

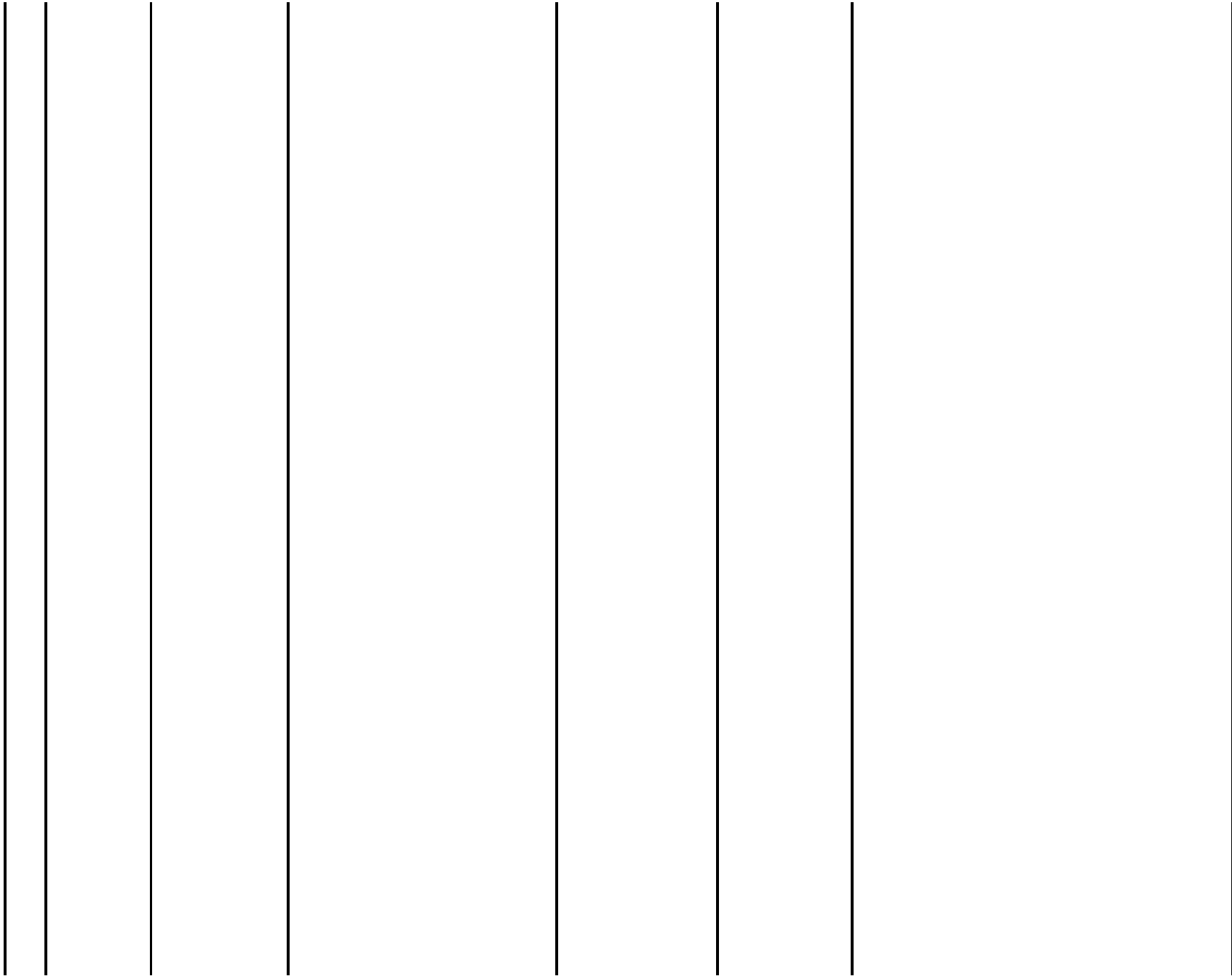
[◀ Logout of Mapster](#)
[◀ Back to the Home Page](#)
Map: **K - ELA Map by Denise Kern and Danielle Aniano** Grade Level: **K** School Year: **2009-2010**Author: **Denise Kern** District/Building: **Island Trees/Island Trees Middle School**Created: **07/17/2009** Last Updated: **07/17/2009**This map copied from: **K - ELA Map by Debbie Mahler and Elizabeth Grillo** by **Elizabeth Grillo**[<< Printable Version](#)

