

JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2017-18

Subject: ELA-K4		Updated: 2018		
1st Quarter – Estimated Time: 1st Nine weeks /AUGUST				
Content Strands: Standard 1: Speaking and Listening Standard 2: Reading Foundation /Reading and Writing Process Standard 3: Critical Reading and Writing Standard 4: Vocabulary Standard 5: Language Standard 6: Research 7: Multimodal Literacies Standard 8: Independent Reading and Writing				
Unit and Time Frame: Chicka Chicka Boom Boom/3 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>PK.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.</p> <p>PK.1.R.4 Students will follow simple oral directions.</p> <p>PK.1.W.2 Students will work respectfully with</p>	<p>With guidance and support:</p> <p>Students will show they are listening by looking at the speaker.</p> <p>Students will complete simple tasks given to them verbally.</p> <p>Students will follow agreed-upon rules of respect to work with others.</p>	<p>Listen Procedures</p> <p>Rotate Centers</p> <p>Rules Book</p> <p>Personal space</p> <p>Front cover</p>	<p>*ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have knowledge of: -simple tasks -front and back cover of a book</p>	<p>Frog Street</p> <p>Pinterest</p> <p>Fiction Books</p> <p>Non-Fiction Books</p> <p>You-tube</p> <p>Starfall</p> <p>Bookflix</p> <p>pbworks.com</p> <p>http://elaokframework.com</p> <p>StarFall</p>

<p>others with guidance and support.</p> <p>PK.2.PC.3 Students will begin to demonstrate correct book orientation and identify the front and back covers of a book.</p> <p>PK.3.R.3 Students will tell what is happening in a picture or illustration with guidance and support.</p> <p>PK.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.</p> <p>PK.5.R.1 Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.</p> <p>PK.6.R Students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p> <p>PK.7.R Students will recognize formats of print and digital text with guidance and support.</p> <p>PK.8.R Students will demonstrate interest in books during read-alouds and shared reading and interact independently with books.</p>	<p>Students will identify the front and back cover of a book.</p> <p>Students will identify and discuss illustrations or pictures.</p> <p>Students will learn academic and content-specific vocabulary through read- alouds and class discussions.</p> <p>Students will begin to recognize complete thoughts.</p> <p>Students will begin to recognize that pictures, charts, texts and people can be used to gather information on a topic of interest.</p> <p>Students will recognize common formats of printed text (e.g. books, poem charts, magazines, and other formats).</p> <p>Students will display interest in books during group reading activities.</p>	<p>Back cover</p> <p>Respectful</p> <p>Print</p> <p>Text</p> <p>Alphabet (introduction)</p>	<p>*Monitoring:</p> <p>“Teachers monitor” could include, but is not limited to, actions such as:</p> <p>Observation of students as teacher walks around the room</p> <p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole class discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	
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Subject: ELA- K4		Updated: 2018		
1st Quarter – Estimated Time: 1st nine week /SEPTEMBER				
Content Strands: Standard 1: Speaking and Listening Standard 2: Reading Foundation /Reading and Writing Process Standard 3: Critical Reading and Writing Standard 4: Vocabulary Standard 5: Language Standard 6: Research 7: Multimodal Literacies Standard 8: Independent Reading and Writing				
Unit and Time Frame: Fall Season/4 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>PK.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.</p> <p>PK.1.W.1 Students will begin to orally describe personal interests or tell stories to classmates with guidance and support.</p> <p>PK.1.W.2 Students will work respectfully with others with guidance and support.</p> <p>PK.2.PA.1 Students will distinguish spoken words in a sentence with guidance and support.</p> <p>PK.2.PC.2 Students will understand that print carries a message by</p>	<p>With guidance and support:</p> <p>Students will show they are listening by looking at the speaker.</p> <p>Students will describe familiar people, places, and events.</p> <p>Students will follow agreed-upon rules of respect to work with others.</p> <p>Students will recognize that a sentence is made up of separate words by repeating words in a given sentence, pausing between each word, and using actions or manipulatives to represent words.</p>	<p>Words Sentence Direction Page Pause Person Place Events Illustrator Illustrations Environment print Letters and sounds (Aa Bb Cc Dd)</p>	<p>*ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have knowledge of:</p> <p>-book direction -words and sentence -find name in print -letters and sounds Aa-Bb-Cc-Dd</p> <p>*Monitoring:</p> <p>“Teachers monitor” could include, but is not limited to, actions such as:</p> <p>Observation of students as teacher</p>	<p>Frog Street Pinterest Fiction Books Non-Fiction Books You-tube Starfall Bookflix http://elaokframework.pbworks.com StarFall</p>

