

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	Pearson Reading Street Unit 5, week 2 through Unit 6, week 6					
Constant Standards *Taught every quarter	K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom. K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet K.RF.3.1 Identify and produce rhyming words. K.RF.3.2 Orally pronounce, blend, and segment words into syllables 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.	<b style="color: red;">K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read. K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details. K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).	<b style="color: red;">K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts). K.RN.2.2 With support, retell the main idea and key details of a text.	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.	<b style="color: red;">K.W.2.1 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 Write by moving from left to right and top to bottom. <b style="color: green;">K.W.4 Apply the writing process to – <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. 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.	<b style="color: green;">K.SL.2.1 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 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 Ask questions to seek help, get information, or clarify something that is not understood. <b style="color: green;">K.SL.3.1 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 Ask appropriate questions about what a speaker says. ML.2.1 Recognize common signs and logos and identify commercials or advertisements.

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	<p style="color: red;">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 style="color: red;">K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).</p> <p style="color: green;">K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.</p>					
Spiral Standards *Reviewed Quarterly	<p style="color: red;">K.RF.2.2 Recognize that written words are made up of sequences of letters.</p> <p style="color: red;">K.RF.2.3 Recognize that words are combined to form sentences</p> <p style="color: red;">K.RF.3.3 Orally blend the onset (the initial sound) and</p>	<p style="color: green;">K.RL.2.4 Make predictions about what will happen in a story.</p> <p style="color: red;">K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).</p>	<p style="color: green;">K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p style="color: red;">K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic</p>	<p style="color: green;">K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).</p> <p style="color: green;">K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.</p>	<p style="color: red;">K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.</p> <p style="color: red;">K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.</p>	N/A

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	<p>the rime (the vowel and ending sound) in words. 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. K.RF.4.5 Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.</p>	<p>K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story. K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear. K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.</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. K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.</p>	<p>K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text. K.RV.2.4 Recognize frequently occurring inflections (e.g., look, looks).</p>	<p>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.) 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>). K.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on: K.W.6.2a Capitalization Capitalizing the first word in a sentence and the pronoun I.</p>	

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					<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>	
New (Focus) Standards	N/A	N/A	N/A	N/A	<p>K.W.3.1 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>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 K.RF.2.2 *Distinguish words from letters or groups of letters *Recognize the relationship between letters and sounds</p>	<p>K.RL.2.1 *Ask & answer questions *Give details *Listen for information 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 K.RN.2.2 *Identify the main topic *Know how to retell information using key details K.RN.2.3 *With support, connect individuals and events *With prompting, describe main ideas in a text</p>	<p>K.RV.1 *Know the rules for speaking with others *Talk about ideas or events in a story *Respond to ideas you have heard or read about *Respond in sentences or phrases *Use new vocabulary in conversations about what you have learned or read K.RV.2.2 *Group objects by colors, sizes, and shape *Sort given objects into groups</p>	<p>K.W.2.1 *Be able to recognize upper- and lowercase letters *Correctly space and form upper- and lowercase letters K.W.2.2 *Distinguish right from left *Distinguish top from bottom *Print from right to left *Print from top to bottom K.W.3.1 *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>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 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>

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	<p>K.RF.2.3 *Recognize space *Recognize words</p> <p>K.RF.2.4 *Identify, recognize, and name all uppercase and lowercase letters</p> <p>K.RF.3.1 *Sound recognition *Recognize word endings *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 *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</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.3.1 *Recognize that there are different purposes for writing *Understand that writing is formatted in different ways *Know elements of a story *Know elements of a poem</p>	<p>K.RN.3.1 *Recognize what an illustration is (e.g., picture, photo, drawing, sketch) *Understand and follow the information in the text *Know that the illustrations help you understand more about the text and the person, place, thing or idea the text is about *With help, connect the illustrations with the message</p> <p>K.RN.3.2 *Understand and recognize common patterns of text 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>K.RN.4.1 *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>K.RV.2.4 *Know many common and familiar words *Know that parts can be added to a word to change its meaning.</p> <p>K.RV.3.1 & K.RV.3.2 *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>K.W.3.2 *Choose a topic to write about *Decide what information they will write *Organize the ideas *Use drawings about the topic to support the written ideas *Use details about their topic in their writing</p> <p>K.W.3.3 *Draw a picture that tells a story *Be able to talk about what has been drawn *Know the who, what, when of the event *Retell the event in the order that it happened</p> <p>K.W.4 *Generate a topic to write about *Know how to take ideas from a graphic organizer chart to write about *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>K.SL.3.1 & K.SL.3.2 *Understand the ideas presented in text *Listen with the intent to remember what is being said *Look at a book and understand that illustrations and words convey meanings *Understand that there are messages in videos, television programs, and pictures *Recognize which details presented are key to the message *Know that there are places a person can go to ask for help in understanding the message *Know how to ask appropriate questions *Answer questions to show understanding</p> <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>