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p><u>*How can I interact with a story?</u></p> <p><u>*What is a letter? What are letter sounds?</u></p> <p><u>*What is a story?</u></p> <p><u>*How can I create a rhyme?</u></p> <p><u>How do I interact through writing?</u></p> <p><u>How can I teach sequencing of events about the topic off to school through Going to School?</u></p>	<p>Required Readings:</p> <p><u>-Mary Wore Her Red Dress</u></p> <p><u>-The Wheels on the Bus</u></p> <p><u>-From Head to Toe</u></p> <p><u>-Mice Squeak, We Speak</u></p> <p><u>-Big and Little</u></p> <p><u>-All I Am</u></p> <p>*Comprehension</p>	<p>Reading:</p> <p>*use illustrations to predict</p> <p>*practice listening skills</p> <p>*respond and formulate an opinion about the text read aloud</p> <p>*recall and retell events from a story</p> <p>*compare and contrast events and characters</p> <p>*draw on prior experience to understand new data, facts, and ideas through stories (make personal connections)</p> <p>*interpret information represented in simple charts and webs</p> <p>*demonstrate appropriate listening behaviors (i.e. eyes on the speaker, hands and feet quiet, lips closed, sit nicely)</p> <p>*identify characters, setting, plot etc.</p> <p>*exposure to a concept book</p> <p>*compare and contrast different items</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p> <p>ELA4-K1-1C [2004]</p>	

		*Phonemic Awareness	*distinguish between real and imaginary stories		
		*Phonics	*evaluate and select books, poems, and tapes on the basis of personal choice		
		*Language	*exposure to realistic fiction *use illustrations to extend comprehension		
		*Writing			
		*Word Recognition	<p>Oral Language:</p> <p>*Formulates complete sentences*Participate in rhymes and songs*Using dramatic play*Recognizing shape, size, position and color</p> <p>*Listening for meaning</p> <p>*Answering comprehension check questions</p> <p>*Introduction to animal words</p> <p>*Demonstrates speaking skills</p> <p>*Practice using words for numbers in text</p> <p>*Introduce new vocabulary</p> <p>*Introduction to positional words</p> <p>*Identify a purpose for listening to a story</p> <p>*Introduce words for performers</p> <p>Writing:</p> <p>*Respond to stories through illustrations</p> <p>*Write own name on pictures, drawings and written products</p> <p>*Demonstrate correct writing behaviors</p>		

			<ul style="list-style-type: none"> *Demonstrate proper use of writing materials *Practice modeled writing *Demonstrate proper writing procedures *Practice shared writing *Journal entries related to the text *Write a list with shared writing *Demonstrate sentence writing *Use action words in writing Phonics: *letter identification *letter/sound exposure *recognize and produce rhyming words *go on a letter hunt within a story *go on a sound hunt within a story *exposure to letters of the alphabet *rhyme awareness *exploration with rhyming words 			
Unit 2	<p>*What are the parts of a story?</p> <p>*What are the letter sounds?</p> <p>How do I interact through writing?</p> <p>What is a</p>	<p>Required Reading:</p> <p><u>-Mouse Mess</u></p> <p><u>-Miss Bindergarten Gets Ready for Kindergarten</u></p>	<p>Reading:</p> <ul style="list-style-type: none"> *Recall and retell events *Use illustrations to make predictions and clarify the text *Identify author/illustrator and their jobs *Identify the various parts of a story and a book 		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K2-2A [2004]</p>	

	<p><u>syllable?</u></p>	<p><u>-Growing Vegetable Soup</u></p> <p><u>-Dinner at the Panda Palace</u></p> <p><u>-Follow the Leader</u></p> <p><u>-Bunny Cakes</u></p>	<p>*Conduct character analysis</p> <p>*Using predictions within a story</p> <p>*Sequence of events in a story (i.e. what happens first, middle, last)</p> <p>*Cause and effect in a story</p> <p>Phonics:</p> <p>*Recognize initial consonants: /m/, /b/, /s/, /t/, /f/, and short /a/</p> <p>Oral Language:</p> <p>*Demonstrate active listening</p> <p>*Respond verbally to questions</p> <p>*Speak clearly and demonstrate the rules for speaking</p> <p>*Build vocabulary</p> <p>*Read high frequency words</p> <p>Writing:</p> <p>*Write: Mm, Bb, Ss, Tt, Ff, and Aa</p>		<p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p>	