<p>recognizing labels, signs, and other print in the environment with guidance and support.</p> <p>PK.2.F.1 Students will read first name in print.</p> <p>PK.2.PC.3 Students will begin to demonstrate correct book orientation and identify the front and back covers of a book.</p> <p>PK.3.R.3 Students will tell what is happening in a picture or illustration with guidance and support.</p> <p>PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</p> <p>PK.5.R.1 Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.</p> <p>K.6.R Students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p> <p>PK.7.R Students will recognize formats of print and digital text with guidance and support.</p>	<p>Students will recognize that print in the environment has meaning.</p> <p>Students will recognize first name in print.</p> <p>Students will begin to show understanding of basic print features: Books have a correct position.</p> <p>Students will identify and discuss illustrations or pictures.</p> <p>Students will begin to learn new vocabulary by using illustrations from text.</p> <p>Students will begin to understand that words must be in a certain order to make sense.</p> <p>Students will begin to recognize that pictures, charts, texts and people can be used to gather information on a topic of interest.</p> <p>Students will recognize common formats of printed text (e.g. books, poem charts, magazines, and other formats).</p>		<p>walks around the room</p> <p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole class discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	
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PK.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books	Students will display interest in books during group reading activities.			
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Subject: ELA-K4		Updated:2018		
1st, 2nd Quarter – Estimated Time: 2nd Nine weeks/OCTOBER				
Content Strands: Standard 1: Speaking and Listening Standard 2: Reading Foundation /Reading and Writing Process 3: Critical Reading and Writing Standard 4:Vocabulary Standard 5: Language Standard 6: Research 7: Multimodal Literacies Standard 8: Independent Reading and Writing				
Unit and Time Frame: Fiction and Nonfiction /4 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>PK.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.</p> <p>PK.2.PA.4 Students will begin to isolate initial and final sounds in spoken words.</p> <p>PK.2.PWS.1 Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support.</p>	<p>With guidance and support:</p> <p>-Students will show they are listening by looking at the speaker.</p> <p>-Students will take turns when speaking.</p> <p>Students will begin to distinguish initial sounds in spoken words.</p> <p>- Students will begin to identify the letters in their first name.</p> <p>-Students will begin to identify uppercase and lowercase letters.</p>	<p>Initial</p> <p>Identify</p> <p>Author</p> <p>Illustrator</p> <p>Retell</p> <p>Fiction</p> <p>Nonfiction</p> <p>Noun</p> <p>Person</p> <p>Vocabulary</p> <p>Introduce end marks:</p> <p>Period</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Capital/Uppercase</p> <p>Lowercase</p> <p>Dictation</p>	<p>*ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have knowledge of:</p> <p>-initial sound</p> <p>-Identify first letter in their name</p> <p>“Capital/UC”</p> <p>-Author and Illustrator role</p> <p>-letters and sounds-Ee-Ff-Gg-Hh</p>	<p>Frog Street</p> <p>Pintrest</p> <p>Fiction Books</p> <p>Non-Fiction Books</p> <p>You-tube</p> <p>Starfall</p> <p>Bookflix</p> <p>pbworks.com</p> <p>http://elaokframework.com</p> <p>StarFall</p>

