

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	Pearson Reading Street Unit 2, week 3 through Unit 3, week 3					
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.W.4 Apply the writing process to –</p> <ul style="list-style-type: none"> With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., <i>correct spelling of simple words, capitalization of the first word of the sentence</i>). Use available technology to produce and publish writing. <p>K.W.5 With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.</p>	<p>K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.</p> <p>K.SL.2.3 Listen to others, take turns speaking, and add one’s own ideas to small group discussions or tasks.</p> <p>K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.</p> <p>K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>K.SL.3.2 Ask appropriate questions about what a speaker says.</p> <p>ML.2.1 Recognize common signs and logos and identify commercials or advertisements.</p>

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	<p>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>					
<p>Spiral Standards</p> <p>*Reviewed Quarterly</p>	<p>K.RF.2.2 Recognize that written words are made up of sequences of letters.</p> <p>K.RF.2.3 Recognize that words are combined to form sentences</p>	<p>K.RL.2.4 Make predictions about what will happen in a story.</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.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.</p>	<p>K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).</p>	N/A	N/A

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

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					<p>K.W.6.1e Usage Recognizing that there are different kinds of sentences (e.g., <i>sentences that tell something, sentences that ask something, etc.</i>).</p> <p>K.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>K.W.6.2a Capitalization Capitalizing the first word in a sentence and the pronoun I.</p> <p>K.W.6.2b Punctuation Recognizing and naming end punctuation.</p> <p>K.W.6.2c Spelling Spelling simple words phonetically, drawing on phonemic awareness.</p>	
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.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:</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.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.W.2.1 *Be able to recognize upper- and lowercase letters *Correctly space and form upper- and lowercase letters</p> <p>K.W.2.2 *Distinguish right from left *Distinguish top from bottom *Print from right to left *Print from top to bottom</p> <p>K.W.3.2 *Choose a topic to write about *Decide what information they will write</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</p>

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	<p>K.RF.2.2 *Distinguish words from letters or groups of letters *Recognize the relationship between letters and sounds K.RF.2.3 *Recognize space *Recognize words K.RF.2.4 *Identify, recognize, and name all uppercase and lowercase letters 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 K.RF.3.2 *Count syllables *Blend syllables *Segment syllables</p>	<p>character, setting, problem, resolution, ending *Identify key details K.RL.2.3 *Identify characters *Identify settings *Identify major events *Identify problem & solution 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 K.RL.3.1 *Recognize that there are different purposes for writing *Understand that writing is formatted in different ways</p>	<p>K.RN.2.3 *With support, connect individuals and events *With prompting, describe main ideas in a text K.RN.3.2 *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 K.RN.4.1 *Know that an author writes to share what they think *Know that authors use details to help make a point *Understand that authors try to explain their thinking *Know that an author may have more than one reason to explain his thinking K.RN.4.2 *Identify the similarities and differences between the two texts</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 K.RV.3.1 & K.RV.3.2 *Recognize that a word is not known *Be able to ask questions that can help solve and unknown word *Use cues such as visuals, phonics, and semantics to figure out unknown words</p>	<p>*Organize the ideas *Use drawings about the topic to support the written ideas *Use details about their topic in their writing K.W.4 *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 K.W.5 *Retell/recall key details *Look at multiple sources to gather information *Draw conclusions from experiences to help answer a question *Uses multiple sources to come to an answer K.W.6.1 a-e *Know that nouns are words that name people, places, things, or ideas</p>	<p>*Ask for additional information K.SL.3.1 & K.SL.3.2 *Understand the ideas presented in text *Listen with the intent to remember what is being said *Look at a book and understand that illustrations and words convey meanings *Understand that there are messages in videos, television programs, and pictures *Recognize which details presented are key to the message *Know that there are places a person can go to ask for help in understanding the message *Know how to ask appropriate questions *Answer questions to show understanding 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>

