

## School City of East Chicago

### Grade K Quarter 4 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 4	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<b>Pearson Reading Street Unit 5, week 2 through Unit 6, week 6</b>					
<b>Constant Standards</b>  <b>*Taught every quarter</b>	<b>K.RF.2.1</b> Demonstrate understanding that print moves from left to right across the page and from top to bottom. <b>K.RF.2.4</b> Identify and name all uppercase (capital) and lowercase letters of the alphabet <b>K.RF.3.1</b> Identify and produce rhyming words. <b>K.RF.3.2</b> Orally pronounce, blend, and segment words into syllables <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.	<b style="color: red;">K.RL.2.1</b> With support, ask and answer questions about main topics and key details in a text heard or read. <b>K.RL.2.2</b> With support, retell familiar stories, poems, and nursery rhymes, including key details. <b>K.RL.2.3</b> Identify important elements of the text (e.g., characters, settings, or events).	<b style="color: red;">K.RN.2.1</b> With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts). <b>K.RN.2.2</b> With support, retell the main idea and key details of a text.	<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.	<b style="color: red;">K.W.2.1</b> Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words. <b style="color: red;">K.W.2.2</b> Write by moving from left to right and top to bottom. <b style="color: green;">K.W.4</b> Apply the writing process to – <ul style="list-style-type: none"> <li>• <span style="color: green;">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>).</span></li> <li>• <span style="color: green;">Use available technology to produce and publish writing.</span></li> </ul> <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.	<b style="color: green;">K.SL.2.1</b> Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. <b style="color: red;">K.SL.2.3</b> Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks. <b style="color: green;">K.SL.2.4</b> Ask questions to seek help, get information, or clarify something that is not understood. <b style="color: green;">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. <b style="color: green;">K.SL.3.2</b> Ask appropriate questions about what a speaker says.  <b>ML.2.1</b> Recognize common signs and logos and identify commercials or advertisements.

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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.RF.3.3</b> Orally blend the onset (the initial sound) and</p>	<p><b>K.RL.2.4</b> Make predictions about what will happen in a story.</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.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> <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.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.3.3</b> Use words and pictures to narrate a single event or simple story, arranging ideas in order.</p>	N/A

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	<p>the rime (the vowel and ending sound) in words.</p> <p style="color: red;"><b>K.RF.3.5</b> Add, delete, or substitute sounds to change words.</p> <p style="color: red;"><b>K.RF.4.2</b> Blend consonant-vowel-consonant (CVC) sounds to make words.</p> <p style="color: red;"><b>K.RF.4.3</b> Recognize the long and short sounds for the five major vowels.</p> <p style="color: green;"><b>K.RF.4.5</b> Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.</p>	<p style="color: red;"><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 style="color: red;"><b>K.RL.4.1</b> With support, describe the relationship between illustrations and the story in which they appear.</p> <p style="color: red;"><b>K.RL.4.2</b> With support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p style="color: green;"><b>K.RN.4.1</b> With support, identify the reasons an author gives to support points in a text.</p> <p style="color: green;"><b>K.RN.4.2</b> With support, identify basic similarities in and differences between two texts on the same topic.</p> <p style="color: red;"><b>K.RN.3.1</b> 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 style="color: green;"><b>K.RV.3.2</b> With support, ask and answer questions about unknown words in a nonfiction text.</p> <p style="color: black;"><b>K.RV.2.4</b> Recognize frequently occurring inflections (e.g., look, looks).</p>	<p><b>K.W.6.1</b> Demonstrate command of English grammar and usage, focusing on:</p> <p style="color: black;"><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 style="color: black;"><b>K.W.6.1b Verbs</b> Writing sentences that include verbs.</p> <p style="color: black;"><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 style="color: black;"><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> <p style="color: black;"><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 style="color: black;"><b>K.W.6.2</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p style="color: green;"><b>K.W.6.2a Capitalization</b> Capitalizing the first word in a sentence and the pronoun I.</p>	

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					<p style="color: green;"><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>	
New (Focus) Standards	N/A	N/A	N/A	N/A	<p style="color: red;"><b>K.W.3.1</b> Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.</p>	N/A
*Introduced in a Quarter						
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 <b>K.RF.2.2</b> *Distinguish words from letters or groups of letters *Recognize the relationship between letters and sounds</p>	<p><b>K.RL.2.1</b> *Ask &amp; answer questions *Give details *Listen for information <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: character, setting, problem, resolution, ending *Identify key details</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 <b>K.RN.2.2</b> *Identify the main topic *Know how to retell information using key details <b>K.RN.2.3</b> *With support, connect individuals and events *With prompting, describe main ideas in a text</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 <b>K.RV.2.2</b> *Group objects by colors, sizes, and shape *Sort given objects into groups</p>	<p><b>K.W.2.1</b> *Be able to recognize upper- and lowercase letters *Correctly space and form upper- and lowercase letters <b>K.W.2.2</b> *Distinguish right from left *Distinguish top from bottom *Print from right to left *Print from top to bottom <b>K.W.3.1</b> *Draw a picture *Know that a story tells about that happened *Understand that ideas can be conveyed through writing, drawing pictures or telling</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 <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 *Ask for additional information</p>

