words on the page?</li> <li>*Can you count the letters in the word?</li> <li>*Can you show me the first letter in the word?</li> <li>*Can you show me the last letter in the word?</li> </ul> <p><b>K.RF.2.3</b></p> <ul style="list-style-type: none"> <li>*Can you point to a word?</li> <li>*Can you draw a line between the words in the story?</li> <li>*Can you make a circle around every word in the sentence?</li> </ul>	<p><b>K.RL.2.1</b></p> <ul style="list-style-type: none"> <li>*Who was in the story?</li> <li>*What was this about?</li> <li>*What happened next?</li> <li>*Talk to your partner about...</li> <li>*Where did it say that?</li> <li>*How did you know that?</li> </ul> <p><b>K.RL.2.2</b></p> <ul style="list-style-type: none"> <li>*Can you tell me what happened in the story?</li> <li>*Using these pictures/cards, can you tell what happened in the story?</li> <li>*What happened first?</li> <li>*What was the story about?</li> <li>What did the character do to solve the problem?</li> <li>*What happened at the end of the story?</li> <li>*Can you draw a picture of what happened in the story and then tell me about it?</li> </ul> <p><b>K.RL.2.3</b></p> <ul style="list-style-type: none"> <li>*Who are the</li> </ul>	<p><b>K.RN.2.1</b></p> <ul style="list-style-type: none"> <li>*What do you think was the most important thing you learned?</li> <li>*Can you ask your partner to tell you what happened when... or how... or to who?</li> <li>*What details are the most important to the story?</li> </ul> <p><b>K.RN.2.2</b></p> <ul style="list-style-type: none"> <li>*Which sentence tells what this was mostly about?</li> <li>*What is the main topic of the text?</li> <li>*Can you tell me some key details of the story?</li> </ul> <p><b>K.RN.2.3</b></p> <ul style="list-style-type: none"> <li>*How are _____ and _____ connected to each other?</li> <li>*What caused this to happen?</li> <li>*Support your answer with events from the text</li> <li>*What did they do to make this happen?</li> <li>*Can you tell what happened after...?</li> </ul> <p><b>K.RN.3.2</b></p> <ul style="list-style-type: none"> <li>*What is the main idea of the text?</li> <li>*Can you tell me some of the key details?</li> <li>*How did the author organize his details?</li> </ul> <p><b>K.RN.4.1</b></p>	<p><b>K.RV.1</b></p> <ul style="list-style-type: none"> <li>*How would you respond to _____?</li> <li>*How should you ask for _____?</li> <li>*What type of vocabulary would be best for this situation?</li> </ul> <p><b>K.RV.2.2</b></p> <ul style="list-style-type: none"> <li>*Put these into groups.</li> <li>*Can you tell me about the groups you made?</li> <li>*Can you and your partner sort these pictures into groups?</li> <li>*Do you know another way to say that?</li> <li>*Listen to all the words the author uses that mean _____.</li> <li>*Let's make a describing map to think of ways to say _____.</li> <li>*We are going to brainstorm ways to say... _____.</li> <li>*The opposite of _____ is _____.</li> <li>*If it is not _____ it is _____.</li> <li>*Can you show me what <i>march</i> looks like?</li> <li>*Show me the difference between <i>talk</i> and <i>whisper</i>.</li> </ul> <p><b>K.RV.3.1 &amp; K.RV.3.2</b></p> <ul style="list-style-type: none"> <li>*Point to an unknown word</li> </ul>	<p><b>K.W.2.1</b></p> <ul style="list-style-type: none"> <li>*Can you write your ABC's</li> <li>*Can you write the letter _____?</li> <li>*Can you write the uppercase letter?</li> <li>*What does this letter look like in the lowercase?</li> <li>*Can you stay within the lines on the paper?</li> <li>*Can you make the capital letter _____?</li> </ul> <p><b>K.W.2.2</b></p> <ul style="list-style-type: none"> <li>*Can you point to the top?</li> <li>*Can you point to the bottom?</li> <li>*Can you show me where to start printing on the page?</li> <li>*When you come to the end of the line, can you show me where you would start printing next?</li> </ul> <p><b>K.W.3.2</b></p> <ul style="list-style-type: none"> <li>*What are you writing about?</li> <li>*How will you start your writing?</li> <li>*Can you tell me what you like and I will write down what you say?</li> <li>*Can you tell me about your picture and I will help you write about your picture?</li> <li>*Can you tell some more about...?</li> <li>*Why don't you tell what it looks like and what it does?</li> </ul> <p><b>K.W.4</b></p> <ul style="list-style-type: none"> <li>*What will you be writing about today?</li> <li>*What did you like the most? Can you write about that?</li> <li>*Can you tell me more about what you are writing?</li> <li>*Be sure to write what happened first, next, and last</li> </ul>	<p><b>K.SL.2.1 &amp; K.SL.2.3</b></p> <ul style="list-style-type: none"> <li>*Talk to your partner or group about...</li> <li>*Ask your partner _____.</li> <li>*Tell your partner what you think about...</li> <li>*Tell your partner what you have liked so far.</li> <li>*Tell your group what you learned about...</li> </ul> <p><b>K.SL.2.4</b></p> <ul style="list-style-type: none"> <li>*What did they say?</li> <li>*Can you ask them to tell you more?</li> <li>*What can you say if you don't understand?</li> <li>*What was the most important part that you heard?</li> <li>*Did you understand what he/she was telling you?</li> <li>*Can you tell me what they said about...?</li> <li>*Excuse me, can you tell me that part again?</li> </ul> <p><b>K.SL.3.1 &amp; K.SL.3.2</b></p> <ul style="list-style-type: none"> <li>*What/who was this about?</li> <li>*How do you know what happened?</li> <li>*What do you think this picture/video is about?</li> <li>*If you are not sure, whom can you ask for help?</li> <li>*What did you learn when we read this book?</li> <li>*What do you think the author/film/illustrator is trying to tell us?</li> </ul>