<p>PK.2.PWS.2 Students will produce some sounds represented by letters with guidance and support.</p> <p>PK.2.W Students will begin to express themselves through drawing, dictating, and emergent writing.</p> <p>PK.2.F.1 Students will read first name in print.</p> <p>PK.3.R.1 Students will describe the role of an author and illustrator, telling how they contribute to a story, with guidance and support.</p> <p>PK.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.</p> <p>PK.4.W.1 Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.</p> <p>PK.5.R.1 Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.</p>	<p>Students will generate some sound symbol correspondences with guidance and support.</p> <p>-Students will begin to communicate thoughts and opinions through drawing.</p> <p>-Students will begin to communicate thoughts and opinions through dictating.</p> <p>Students will recognize first name in print.</p> <p>-Students will identify the author and illustrator in a story.</p> <p>-Students will explain the role of the author and illustrator in creating the story.</p> <p>Students will connect new vocabulary words to prior knowledge.</p> <p>Students will begin to use new vocabulary to orally form complete sentences.</p> <p>Students will begin to understand that sentences begin with a capital letter and contain end punctuation.</p>	<p>Letters and sounds (Ee Ff Gg Hh)</p>	<p>*Monitoring:</p> <p>“Teachers monitor” could include, but is not limited to, actions such as:</p> <p>Observation of students as teacher walks around the room</p> <p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole class discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	
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<p>PK.6.R Students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p> <p>PK.7.R Students will recognize formats of print and digital text with guidance and support.</p> <p>PK.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.</p>	<p>Students will begin to recognize that pictures, charts, texts and people can be used to gather information on a topic of interest.</p> <p>Students will recognize common formats of digital text (e.g.book apps, websites, and other formats).</p> <p>-Students will display interest in books during group reading activities.</p> <p>-Students will independently explore texts.</p>			
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Subject: ELA- K4		Updated: 2018		
2nd Quarter – Estimated Time: 2nd Nine weeks/NOVEMBER				
Content Strands: Standard 1: Speaking and Listening Standard 2: Reading Foundation /Reading and Writing Process 3: Critical Reading and Writing Standard 4:Vocabulary Standard 5: Language Standard 6: Research 7: Multimodal Literacies Standard 8: Independent Reading and Writing				
Unit and Time Frame: American/Oklahoma History /4 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
PK.1.R.2 Students will begin to ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media with guidance and support	With guidance and support: Students will begin to ask and answer questions about a topic or text.	Question Answer Nouns Person Place Letters (first name)	*ESGI - (Educational Software for Guiding Instruction) *Checklist: Does student have	Frog Street Pinterest Fiction Books Nonfiction Books You-Tube Book flix http://elaokframework.com .

<p>PK.2.PC.1 Students will write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support.</p> <p>PK.2.R Students will begin to retell or re-enact major events from a read aloud with guidance and support to recognize the main idea.</p> <p>PK.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.</p> <p>P2K.2.PWS.1 Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support.</p> <p>K.2.W Students will begin to express themselves through drawing, dictating, and emergent writing.</p> <p>PK.2.PC.1 Students will write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support.</p>	<p>-Students will print the letters contained in their first name.</p> <p>-Students will print some uppercase and lowercase letters.</p> <p>Students will begin to restate or dramatize a familiar story, putting key details in sequential order.</p> <p>Students will begin to understand that letters make up words.</p> <p>-Students will begin to identify the letters in their first name.</p> <p>-Students will begin to identify uppercase and lowercase letters.</p> <p>Students will begin to communicate thoughts and opinions through emergent writing.</p> <p>-Students will print the letters contained in their first name.</p> <p>-Students will print some uppercase and lowercase letters.</p> <p>Students will generate some sound symbol correspondences with</p>	<p>Print (some letters) Uppercase/capital Lowercase Sort Order Sequence Letters Words Letters and sounds (Ii Jj Kk) Sounds (each letter) Drawing Retell</p>	<p>knowledge of:</p> <p>-person or place - name letters in their first name -sequence -find UC/Capital lowercase -print letters in first name -letters and sounds: Ii-Jj-Kk</p> <p>*Monitoring:</p> <p>“Teachers monitor” could include, but is not limited to, actions such as:</p> <p>Observation of students as teacher walks around the room</p> <p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole class discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	<p>pbworks.com works.com Star Fall</p>
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<p>K.2.PWS.2 Students will produce some sounds represented by letters with guidance and support.</p> <p>PK.3.W Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support.</p> <p>PK.4.R.3 Students will name and sort familiar objects into categories based on common attributes with guidance and support.</p> <p>PK.5.R.2 Students will recognize concrete objects as persons, places, or things (i.e. nouns) with guidance and support.</p> <p>PK.6.R Students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p> <p>PK.7.R Students will recognize formats of print and digital text with guidance and support.</p> <p>PK.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p>guidance and support.</p> <p>Students will draw, tell, or write using emergent writing about topics that are well known to them.</p> <p>Students will name and sort objects into categories based on common traits. (e.g. things you eat, things you wear)</p> <p>-Students will identify people as nouns. -Students will identify places as nouns.</p> <p>Students will begin to recognize that pictures, charts, texts and people can be used to gather information on a topic of interest.</p> <p>Students will recognize common formats of printed text (e.g. books, poem charts, magazines, and other formats).</p> <p>Students will express thoughts and ideas through drawing and emergent writing.</p>			
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Subject: ELA-K4	Updated: 2018
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2nd Quarter – Estimated Time:
2nd Nine weeks/DECEMBER