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	<p><b>K.RF.2.3</b> *Recognize space *Recognize words</p> <p><b>K.RF.2.4</b> *Identify, recognize, and name all uppercase and lowercase letters</p> <p><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</p> <p><b>K.RF.3.2</b> *Count syllables *Blend syllables *Segment syllables</p> <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</p>	<p><b>K.RL.2.3</b> *Identify characters *Identify settings *Identify major events *Identify problem &amp; solution</p> <p><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</p> <p><b>K.RL.3.1</b> *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</p>	<p><b>K.RN.3.1</b> *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><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</p> <p><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</p> <p>*Understand that authors try to explain their thinking *Know that an author may have more than one reason</p>	<p>*Sort pictures into categories and label the categories *Understand what an opposite is</p> <p><b>K.RV.2.4</b> *Know many common and familiar words *Know that parts can be added to a word to change its meaning.</p> <p><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 figure out an unknown word *Use cues such as visuals, phonics, and semantics to figure out unknown words</p>	<p>*Make a choice and give reasons for that choice</p> <p><b>K.W.3.2</b> *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><b>K.W.3.3</b> *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><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</p>	<p><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</p> <p><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>in three-phoneme words</p> <p><b>K.RF.3.5</b></p> <p>*Identify individual sounds</p> <p>*Have the ability to break words into their sounds</p> <p>*Recognize the order of sounds and add sounds to make new words</p> <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><b>K.RF.4.1</b></p> <p>*Produce sound(s) that correspond to a given letter</p> <p><b>K.RF.4.2</b></p> <p>*Differentiate sounds</p> <p>*Know that words are made up of sounds that are put together</p>	<p>*Recognize common genres: fable, narrative, fairytale, poem, rhyme, counting books, alphabet books</p> <p><b>K.RL.3.2</b></p> <p>*Identify the name of the author and tell what he/she does</p> <p>*Identify the name of the illustrator and tell what he/she does</p> <p><b>K.RL.4.1</b></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><b>K.RL.4.2</b></p> <p>*Know that compare means looking for things that are alike or the same</p>	<p>to explain his thinking</p> <p><b>K.RN.4.2</b></p> <p>*Identify the similarities and differences between the two texts</p>		<p><b>K.W.5</b></p> <p>*Retell/recall key details</p> <p>*Look at multiple sources to gather information</p> <p>*Draw conclusions from experiences to help answer a question</p> <p>*Uses multiple sources to come to an answer</p> <p><b>K.W.6.1 a-e</b></p> <p>*Know that nouns are words that name people, places, things, or ideas</p> <p>*Know that many singular nouns can become plural by adding <i>s</i> or <i>es</i></p> <p>*Know that verbs describe actions</p> <p>*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></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>*Sustain the sounds of letters until the next sound is added</p> <p>*Put the different sounds together quickly</p> <p><b>K.RF.4.3</b></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><b>K.RF.4.4</b></p> <p>*Read high frequency words in text</p> <p><b>K.RF.4.5</b></p> <p>*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><b>K.RF.5</b></p> <p>*Understand and use concepts of print and book handling skills</p>	<p>*Know that contrast means looking for differences</p> <p>*Understand the who &amp; 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>				

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	<p>*Know that text has meaning and author’s message</p> <p>*Use predictable patterns to read text</p> <p>*Know and use a set of words to make meaning of text</p> <p>*Master high frequency words with automaticity</p> <p>*Know how punctuation works to help comprehension</p>							
<b>Instructional Strategies</b>	<p><b>ASCD</b></p> <ul style="list-style-type: none"> <li>❖ 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></li> </ul> <p><b>Colorin Colorado</b></p> <ul style="list-style-type: none"> <li>❖ Reading 101 for ELLs <a href="http://www.colorincolorado.org/literacy-instruction-ells">http://www.colorincolorado.org/literacy-instruction-ells</a></li> </ul> <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>Reading Rockets</b></p> <ul style="list-style-type: none"> <li>❖ Teaching Vocabulary <a href="http://www.readingrockets.org/article/teaching-vocabulary">http://www.readingrockets.org/article/teaching-vocabulary</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>Colorin Colorado</b></p> <ul style="list-style-type: none"> <li>❖ 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></li> </ul> <p><b>Education World</b></p> <ul style="list-style-type: none"> <li>❖ Fun Grammar Activities <a href="http://www.educationworld.com/a_lesson/esson/lesson334.shtml">http://www.educationworld.com/a_lesson/esson/lesson334.shtml</a></li> </ul> <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://learningattheprimarypond.com/blog/5-effective-strategies-for-teaching-editing/">http://learningattheprimarypond.com/blog/5-effective-strategies-for-teaching-editing/</a></li> </ul>		<p><b>Colorin Colorado</b></p> <ul style="list-style-type: none"> <li>❖ 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></li> </ul> <p><b>Colorin Colorado</b></p> <ul style="list-style-type: none"> <li>❖ Speaking and Listening Skills for ELLS <a href="http://www.colorincolorado.org/speaking-listening-skills-ells">http://www.colorincolorado.org/speaking-listening-skills-ells</a></li> </ul>