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	<p>K.RF.3.3 *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.RF.3.5 *Identify individual sounds *Have the ability to break words into their sounds *Recognize the order of sounds and add sounds to make new words *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>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>*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>K.W.6.2 a-c *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>K.RF.4.1 *Produce sound(s) that correspond to a given letter</p> <p>K.RF.4.2 *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>K.RF.4.3 *Understand that vowels have long and short sounds *Hear and distinguish the differences between long and short vowel sounds</p> <p>K.RF.4.4 *Read high frequency words in text</p>					

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	<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>Colorin Colorado ❖ Reading 101 for ELLs http://www.colorincolorado.org/literacy-instruction-ells</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>Education World ❖ Fun Grammar Activities</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> <p>Colorin Colorado ❖ Speaking and Listening Skills for ELLs http://www.colorincolorado.org/speaking-</p>

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	<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>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"> ❖ 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>http://www.educationworld.com/a_lesson/lesson/lesson334.shtml</p> <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>listening-skills-ells</p>

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	<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 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 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 		

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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.RF.2.3</p> <ul style="list-style-type: none"> *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? 	<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 the story and then tell me about it? <p>K.RL.2.3</p> <ul style="list-style-type: none"> *Who are the 	<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 to 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 after...? <p>K.RN.3.2</p> <ul style="list-style-type: none"> *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>K.RN.4.1</p>	<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 _____. *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>K.RV.3.1 & K.RV.3.2</p> <ul style="list-style-type: none"> *Point to an unknown word 	<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 lowercase? *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.W.3.2</p> <ul style="list-style-type: none"> *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>K.W.4</p> <ul style="list-style-type: none"> *What will you be writing about today? *What did you like the most? Can you write about that? *Can you tell me more about what you are writing? *Be sure to write what happened first, next, and last 	<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 your 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 author/film/illustrator is trying to tell us?

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	<p>*Can you count the words in the sentence? *Can you show me the first word in the sentence? K.RF.2.4 *Can you show me an uppercase ____? *Can you name this/these letter(s) ____? *(While pointing to an upper- or lowercase letter) Can you find a letter that looks like this? *Tell me the name of each letter as I point to it. *Point to and read these letters. *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 ____?</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...? K.RL.2.4 *What do you think will happen next? What made you think this would happen? *What do you think ____ will do? *What might happen because of a character's actions? *How do you think the story will end? K.RL.3.1 *What helps us know that this book is a ____? *Is this story real or not</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? K.RN.4.2 *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? K.W.5 *Where can you go to gather/collect information to help you understand? *After reading a text, or looking at a picture ask who, what, where and when questions *Did you gather information from the computer, books, or magazines? *What were the best sources you used?</p> <p>QUESTION STEMS FOR GRAMMAR AND USAGE STANDARDS HAVE NOT BEEN INCLUDED</p>	

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	<i>Pearson Reading Street Unit 2, week 3 through Unit 3, week 3</i>					
	<p>*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/) *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.</p>	<p>real? *Is this a ____ or a ____? (differentiate between genres) K.RL.3.2 *What does the author do? *What does the illustrator do? *Who wrote this story? *Who drew the pictures?</p>				

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Suggested Pacing	<i>Pearson Reading Street Unit 2, week 3 through Unit 3, week 3</i>					
	<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 ____? K.RF.3.5 *What sounds do you hear? *The word is _____. What word would you have if you took away the ____ and added ____? *What word would you have if you added ____ to ____? K.RF.4.1 *When I point to a letter, tell me the sound that it makes. *When I say a sound, write the letter(s) that make that sound.</p>					

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Quarter 2 ELA Curriculum Map

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Suggested Pacing	<i>Pearson Reading Street Unit 2, week 3 through Unit 3, week 3</i>					
	<p>K.RF.4.2 *Listen to the sounds; now many do you hear? *Listen to the sounds; blend the sound to say the whole word. *Blend the word parts together and say the whole word.</p> <p>K.RF.4.3 *When I say <i>hat</i>, what letter do you hear in the middle? *Which vowel do you hear when I say ____?</p> <p>K.RF.4.4 (As you point to a list of high frequency words, say) Can you read these words for me?</p> <p>K.RF.5 *Can you read this book for me? *What can you do when you get to a word you don't know? *Is this book going to tell you a story or is it going to help you learn something?</p>					

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