Content Strands:
Standard 1: Speaking and Listening Standard 2: Reading Foundation /Reading and Writing Process 3: Critical Reading and Writing Standard 4:Vocabulary Standard 5: Language Standard 6: Research 7: Multimodal Literacies Standard 8: Independent Reading and Writing

Unit and Time Frame:
Giving Tree/3 Weeks

Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>PK.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.</p> <p>PK.2.PA.4 Students will begin to isolate initial and final sounds in spoken words.</p> <p>PK.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces with guidance and support.</p> <p>PK.2.PC.6 Students will recognize ending punctuation marks in print during shared reading or other text experiences with guidance and support.</p> <p>PK.3.R.2 Students will describe characters in a story with guidance and support.</p>	<p>With guidance and support:</p> <p>Students will participate in structured conversations about age-appropriate topics and texts.</p> <p>Students will begin to distinguish ending sounds in spoken words.</p> <p>Students will understand that spaces separate words.</p> <p>Students will identify ending punctuation marks in print during shared reading or other text experiences with guidance and support.</p> <p>Students will give information about characters in a story using key details</p>	<p>Sentence Character Noun Place Text Space Ending sound Final Punctuation Conversation Introduce: Caring Sharing Giving Cooperate Letters and sounds (Ll Mm)</p>	<p>*ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have knowledge of: - final sound -some ending marks -(Noun) people and places -name letters in first name -letters and sounds Ll- Mm</p> <p>*Monitoring: “Teachers monitor” could include, but is not limited to, actions such as:</p>	<p>Frog Street Pinterest Fiction Books Nonfiction Books You-Tube Book flix http://elaokframework.pbworks.com works.com Symbaloo StarFall</p>