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	<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>❖ Teacher Read Aloud That Models Reading for Deeper Understanding <a href="http://www.readwritethink.org/professional-development/strategy-guides/teacher-read-aloud-that-30799.html">http://www.readwritethink.org/professional-development/strategy-guides/teacher-read-aloud-that-30799.html</a></li> </ul> <p><b>ReadWriteThink</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</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><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><b>Reading Rockets</b></p> <ul style="list-style-type: none"> <li>❖ Word Study Instruction in the K-2 Classroom <a href="http://www.readingrockets.org/article/word-study-instruction-k-2-classroom">http://www.readingrockets.org/article/word-study-instruction-k-2-classroom</a></li> </ul>		

# School City of East Chicago

## Grade K Quarter 4 ELA Curriculum Map

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Quarter 4	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy	
Suggested Pacing	<b>Pearson Reading Street Unit 5, week 2 through Unit 6, week 6</b>						
	<p><b>Robert Marzano</b></p> <ul style="list-style-type: none"> <li>❖ 9 High Yield Instructional Strategies <a href="http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/">http://www.epiconline.org/marzanos-nine-high-yield-instructional-strategies/</a></li> </ul> <p><b>Special Education Guide</b></p> <ul style="list-style-type: none"> <li>❖ Effective RTI Strategies for Teachers <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> </ul> <p><b>U.S. Department of Education</b></p> <ul style="list-style-type: none"> <li>❖ Foundation Skills to Support Reading for Understanding in K-3<sup>rd</sup> Grade <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_070516.pdf</a></li> </ul> <p><b>WIDA</b></p> <p><a href="https://www.wida.us/">https://www.wida.us/</a></p>					<p><b>ReadWriteThink</b></p> <ul style="list-style-type: none"> <li>❖ Guided Writing <a href="http://www.readwritethink.org/professional-development/strategy-guides/guided-writing-30685.html">http://www.readwritethink.org/professional-development/strategy-guides/guided-writing-30685.html</a></li> </ul> <p><b>ReadWriteThink</b></p> <ul style="list-style-type: none"> <li>❖ Shared Writing <a href="http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html">http://www.readwritethink.org/professional-development/strategy-guides/shared-writing-30686.html</a></li> </ul>	
<b>Question Stems</b>	<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> </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> </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</li> </ul>	<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</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 lower-case?</li> <li>*Can you stay within the lines on the paper?</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 you partner what you have liked so far.</li> <li>*Tell your group what you learned about...</li> </ul>	

# School City of East Chicago

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Quarter 4	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<b>Pearson Reading Street Unit 5, week 2 through Unit 6, week 6</b>					
	<p>*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. <b>K.RF.2.2</b> *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? <b>K.RF.2.3</b> *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>*How did you know that? <b>K.RL.2.2</b> *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 of what happened in the story and then tell me about it? <b>K.RL.2.3</b> *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...?</p>	<p>whom? *What details are the most important to the story? <b>K.RN.2.2</b> *Which sentence tells what this was mostly about? *What is the main topic of the text? *Can you tell me some key details of the story? <b>K.RN.2.3</b> *How are _____ and _____ connected to each other? *What caused this to happen? *Support your answer with events from the text *What did they do to make this happen? *Can you tell what happened after...? <b>K.RN.3.1</b> *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 used 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</p>	<p>situation? <b>K.RV.2.2</b> *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 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>. <b>K.RV.2.4</b> *What happens to the word <b>cat</b> when we add <b>s</b> and make it <b>cats</b>?  <b>K.RV.3.1 &amp; K.RV.3.2</b> *Point to an unknown word on the page.</p>	<p>*Can you make the capital letter _____? <b>K.W.2.2</b> *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? <b>K.W.3.1</b> *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 use this frame to start your writing? My favorite _____ is _____. Or I like _____ because _____. *Start your writing with this sentence starter... The name of my favorite book is _____. *Can you tell why you like this book, animal, color...? <b>K.W.3.2</b> *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 what it does?</p>	<p><b>K.SL.2.4</b> *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? <b>K.SL.3.1 &amp; K.SL.3.2</b> *What/who was this about? *How do you 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 book? *What do you think the author/film/illustrator is trying to tell us?</p>