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	<p>in three-phoneme words</p> <p>K.RF.3.5</p> <ul style="list-style-type: none"> *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>K.RF.4.1</p> <ul style="list-style-type: none"> *Produce sound(s) that correspond to a given letter <p>K.RF.4.2</p> <ul style="list-style-type: none"> *Differentiate sounds *Know that words are made up of sounds that are put together 	<ul style="list-style-type: none"> *Recognize common genres: fable, narrative, fairytale, poem, rhyme, counting books, alphabet books <p>K.RL.3.2</p> <ul style="list-style-type: none"> *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>K.RL.4.1</p> <ul style="list-style-type: none"> *Recognize what an illustration is (e.g., picture, photo, drawing, sketch) *Know that the illustrations help you understand more about the story, its characters, and the plot *Connect the point of the story with the illustrations <p>K.RL.4.2</p> <ul style="list-style-type: none"> *Know that compare means looking for things that are alike or the same 	<p>to explain his thinking</p> <p>K.RN.4.2</p> <ul style="list-style-type: none"> *Identify the similarities and differences between the two texts 		<p>K.W.5</p> <ul style="list-style-type: none"> *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 <p>K.W.6.1 a-e</p> <ul style="list-style-type: none"> *Know that nouns are words that name people, places, things, or ideas *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>K.W.6.2 a-c</p> <ul style="list-style-type: none"> *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 	

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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>K.RF.4.3</p> <p>*Understand that vowels have long and short sounds</p> <p>*Hear and distinguish the differences between long and short vowel sounds</p> <p>K.RF.4.4</p> <p>*Read high frequency words in text</p> <p>K.RF.4.5</p> <p>*Hear the differences in words that sound alike such as van and ban, pen and pin, and Pam and pan</p> <p>*Recall the sounds of two words and identify the differences in the words</p> <p>K.RF.5</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 & 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>							
Instructional Strategies	<p>ASCD</p> <ul style="list-style-type: none"> ❖ Reading Comprehension Strategies for ELLs http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx <p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Reading 101 for ELLs http://www.colorincolorado.org/literacy-instruction-ells <p>John Hattie</p> <ul style="list-style-type: none"> ❖ Top 10 High Impact Instructional Strategies http://www.evidencebasedteaching.org.au/hattie-his-high-impact-strategies/ <p>LD Online</p> <ul style="list-style-type: none"> ❖ Educator’s Guide to Learning Disabilities and ADHD http://www.ldonline.org/ 			<p>Reading Rockets</p> <ul style="list-style-type: none"> ❖ Teaching Vocabulary http://www.readingrockets.org/article/teaching-vocabulary <p>ReadWriteThink</p> <ul style="list-style-type: none"> ❖ Using Word Walls to Develop and Maintain Academic Vocabulary http://www.readwritethink.org/professional-development/strategy-guides/using-word-walls-develop-31164.html 		<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Writing Instruction for ELLs http://www.colorincolorado.org/teaching-ells/literacy-instruction/writing-instruction-ells <p>Education World</p> <ul style="list-style-type: none"> ❖ Fun Grammar Activities http://www.educationworld.com/a_lesson/esson/lesson334.shtml <p>Learn at the Primary Pond</p> <ul style="list-style-type: none"> ❖ 5 Effective Strategies for Teaching K-2 Students to Edit Their Writing http://learningatthepriarypond.com/blog/5-effective-strategies-for-teaching-editing/ 		<p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Oral Language Development and ELLS: 5 Challenges and Solutions http://www.colorincolorado.org/article/oral-language-development-and-ells-5-challenges-and-solutions <p>Colorin Colorado</p> <ul style="list-style-type: none"> ❖ Speaking and Listening Skills for ELLS http://www.colorincolorado.org/speaking-listening-skills-ells