<p>PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</p> <p>PK.5.R.2 Students will recognize concrete objects as persons, places, or things (i.e. nouns) with guidance and support.</p> <p>K.6.W Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p>PK.7.R Students will recognize formats of print and digital text with guidance and support.</p> <p>PK.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.</p>	<p>through read-alouds and classroom discussions</p> <p>Students will begin to use key vocabulary to determine the meaning from text.</p> <p>-Students will identify people as nouns.</p> <p>-Students will identify places as nouns.</p> <p>Students will choose who can best answer their question (friend, teacher, or expert).</p> <p>Students will recognize common formats of printed text (e.g. books, poem charts, magazines, and other formats).</p> <p>Students will display interest in books during group reading activities.</p>		<p>Observation of students as teacher walks around the room</p> <p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole class discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	
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Subject: ELA-K4		Updated: 2018		
3rd Quarter – Estimated Time: 3rd Nine Weeks/JANUARY				
Content Strands: Standard 1: Speaking and Listening Standard 2: Reading Foundation /Reading and Writing Process 3: Critical Reading and Writing Standard 4: Vocabulary Standard 5: Language Standard 6: Research 7: Multimodal Literacies Standard 8: Independent Reading and Writing				
Unit and Time Frame: Space, Winter/4 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>PK.1.W.1 Students will begin to orally describe personal interests or tell stories to classmates with guidance and support.</p> <p>PK.2.PA.2 Students will recognize spoken words that rhyme</p> <p>PK.2.PA.4 Students will begin to isolate initial and final sounds in spoken words.</p> <p>PK.2.PC.5 Students will begin to understand that print moves from top to bottom, left to right, and front to back.</p> <p>K.3.W Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support.</p>	<p>With guidance and support:</p> <p>Students will describe memorable events such as birthdays, holidays, vacations, etc.</p> <p>Students will identify words that rhyme</p> <p>Students will begin to distinguish ending sounds in spoken words.</p> <p>Students will begin to develop the ability to track print from left to right, top to bottom, and front to back.</p> <p>Students will draw, tell, or write using emergent writing about topics that are well known to them.</p>	<p>Rhyming words Left Right Top to Bottom Describe Verb Action Final Ending sound Letters and sounds (Nn Oo Pp Qq) Dictation Drawing</p>	<p>*ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have knowledge of:</p> <p>-rhyming words -(Verb)Action---name -letter and sounds Nn-Oo-Pp-Qq</p> <p>*Monitoring:</p> <p>“Teachers monitor” could include, but is not limited to, actions such as:</p> <p>Observation of students as teacher walks around the room</p>	<p>Frog Street Pinterest Fiction Books Nonfiction Books You-Tube Book flix http://elaokframework.pbworks.com works.com Symbaloo StarFall</p>

<p>PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</p> <p>PK.5.R.3 Students will recognize words as actions (i.e., verbs) with guidance and support.</p> <p>PK.6.W Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p>PK.7.W Students will use appropriate technology or media to communicate with others with guidance and support.</p> <p>PK.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p>Students will begin to use surrounding text to determine the meaning of new vocabulary.</p> <p>Students will identify action words.</p> <p>Students will formulate questions on topics of interest.</p> <p>Students will communicate using apps, recording devices, other digital tools, or print media.</p> <p>Students will express thoughts and ideas through drawing and emergent writing.</p>		<p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole class discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	
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Subject: ELA-K4		Updated: 2018		
3rd Quarter – Estimated Time: 3rd Nine Weeks/FEBRUARY				
Content Strands: Standard 1: Speaking and Listening Standard 2: Reading Foundation /Reading and Writing Process 3: Critical Reading and Writing Standard 4: Vocabulary Standard 5: Language Standard 6: Research 7: Multimodal Literacies Standard 8: Independent Reading and Writing				
Unit and Time Frame: Five Senses/4 Weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources

<p>PK.1.W.1 Students will begin to orally describe personal interests or tell stories to classmates with guidance and support.</p> <p>PK.2.PA.3 Students will begin to recognize syllables in spoken words (e.g., sunshine= sun + shine).</p> <p>PK.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support.</p> <p>PK.4.W.2 Students will begin to select appropriate language according to purpose.</p> <p>PK.5.R.4 Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after with guidance and support.</p> <p>PK.6.W Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p>PK.7.W Students will use appropriate technology or media to communicate with others with guidance and support.</p>	<p>With guidance and support:</p> <p>Students will share fictional stories.</p> <p>Students will begin to identify syllables in spoken words.</p> <p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text during read-alouds.</p> <p>Students will begin to choose words for a specific purpose during writing tasks. (drawing, dictating, labeling, and emergent writing)</p> <p>Students will demonstrate an understanding of spatial and time relationships by grouping pictures</p> <p>Students will formulate questions on topics of interest.</p> <p>Students will communicate using apps, recording devices, other digital tools, or print media.</p>	<p>Syllable Who What When Where Why How Grouping words Print media Letters and sounds (Rr Ss Tt)</p>	<p>*ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have knowledge of:</p> <ul style="list-style-type: none"> - syllables -rhyming words -ask questions -letters Rr-Ss-Tt <p>*Monitoring:</p> <p>“Teachers monitor” could include, but is not limited to, actions such as:</p> <p>Observation of students as teacher walks around the room</p> <p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole class discussions</p>	<p>Frog Street Pinterest Fiction Books Nonfiction Books You-Tube Book flix http://elaokframework.pbworks.com Symbaloo Star-Fall</p>
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PK.8.W Students will express their ideas through a combination of drawing and emergent writing with guidance and support.	students will express thoughts and ideas through drawing and emergent writing.		Using class work to determine if concepts need to be re-taught	
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Subject: ELA-K4		Updated: 2018		
3rd, 4th Quarter – Estimated Time: 4th Nine Weeks/MARCH				
Content Strands: Standard 1: Speaking and Listening Standard 2: Reading Foundation /Reading and Writing Process 3: Critical Reading and Writing Standard 4:Vocabulary Standard 5: Language Standard 6: Research 7: Multimodal Literacies Standard 8: Independent Reading and Writing				
Unit and Time Frame: Spring/4 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>PK.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.</p> <p>PK.2.PA.6 Students will combine onsets and rimes to form familiar one syllable spoken words with pictorial support (e.g., /c/ + at =cat)</p> <p>K.2.R Students will begin to retell or reenact major events from a read aloud with guidance and support to recognize the main idea.</p>	<p>With guidance and support:</p> <p>Students will practice speaking to listeners of all ages and in groups of varying size.</p> <p>Students will blend beginning sound and remaining chunk to create single syllable words (e.g., /b/ + ig).</p> <p>Students will begin to identify the main topic of a text.</p>	<p>Blend Chunk Syllables Build Vocabulary based on learning objective Position words: Up Down Complete sentence Letters and sounds (Uu Vv Ww)</p>	<p>* ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have knowledge of:</p> <p>-blending to create a single syllable -sequence a story -letters Uu-Vv-Ww -looks at books for a period of time</p>	<p>Frog Street Pinterest Fiction Books Nonfiction Books You-Tube Book flix http://elaokframework.pbworks.com works.com Symbaloo Star-Fall</p>

<p>PK.3.W Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support.</p> <p>PK.4.W.1 Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.</p> <p>PK.5.R.4 Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after with guidance and support.</p> <p>PK.6.W Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p>PK.7.W Students will use appropriate technology or media to communicate with others with guidance and support.</p> <p>PK.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.</p>	<p>Students will draw, tell, or write using emergent writing to share their thoughts and ideas related to texts.</p> <p>Students will begin to use new vocabulary to orally extend complete sentences</p> <p>Students will demonstrate an understanding of spatial and time relationships by grouping pictures.</p> <p>Students will choose who can best answer their question (friend, teacher, or expert).relationships by grouping pictures.</p> <p>Students will communicate using apps, recording devices, other digital tools, or print media.</p> <p>Students will independently explore texts.</p>		<p>*Monitoring:</p> <p>“Teachers monitor” could include, but is not limited to, actions such as:</p> <p>Observation of students as teacher walks around the room</p> <p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole class discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	
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Subject: ELA-K4		Updated: 2018		
4th Quarter – Estimated Time: 4th Nine Weeks/APRIL				
Content Strands: Standard 1: Speaking and Listening Standard 2: Reading Foundation /Reading and Writing Process 3: Critical Reading and Writing Standard 4:Vocabulary Standard 5: Language Standard 6: Research 7: Multimodal Literacies Standard 8: Independent Reading and Writing				
Unit and Time Frame: Water/4 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources
<p>PK.2.PA.6 Students will combine onsets and rimes to form familiar one syllable spoken words with pictorial support (e.g., /c/ + at =cat)</p> <p>PK.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support.</p> <p>PK.4.W.2 Students will begin to select appropriate language according to purpose.</p> <p>PK.5.R.4 Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after with guidance and support.</p>	<p>With guidance and support:</p> <p>Students will continue to blend beginning sound and remaining chunk to create single syllable words (e.g., /b/ + ig).</p> <p>Students will ask and answer when prompted who, what, where, when, why, and how questions regarding details of a text during read-alouds.</p> <p>Students will begin to choose words for a specific purpose during writing tasks. (drawing, dictating, labeling, and emergent writing)</p>	<p>Syllables Chunk Blend Who What When Where Why Label Position words: Over Under Before After Letters and sounds (Xx Yy Zz)</p>	<p>*ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have knowledge of:</p> <p>-over -under -before -after -letters and sounds Xx-Yy-Zz</p> <p>*Monitoring:</p> <p>“Teachers monitor” could include, but is not limited to, actions</p>	<p>Frog Street Pinterest Fiction Books Nonfiction Books You-Tube Book flix http://elaokframework.pbworks.com works.com Symbaloo Star-Fall</p>