# School City of East Chicago

## Grade K Quarter 4 ELA Curriculum Map

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Quarter 4	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<b>Pearson Reading Street Unit 5, week 2 through Unit 6, week 6</b>					
	<p><b>K.RF.2.4</b></p> <ul style="list-style-type: none"> <li>*Can you show me an uppercase ____?</li> <li>*Can you name this/these letters ____?</li> <li>*(While pointing to an upper- or lowercase letter) Can you find a letter that looks like this?</li> <li>*Tell me the name of each letter as I point to it.</li> <li>*Point to and read these letters.</li> <li>*Match capital letters to the lowercase letters.</li> </ul> <p><b>K.RF.3.1</b></p> <ul style="list-style-type: none"> <li>*What do you notice about these words?</li> <li>*Do these words sound the same?</li> <li>*Does this word rhyme with ____?</li> <li>*Can you name/say another word that sounds like this one?</li> </ul>	<p><b>K.RL.2.4</b></p> <ul style="list-style-type: none"> <li>*What do you think will happen next? What made you think this would happen?</li> <li>*What do you think ____ will do?</li> <li>*What might happen because of a character's actions?</li> <li>*How do you think the story will end?</li> </ul> <p><b>K.RL.3.1</b></p> <ul style="list-style-type: none"> <li>*What helps us know that this book is a ____?</li> <li>*Is this story real or not real?</li> <li>*Is this a ____ or a ____? (differentiate between genres)</li> </ul> <p><b>K.RL.3.2</b></p> <ul style="list-style-type: none"> <li>*What does the author do?</li> <li>*What does the illustrator do?</li> <li>*Who wrote this story?</li> <li>*Who drew the pictures?</li> </ul> <p><b>K.RL.4.1</b></p> <ul style="list-style-type: none"> <li>*After looking at the picture, what do you think will happen next?</li> <li>*Why do you think the</li> </ul>	<p>helps you understand what the author has written.</p> <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> <ul style="list-style-type: none"> <li>*What does the writer think about the problem?</li> <li>*Why do you think the author wrote that?</li> <li>*What in the writing made you think that?</li> </ul> <p><b>K.RN.4.2</b></p> <ul style="list-style-type: none"> <li>*We read two books, what was the same or different about them?</li> </ul>	<ul style="list-style-type: none"> <li>*What strategy could you use to figure out the meaning of an unknown word?</li> <li>*Is there a chunk in that word that you know?</li> <li>*Is there something in the picture that can help you?</li> </ul>	<p><b>K.W.3.3</b></p> <ul style="list-style-type: none"> <li>*What will you draw and write about today?</li> <li>*Today you will write a story about what we did and what happened.</li> <li>*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.</li> <li>*Draw a picture that shows how you feel and then tell about what you drew.</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> <li>*Can you use what we have in the graphic organizer to write your story?</li> <li>*What will you tell about in your writing?</li> <li>*Can you turn on the computer?</li> <li>*Do you know how to use a mouse?</li> </ul> <p><b>K.W.5</b></p> <ul style="list-style-type: none"> <li>*Where can you go to gather/collect information to help you understand?</li> <li>*After reading a text, or looking at a picture ask who, what, where and when questions</li> <li>*Did you gather information from the computer, books, or magazines?</li> <li>*What were the best sources you used?</li> </ul> <p style="background-color: yellow;"><b>QUESTION STEMS FOR GRAMMAR AND USAGE STANDARDS HAVE NOT BEEN INCLUDED</b></p>	

# School City of East Chicago

## Grade K Quarter 4 ELA Curriculum Map

Red=Critical

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Quarter 4	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<i>Pearson Reading Street</i> Unit 5, week 2 through Unit 6, week 6					
	<p>*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. *I will say a word; what sound do you hear at the end?</p>	<p>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 <b>K.RL.4.2</b> *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 different?</p>				

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Suggested Pacing	<i>Pearson Reading Street</i> Unit 5, week 2 through Unit 6, week 6					
	<p>*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>					

School City of East Chicago

Grade K  
Quarter 4 ELA Curriculum Map

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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.4.5</b> *I will say two words; tell me if they are the same or different.</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?</p>					

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Suggested Pacing	<i>Pearson Reading Street</i> Unit 5, week 2 through Unit 6, week 6					
	*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?					
Academic Vocabulary	<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>  <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>					
District Assessments	* <i>Pearson Reading Street</i> Assessment Suite *Edgenuity/Compass Learning Hybrid *NWEA					