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	<p>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"> ❖ 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> <ul style="list-style-type: none"> http://www.readwritethink.org/ 			<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>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>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 		

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	<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>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 	
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? 	<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? 	<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 	<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 	<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? 	<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... 	

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	<p>*Point to the first word on this page.</p> <p>*Point to the last word on this page.</p> <p>*Point to each word as I read the sentence/page.</p> <p>K.RF.2.2</p> <p>*Can you point to the words on the page?</p> <p>*Can you count the letters in the word?</p> <p>*Can you show me the first letter in the word?</p> <p>*Can you show me the last letter in the word?</p> <p>K.RF.2.3</p> <p>*Can you point to a word?</p> <p>*Can you draw a line between the words in the story?</p> <p>*Can you make a circle around every word in the sentence?</p> <p>*Can you count the words in the sentence?</p> <p>*Can you show me the first word in the sentence?</p>	<p>*How did you know that?</p> <p>K.RL.2.2</p> <p>*Can you tell me what happened in the story?</p> <p>*Using these pictures/cards, can you tell what happened in the story?</p> <p>*What happened first?</p> <p>*What was the story about?</p> <p>What did the character do to solve the problem?</p> <p>*What happened at the end of the story?</p> <p>*Can you draw a picture of what happened in the story and then tell me about it?</p> <p>K.RL.2.3</p> <p>*Who are the characters in the story?</p> <p>*How are the characters alike or different?</p> <p>*What happened in the story?</p> <p>*When and where did the story take place?</p> <p>*What was the problem and how was it solved?</p> <p>*Can you look at the picture and tell me about...?</p>	<p>whom?</p> <p>*What details are the most important to the story?</p> <p>K.RN.2.2</p> <p>*Which sentence tells what this was mostly about?</p> <p>*What is the main topic of the text?</p> <p>*Can you tell me some key details of the story?</p> <p>K.RN.2.3</p> <p>*How are _____ and _____ connected to each other?</p> <p>*What caused this to happen?</p> <p>*Support your answer with events from the text</p> <p>*What did they do to make this happen?</p> <p>*Can you tell what happened after...?</p> <p>K.RN.3.1</p> <p>*What can you learn from the illustrations?</p> <p>*What do you think the writer is trying to say? What picture helps you think that?</p> <p>*Why do you think the illustrator used that picture?</p> <p>*Does the illustration match what the writer is trying to say?</p> <p>*Do you think the story and the picture are connected?</p> <p>*Describe how the picture</p>	<p>situation?</p> <p>K.RV.2.2</p> <p>*Put these vocabulary words into groups.</p> <p>*Can you tell me about the groups you made?</p> <p>*Can you and your partner sort these pictures into groups?</p> <p>*Do you know another way to say that?</p> <p>*Listen to all the words the author uses that mean _____.</p> <p>*Let's make a describing map to think of ways to say...</p> <p>*We are going to brainstorm ways to say...</p> <p>*The opposite of _____ is _____.</p> <p>*If it is not _____, it is _____.</p> <p>*Can you show me what <i>march</i> looks like?</p> <p>*Show me the difference between <i>talk</i> and <i>whisper</i>.</p> <p>K.RV.2.4</p> <p>*What happens to the word cat when we add s and make it cats?</p> <p>K.RV.3.1 & K.RV.3.2</p> <p>*Point to an unknown word on the page.</p>	<p>*Can you make the capital letter _____?</p> <p>K.W.2.2</p> <p>*Can you point to the top?</p> <p>*Can you point to the bottom?</p> <p>*Can you show me where to start printing on the page?</p> <p>*When you come to the end of the line, can you show me where you would start printing next?</p> <p>K.W.3.1</p> <p>*What are you writing about?</p> <p>*How will you start your writing?</p> <p>*Can you tell me what you like and I will write down what you say?</p> <p>*Can you tell me about your picture and I will help you write about your picture?</p> <p>*Can you use this frame to start your writing? My favorite _____ is _____. Or I like _____ because _____.</p> <p>*Start your writing with this sentence starter... The name of my favorite book is _____.</p> <p>*Can you tell why you like this book, animal, color...?</p> <p>K.W.3.2</p> <p>*What are you writing about?</p> <p>*How will you start your writing?</p> <p>*Can you tell me what you like and I will write down what you say?</p> <p>*Can you tell me about your picture and I will help you write about your picture?</p> <p>*Can you tell some more about...?</p> <p>*Why don't you tell what it looks like and what it does?</p>	<p>K.SL.2.4</p> <p>*What did they say?</p> <p>*Can you ask them to tell you more?</p> <p>*What can you say if you don't understand?</p> <p>*What was the most important part that you heard?</p> <p>*Did you understand what he/she was telling you?</p> <p>*Can you tell me what they said about...?</p> <p>*Excuse me, can you tell me that part again?</p> <p>K.SL.3.1 & K.SL.3.2</p> <p>*What/who was this about?</p> <p>*How do you what happened?</p> <p>*What do you think this picture/video is about?</p> <p>*If you are not sure, whom can you ask for help?</p> <p>*What did you learn when we read this book?</p> <p>*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