<p>PK.6.W Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p>PK.7.W Students will use appropriate technology or media to communicate with others with guidance and support.</p> <p>PK.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.</p>	<p>Students will demonstrate an understanding of spatial and time relationships by movement. Students will choose who can best answer their question (friend, teacher, or expert).</p> <p>Students will communicate using apps, recording devices, other digital tools, or print media.</p> <p>Students will independently explore texts.</p>		<p>such as:</p> <p>Observation of students as teacher walks around the room</p> <p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p> <p>Questioning students during whole class discussions</p> <p>Using class work to determine if concepts need to be re-taught</p>	
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Subject: ELA-K4	Updated: 2018			
4th Quarter – Estimated Time: 4th Nine Weeks/MAY				
Content Strands: Standard 1: Speaking and Listening Standard 2: Reading Foundation /Reading and Writing Process 3: Critical Reading and Writing Standard 4:Vocabulary Standard 5: Language Standard 6: Research 7: Multimodal Literacies Standard 8: Independent Reading and Writing				
Unit and Time Frame: Celebration/3 weeks				
Standards	Learning Target/Objective	Vocabulary	Suggested Assessments	Suggested Resources

<p>PK.2.PA.6 Students will combine onsets and rimes to form familiar one syllable spoken words with pictorial support (e.g., /c/ + at =cat)</p> <p>PK.3.W Students will use drawing, labeling, and dictating to express thoughts and ideas with guidance and support.</p> <p>PK.4.W.2 Students will begin to select appropriate language according to purpose</p> <p>PK.5.R.4 Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after with guidance and support.</p> <p>PK.6.W Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p>PK.7.W Students will use appropriate technology or media to communicate with others with guidance and support.</p> <p>PK.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.</p>	<p>With guidance and support:</p> <p>Students will blend beginning sound and remaining chunk to create single syllable words (e.g., /b/ + ig).</p> <p>Students will draw, tell, or write using emergent writing to share their thoughts and ideas related to texts.</p> <p>Students will begin to choose words for a specific purpose during writing tasks. (drawing, dictating, labeling, and emergent writing)</p> <p>Students will demonstrate an understanding of spatial and time relationships by movement.</p> <p>Students will choose who can best answer their question (friend, teacher, or expert).</p> <p>Students will communicate using apps, recording devices, other digital tools, or print media.</p> <p>Students will display interest in books during group reading activities.</p>	<p>Review all letters and sounds Aa-Zz</p> <p>Review words</p> <p>Blend words</p> <p>Review Sounds: Beginning and Final</p> <p>Reading Partners</p> <p>Search Text Sharing</p>	<p>*ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have knowledge of:</p> <ul style="list-style-type: none"> -Drawing a story with some symbols -on top of -beside- -inside -use of tablet or Smart Board -sharing a story in a group <p>*Monitoring:</p> <p>“Teachers monitor” could include, but is not limited to, actions such as:</p> <p>Observation of students as teacher walks around the room</p> <p>Listening in on small group discussions</p> <p>Listening in as students provide peer feedback</p>	<p>Frog Street</p> <p>Pinterest</p> <p>Fiction Books</p> <p>Nonfiction Books</p> <p>You-Tube</p> <p>Book flix</p> <p>http://elaokframework.pbworks.com</p> <p>Symbaloo</p> <p>Star-Fall</p>
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			Questioning students during whole class discussions Using class work to determine if concepts need to be re-taught	
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