Unit 3	<p><u>*What are the events of the story?</u></p> <p><u>*How can I be an active listener?</u></p> <p><u>*What is the main idea of the story?</u></p> <p><u>*What are the letter sounds?</u></p> <p><u>How do I interact through writing?</u></p> <p>How can I teach the concept of rhyming words about the topic colors through <u>Tim's Paintings?</u></p> <p>How can I teach adjectives about the topic colors through <u>Socks?</u></p>	<p>Required Reading:</p> <p>-Cat's Colors</p> <p>-Lilly's Purple Plastic Purse</p> <p>-No, No Titus</p> <p>-Ginger</p> <p>-Mrs. McNosh Hangs Up Her Wash</p> <p>-Raccoons and Ripe Corn</p> <p>*Phonics</p> <p>*Reading readiness</p> <p>*Writing</p> <p>*Word knowledge</p>	<p>Reading:</p> <p>*Recall and retell events from a story</p> <p>*Comprehend and respond to literacy texts and performances</p> <p>*Identify cause and effect</p> <p>*Distinguish between real and imaginary stories</p> <p>*Change the sequence of events in a story to create a different ending</p> <p>*Identify setting and plot</p> <p>*Use illustrations to make predictions</p> <p>*Identify rhyming words</p> <p>Phonics:</p> <p>*Recognize consonants : /c/, /p/, /h/, /r/, /n/</p> <p>*Recognize vowel : short /i/</p> <p>Oral Language:</p> <p>*Listen to big books and trade books</p> <p>*Listen for purpose and details</p> <p>*Form an opinion about a book or play</p> <p>*Build vocabulary</p> <p>*Follow oral directions</p>		<p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p>		

*Read high frequency words

Writing:

*Write: Cc, Pp, Nn, Hh, Rr, and Ii

*Complete writing journal entry based on story using inventive spelling and pictures

Unit 4	<p><u>How do I interact with a story?</u></p> <p><u>What are the story elements (main idea, setting, plot, characters, summary)?</u></p> <p><u>How do I speak in front of my peers?</u></p> <p><u>How do I complete interactive writing?</u></p> <p><u>What are the letter sounds?</u></p>	<p>Required Reading:</p> <p>-Looking For Crabs</p> <p>-In the Rain With Baby Duck</p> <p>-Honk! Honk!</p> <p>-On the Go</p> <p>-Three Little Kittens</p> <p>-Shoes Like Miss Alice's</p> <p>Phonemic Awareness</p> <p>Language</p> <p>Word Writing</p> <p>Word Knowledge</p> <p>Phonics</p>	<p>Reading:</p> <p>*Usage of predictions in stories</p> <p>*Identify setting and plot</p> <p>*Read and identify high-frequency words</p> <p>*Identify the main idea of a story</p> <p>*Classification of story events</p> <p>*Summarizing story events</p> <p>Phonics:</p> <p>*Segment words into sounds</p> <p>*Identify consonants /l/, /d/, /g/, /k/, /w/, and short /o/</p> <p>*Identify phonograms -op, -ot</p> <p>Oral Language:</p> <p>*Listen to a poem</p> <p>*Listen to a trade book</p> <p>*Build vocabulary relevant to a text</p> <p>*Demonstrate polite listening skills</p> <p>*Practice speaking in a group</p> <p>*Listen for details</p> <p>*Practice asking and answering questions</p> <p>*Participate in oral reading of text and high-frequency words</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2A [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1C [2004]</p> <p>ELA4-K2-2A [2004]</p> <p>ELA4-K2-2C [2004]</p>		
--------	--	--	--	--	---	--	--

Writing:

- *Participate in guided writing and shared writing
- *Write independently in journals using pictures and inventive spelling
- *Handwriting - Ll, Dd, Gg, Kk, Ww, and Oo
- *Complete journal entries
- *Conduct research
- *Use describing words in sentence writing
- *Practice using question marks and capitals in writing
- *Identify opposites

Unit 5	<p><u>*How do I classify?</u></p> <p><u>*What is the same and different?</u></p> <p><u>*What are the letter sounds?</u></p> <p><u>*How can I use my words in writing?</u></p>	<p>Required Reading:</p> <p><u>-Jump Into the Jungle</u></p> <p><u>-Listen Buddy</u></p> <p><u>-Five Little Ducks</u></p> <p><u>-Corduroy</u></p> <p><u>-I Need a Lunch Box</u></p> <p><u>-Franklin Plays the Game</u></p> <p>*Phonemic Awareness</p> <p>*Phonics</p>	<p>Reading:</p> <ul style="list-style-type: none"> * Classification of story events * Recall and retell events * Compare and contrast stories * Read familiar information text to begin to collect data, facts and ideas with assistance * Locate and use classroom and library media center resources to acquire information with assistance * Drawing conclusions * Sequence story events * Identify author's purpose * Continued work with high frequency words * Complete character analysis <p>Phonics:</p> <ul style="list-style-type: none"> * Introduce consonants: /v/, /q/, /x/, /y/ * Introduce vowels: short /u/ * Connect sound to letter 		<p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K2-2A [2004]</p> <p>ELA4-K2-2C [2004]</p>		

*Reading
Readiness

*Language

*Writing

*Word
Knowledge

Oral Language:

- * Introduce vocabulary relevant to text
- * Establish a purpose for speaking
- * Following two step directions
- * Listen for rhyming words
- * Participate in choral reading
- * Speak with proper grammar
- * Listen and identify the main idea

Writing:

- * Practice writing: Jj, Vv, Qq, Xx, Yy, Ee
- * Usage of nouns
- * Participate in shared writing
- * Use capital letters & periods when appropriate
- * Complete independent writing using inventive spelling
- * Participate in modelled & guided writing
- * Identify types of sentences (i.e. statement, questions, exclamation)

Unit 6	<p><u>How do I become more of an independent reader?</u></p> <p><u>How do I track words in a story?</u></p> <p><u>How do I become an independent writer?</u></p>	<p>Required Reading:</p> <p>-Zoom, Zoom, Zoom</p> <p>-Hush!</p> <p>-Flower Garden</p> <p>-The Wolf's Chicken Stew</p> <p>-Machines at Work</p> <p>-A House is a House For</p>	<p>Reading:</p> <ul style="list-style-type: none"> * Sequence events from a story * Work with high frequency words * Character analysis * Compare and contrast within a story * Classification * Draw conclusions * Identify main idea <p>Phonics:</p> <ul style="list-style-type: none"> * Identify letters /z/, short /u/ * Review consonant * Study word families * Identify consonant blends * Review vowel sounds * Review phonics skills <p>Oral Language:</p> <ul style="list-style-type: none"> * Comprehension * Listening to a poem * Listening to a trade book * Demonstrate proper behaviors for reading * Building vocabulary relevant to text * Listen and identify main idea to story 		<p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA1-K2-2G [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA3-K1-1B [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K1-1B [2004]</p>		
--------	--	--	--	--	--	--	--

*Word
Knowledge

- * Listen critically
- * Describe clearly
- * Dramatize
- * Listen to broadened vocabulary
- * Listen to a description

Writing:

- * Naming and labeling pictures and words using inventive spelling
- * Participate in shared writing
- * Writing and proper usage of describing words
- * Handwriting Zz, Uu
- * Handwriting all consonants and vowels
- * Writing action words
- * Independent writing
- * Telling and asking sentences
- * Write plural words
- * Review complete sentences

**ELA4-K1-1C
[2004]**

**ELA4-K2-2A
[2004]**

Unit 7							
Unit 8							
Unit 9							

Unit ID							
---------	--	--	--	--	--	--	--

Key to Standards used in this Map

ELA1-K1-1A [2004] [3 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - gather and interpret information from childrens reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams. [Elementary]

ELA1-K1-1B [2004] [2 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - select information appropriate to the purpose of their investigation and relate ideas from one text to another. [Elementary]

ELA1-K1-1C [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - select and use strategies they have been taught for notetaking, organizing, and categorizing information. [Elementary]

ELA1-K1-1D [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - ask specific questions to clarify and extend meaning. [Elementary]

ELA1-K1-1E [2004] [3 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words. [Elementary]

ELA1-K1-1F [2004] [3 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns. [Elementary]

ELA1-K2-2A [2004] [1 occurrence] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts. [Elementary]

ELA1-K2-2B [2004] [2 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - select a focus, organization, and point of view for oral and written presentations. [Elementary]

ELA1-K2-2D [2004] [1 occurrence] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use details, examples, anecdotes, or personal experiences to explain or clarify information. [Elementary]

ELA1-K2-2F [2004] [1 occurrence] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2F - use the process of pre-writing, drafting, revising, and proofreading (the writing process) to produce well-constructed informational texts. [Elementary]

ELA1-K2-2G [2004] [2 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2G - observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms. [Elementary]

ELA2-K1-1A [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read a variety of literature of different genres: picture books; poems; articles and stories from childrens magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers. [Elementary]

ELA2-K1-1C [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives. [Elementary]

ELA2-K1-1E [2004] [1 occurrence] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning. [Elementary]

ELA2-K2-2A [2004] [4 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure. [Elementary]

ELA2-K2-2C [2004] [1 occurrence] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary. [Elementary]

ELA2-K2-2D [2004] [1 occurrence] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - observe the conventions of grammar and usage, spelling, and punctuation. [Elementary]

ELA3-K1-1B [2004] [1 occurrence] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement. [Elementary]

ELA3-K1-1D [2004] [1 occurrence] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully. [Elementary]

ELA3-K2-2A [2004] [2 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence. [Elementary]

ELA3-K2-2D [2004] [1 occurrence] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing. [Elementary]

ELA4-K1-1A [2004] [5 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1A - listen attentively and recognize when it is appropriate for them to speak. [Elementary]

ELA4-K1-1B [2004] [7 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1B - take turns speaking and respond to others ideas in conversations on familiar topics. [Elementary]

ELA4-K1-1C [2004] [6 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1C - recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations. [Elementary]

ELA4-K2-2A [2004] [3 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2A - exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions. [Elementary]

ELA4-K2-2C [2004] [2 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2C - read and discuss published letters, diaries, and journals to learn the conventions of social writing. [Elementary]

◀ Back to the Home Page

◀ Logout of Mapster