

School City of East Chicago

Grade K
Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<i>Pearson Reading Street Unit 1, weeks 1 to 6 through Unit 2, week 2</i>					
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.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.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>

School City of East Chicago

**Grade K
Quarter 1 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<i>Pearson Reading Street Unit 1, weeks 1 to 6 through Unit 2, week 2</i>					
	<p>K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).</p> <p>K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).</p> <p>K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.</p>					
Spiral Standards *Reviewed Quarterly	N/A	N/A	N/A	N/A	N/A	N/A
New (Focus) Standards *Introduced in a Quarter	<p>K.RF.2.2 Recognize that written words are made up of sequences of letters.</p>	<p>K.RL.2.4 Make predictions about what will happen in a story.</p>	<p>K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).</p>	N/A	N/A

School City of East Chicago

**Grade K
Quarter 1 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1 to 6 through Unit 2, week 2					
	<p>K.RF.2.3 Recognize that words are combined to form sentences</p> <p>K.RF.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.</p>	<p>K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.</p>	<p>K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.</p>			
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.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.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</p> <p>*With prompting, describe main ideas in a text</p> <p>K.RN.3.2 *Understand and recognize common patterns of text structure (organization) such as: cause/effect; sequence; description; compare/contrast</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.W.2.1 *Be able to recognize upper and lower case letters *Correctly space and form upper and lower case 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.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</p>

School City of East Chicago

**Grade K
Quarter 1 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1 to 6 through Unit 2, week 2					
	<p>K.RF.2.4 *Identify, recognize, and name all uppercase and lower case letters</p> <p>K.RF.3.1 *Sound recognition *Recognize word endings *Recognize sameness/difference of sounds *Recognize repetition *Isolate the sounds at the end of a word</p> <p>K.RF.3.2 *Count syllables *Blend syllables *Segment syllables</p> <p>K.RF.3.3 *Orally blend onset & rime to form words</p> <p>K.RF.3.4 *Hear beginning and final sounds in three phoneme words *Hear and pronounce the medial vowel sound in three-phoneme words</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 *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>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</p>	<p>*Recognize important elements of a text *Identify main topic *Know how to retell information using key details</p>			<p>*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>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</p>

School City of East Chicago

Grade K Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<i>Pearson Reading Street Unit 1, weeks 1 to 6 through Unit 2, week 2</i>					
	<p>K.RF.4.1 *Produce sound(s) that correspond to a given letter</p> <p>K.RF.4.4 *Read high frequency words in text</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>					
Instructional Strategies & Resources	<p>ASCD ❖ Reading Comprehension Strategies for ELLs http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx</p>			<p>Reading Rockets ❖ Teaching Vocabulary http://www.readingrockets.org/article/teaching-vocabulary</p>		<p>Colorin Colorado ❖ Writing Instruction for ELLs http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells</p>
				<p>Colorin Colorado ❖ Oral Language Development and ELLS: 5 Challenges and Solutions http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions</p>		

School City of East Chicago

Grade K Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1 to 6 through Unit 2, week 2					
	<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"> ❖ Literacy Implementation Guidance for the ELA http://www.readingrockets.org/article/literacy-implementation-guidance-ela 		<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>Education World</p> <ul style="list-style-type: none"> ❖ Fun Grammar Activities http://www.educationworld.com/a_lesson/lesson/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://learningatthepriarypond.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>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>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Speaking and Listening Skills for ELLs http://www.colorincolorado.org/speaking-listening-skills-ells 	

School City of East Chicago

**Grade K
Quarter 1 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy	
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1 to 6 through Unit 2, week 2						
	<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"> ❖ 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 	

School City of East Chicago

Grade K Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1 to 6 through Unit 2, week 2					
Question Stems	<p>K.RF.2.1</p> <ul style="list-style-type: none"> *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>K.RF.2.2</p> <ul style="list-style-type: none"> *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>K.RL.2.1</p> <ul style="list-style-type: none"> *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>K.RL.2.2</p> <ul style="list-style-type: none"> *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 	<p>K.RN.2.1</p> <ul style="list-style-type: none"> *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 who? *What details are the most important to the story? <p>K.RN.2.2</p> <ul style="list-style-type: none"> *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? <p>K.RN.2.3</p> <ul style="list-style-type: none"> *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 	<p>K.RV.1</p> <ul style="list-style-type: none"> *How would you respond to ____? *How should you ask for ____? *What type of vocabulary would be best for this situation? <p>K.RV.2.2</p> <ul style="list-style-type: none"> *Put these 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 	<p>K.W.2.1</p> <ul style="list-style-type: none"> *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>K.W.2.2</p> <ul style="list-style-type: none"> *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>K.SL.2.1 & K.SL.2.3</p> <ul style="list-style-type: none"> *Talk to your partner or group about... *Ask your partner _____. *Tell your partner what you think about... *Tell you partner what you have liked so far. *Tell your group what you learned about... <p>K.SL.2.4</p> <ul style="list-style-type: none"> *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>K.SL.3.1 & K.SL.3.2</p> <ul style="list-style-type: none"> *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 book? *What do you think the

School City of East Chicago

Grade K
Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1 to 6 through Unit 2, week 2					
	<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 letters ____? *(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>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?</p>	<p>after...? 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?</p>	<p>____. *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>.</p>		<p>author/film/illustrator is trying to tell us?</p>

School City of East Chicago

**Grade K
Quarter 1 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 1, weeks 1 to 6 through Unit 2, week 2					
	<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>K.RL.3.2 *What does the author do? *What does the illustrator do? *Who wrote this story? *Who drew the pictures?</p>				

School City of East Chicago

**Grade K
Quarter 1 ELA Curriculum Map**

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<i>Pearson Reading Street Unit 1, weeks 1 to 6 through Unit 2, week 2</i>					
	<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.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. K.RF.4.4 (As you point to a list of high frequency words, say) Can you read these words for me?</p>					

School City of East Chicago

Grade K Quarter 1 ELA Curriculum Map

Red=Critical

Green=Important

Black=Additional

Quarter 1	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	<i>Pearson Reading Street Unit 1, weeks 1 to 6 through Unit 2, week 2</i>					
	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?					
Academic Vocabulary	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 Indiana Department of Education *ISTEP+ Standards and Assessment Vocabulary http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary					
District Assessments	*Pearson Reading Street Assessment Suite *Edgenuity/Compass Learning Hybridge *NWEA					