Red=Critical

Green=Important

Black=Additional

Quarter 4	Foundations	Literature	Nonfiction	Vocabulary	Writing	Speaking/Listening & Media Literacy
Suggested Pacing	Pearson Reading Street Unit 5, week 2 through Unit 6, week 6					
	<p>K.RF.2.4</p> <ul style="list-style-type: none"> *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. *Match capital letters to the lowercase letters. <p>K.RF.3.1</p> <ul style="list-style-type: none"> *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? 	<p>K.RL.2.4</p> <ul style="list-style-type: none"> *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>K.RL.3.1</p> <ul style="list-style-type: none"> *What helps us know that this book is a ____? *Is this story real or not real? *Is this a ____ or a ____? (differentiate between genres) <p>K.RL.3.2</p> <ul style="list-style-type: none"> *What does the author do? *What does the illustrator do? *Who wrote this story? *Who drew the pictures? <p>K.RL.4.1</p> <ul style="list-style-type: none"> *After looking at the picture, what do you think will happen next? *Why do you think the 	<p>helps you understand what the author has written.</p> <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> <ul style="list-style-type: none"> *What does the writer think about the problem? *Why do you think the author wrote that? *What in the writing made you think that? <p>K.RN.4.2</p> <ul style="list-style-type: none"> *We read two books, what was the same or different about them? 	<ul style="list-style-type: none"> *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>K.W.3.3</p> <ul style="list-style-type: none"> *What will you draw and write about today? *Today you will write a story about what we did and what happened. *After reading a book or story, today we are going to write about this book. Draw a picture of your favorite part and then tell me about what you have drawn. *Draw a picture that shows how you feel and then tell about what you drew. <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 *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? <p>K.W.5</p> <ul style="list-style-type: none"> *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 style="background-color: yellow; color: black; font-weight: bold; margin-top: 10px;">QUESTION STEMS FOR GRAMMAR AND USAGE STANDARDS HAVE NOT BEEN INCLUDED</p>	

School City of East Chicago

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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? 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. *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 K.RL.4.2 *What adventure did _____ have in the story? *How is this like another story we read? *Did the same things happen to _____? *How were the stories 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 ____? 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 4 ELA Curriculum Map**

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Suggested Pacing	Pearson Reading Street Unit 5, week 2 through Unit 6, week 6					
	<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.4.5 *I will say two words; tell me if they are the same or different.</p> <p>K.RF.5 *Can you read this book for me? *What can you do when you get to a word you don't know?</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	<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	* <i>Pearson Reading Street</i> Assessment Suite *Edgenuity/Compass Learning Hybrid *NWEA					