**School City of East Chicago**

**Grade K  
Quarter 2 ELA Curriculum Map**

**Red=Critical**

**Green=Important**

**Black=Additional**

Quarter 2	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<b>Pearson Reading Street Unit 2, week 3 through Unit 3, week 3</b>					
	<p>*Can you count the words in the sentence? *Can you show me the first word in the sentence? <b>K.RF.2.4</b> *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. *Match capital letters to the lowercase letters. <b>K.RF.3.1</b> *What do you notice about these words? *Do these words sound the same? *Does this word rhyme with ____?</p>	<p>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...? <b>K.RL.2.4</b> *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? <b>K.RL.3.1</b> *What helps us know that this book is a ____? *Is this story real or not</p>	<p>*What does the writer think about the problem? *Why do you think the author wrote that? *What in the writing made you think that? <b>K.RN.4.2</b> *We read two books, what was the same or different about them?</p>	<p>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>*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? <b>K.W.5</b> *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 style="background-color: yellow;"><b>QUESTION STEMS FOR GRAMMAR AND USAGE STANDARDS HAVE NOT BEEN INCLUDED</b></p>	

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	<p>*Can you name/say another word that sounds like this one? *Do these words end the same or are they different? <b>K.RF.3.2</b> *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. <b>K.RF.3.3</b> *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/) *When you take apart this word, do you see another word? <b>K.RF.3.4</b> *I will say a word; tell me what sound you hear first.</p>	<p>real? *Is this a ____ or a ____? (differentiate between genres) <b>K.RL.3.2</b> *What does the author do? *What does the illustrator do? *Who wrote this story? *Who drew the pictures?</p>				

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	<p>*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 ____?  <b>K.RF.3.5</b>                      *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 ____?  <b>K.RF.4.1</b>                      *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>					

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	<p><b>K.RF.4.2</b> *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><b>K.RF.4.3</b> *When I say <i>hat</i>, what letter do you hear in the middle? *Which vowel do you hear when I say ____?</p> <p><b>K.RF.4.4</b> (As you point to a list of high frequency words, say) Can you read these words for me?</p> <p><b>K.RF.5</b> *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?</p>					

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Suggested Pacing	<b><i>Pearson Reading Street Unit 2, week 3 through Unit 3, week 3</i></b>					
	*What is this book about? *What do you think the author is trying to tell you?					
Academic Vocabulary	<p><b>Indiana Department of Education</b>                      *K-12 English/Language Arts Glossary  <a href="http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf">http://www.doe.in.gov/sites/default/files/standards/glossary-grades-k-12-6-4-14-sheet1.pdf</a></p> <p><b>Indiana Department of Education</b>                      *ISTEP+ Standards and Assessment Vocabulary  <a href="http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary">http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary</a></p>					
District Assessments	*Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA					