

JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

Subject: ELA-K4		Updated: 2019		
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 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>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>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-</p>	<p>Listen Procedures Rotate Centers Rules Book Personal space Front cover Back cover Respectful Print Text Alphabet (introduction) Letter and sound Aa</p>	<p>*ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have knowledge of:</p> <p>-letters and sounds - Aa -simple tasks -front and back cover of a book</p> <p>*Monitoring:</p> <p>“Teachers monitor” could include, but is not limited to, actions such as: Observation of students as teacher walks around the room</p>	<p>Frog Street Pinterest Fiction Books Non-Fiction Books You-tube Starfall Bookflix pbworks.com http://elaokframework.com StarFall</p>

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<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>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>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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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

Subject: ELA- K4		Updated: 2019		
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 (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 - 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 walks around the room</p>	<p>Frog Street Pinterest Fiction Books Non-Fiction Books You-tube Starfall Bookflix http://elaokframework.pbworks.com StarFall</p>

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ELA-K4

2019-2020

<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>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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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

<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 printed text (e.g. books, poem charts, magazines, and other formats).</p> <p>Students will display interest in books during group reading activities.</p>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

Subject: ELA-K4		Updated:2019		
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>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>With guidance and support:</p> <p>-Students will show they are listening by looking at the speaker. -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. -Students will begin to identify uppercase and lowercase letters.</p> <p>Students will generate some sound symbol correspondences with guidance and support.</p>	<p>Initial Identify Author Illustrator Retell Fiction Nonfiction Noun Person Vocabulary</p> <p>Introduce end marks: Period Question mark Exclamation mark Capital/Uppercase Lowercase Dictation Letters and sounds (Ee Ff Gg Hh)</p>	<p>*ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have knowledge of:</p> <p>-initial sound -Identify first letter in their name “Capital/UC” -Author and Illustrator role -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</p>	<p>Frog Street Pinterest Fiction Books Non-Fiction Books You-tube Starfall Bookflix pbworks.com http://elaokframework.com StarFall</p>

JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

<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>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>-Students will begin to communicate thoughts and opinions through drawing. -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. -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>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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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

<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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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

Subject: ELA- K4		Updated: 2019		
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
<p>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</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>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>With guidance and support:</p> <p>Students will begin to ask and answer questions about a topic or text.</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>Question Answer Nouns Person Place Letters (first name) Print (some letters) Uppercase/capital Lowercase Sort Order Sequence Letters Words Letters and sounds (Ii jj) Sounds (each letter) Drawing Retell</p>	<p>*ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have 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</p> <p>*Monitoring:</p> <p>“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 Star Fall</p>

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ELA-K4

2019-2020

<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>PK.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>PK.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>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 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</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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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

<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>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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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

Subject: ELA-K4		Updated: 2019		
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>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>With guidance and support: 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</p>	<p>Sentence Character Noun Place Text Space Ending sound Final Punctuation Conversation Introduce: Caring Sharing Giving Cooperate Letters and sounds (Kk,Ll)</p>	<p>*ESGI - (Educational Software for Guiding Instruction) *Checklist: Does student have knowledge of: - final sound -some ending marks -(Noun) people and places -name letters in first name -letters and sounds k- l *Monitoring :</p>	<p>Frog Street Pinterest Fiction Books Nonfiction Books You-Tube Book flix http://elaokframe.com work. pbworks.com works.com Symbaloo StarFall</p>

JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

<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.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>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 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>“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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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

	<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>			
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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

Subject: ELA-K4		Updated: 2019		
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><u>PK.2.PA.2</u> Students will recognize spoken words that rhyme</p> <p><u>PK.2.PA.4</u> Students will begin to isolate initial and final sounds in spoken words.</p> <p><u>PK.2.PC.5</u> Students will begin to understand that print moves from top to bottom, left to right, and front to back.</p> <p>PK.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>Students will begin to use surrounding text to determine the meaning of new vocabulary.</p>	<p>Rhyming words Left Right Top to Bottom Describe Verb Action Final Ending sound Letters and sounds (Mm Nn Oo Pp) 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 letters in first name -letter and sounds Mm-Nn-Oo-Pp</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>

JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

<p>PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.</p> <p><u>PK.5.R.3</u> 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 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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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

Subject: ELA-K4		Updated: 2019		
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><u>PK.2.PA.3</u> Students will begin to recognize syllables in spoken words (e.g., sunshine= sun + shine).</p> <p><u>PK.3.R.4</u> 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><u>PK.5.R.4</u> 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 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>Syllable Who What When Where Why How Grouping words Print media Letters and sounds (Qq Rr Ss)</p>	<p>*ESGI - (Educational Software for Guiding Instruction)</p> <p>*Checklist: Does student have knowledge of:</p> <p>- syllables -rhyming words -ask questions -letters Qq-Rr-Ss</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 Star-Fall</p>

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ELA-K4

2019-2020

<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 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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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

Subject: ELA-K4		Updated: 2019		
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>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>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>Students will draw, tell, or write using emergent writing to share their thoughts and ideas related to texts.</p>	<p>Blend Chunk Syllables Build Vocabulary based on learning objectives Position words: Up Down Complete sentence Letters and sounds (Tt 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 Tt-Uu-Vv-Ww -looks at books for a period of time</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 Nonfiction Books You-Tube Book flix http://elaokframework.pbworks.com works.com Symbaloo Star-Fall</p>

JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

<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 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>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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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

Subject: ELA-K4		Updated: 2019		
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>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>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>Students will demonstrate an understanding of spatial and time relationships by movement.</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 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 Star-Fall</p>

JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

<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 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>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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JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

Subject: ELA-K4		Updated: 2019		
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>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>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> <p>-Drawing a story with some symbols</p> <p>-on top of</p> <p>-beside-</p> <p>-inside</p> <p>-use of tablet or Smart Board</p> <p>-sharing a story in a group</p> <p>*Monitoring:</p> <p>“Teachers monitor” could include, but is not limited to, actions such as:</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>

JAY PUBLIC SCHOOLS CURRICULUM MAP

ELA-K4

2019-2020

<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 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>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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