

NORTHWESTERN LOCAL SCHOOLS ~ KINDERGARTEN BLENDED ELA MAP

FIRST QUARTER						
Common Core Reading		Assessments	Aligned Benchmarks & Indicators			Resources
READING FOR LITERATURE						
Key Ideas and Details			Aligned Benchmarks and Indicators, 2002			
1	With prompting and support, ask and answer questions about key details in a text.	Oral	RP	8	Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.	Small group books, pictures and illustrations on big books, sequencing cards
			RP	9	Monitor comprehension of orally read texts by asking and answering questions.	Small group books, big books
			RP	7	Recall information from a story by sequencing pictures and events.	Reading Street sequencing cards
2	With prompting and support, retell familiar stories, including key details	One on one using sequence cards from Reading series.	RP	9	Monitor comprehension of orally read texts by asking and answering questions.	Small group books, big books
			RP	7	Recall information from a story by sequencing pictures and events.	Reading Street sequencing cards
			LT	3	Retell or re-enact a story that has been heard.	Readers theatre, story-telling felt-board in Pat's room
Craft and Structure			Aligned Benchmarks and Indicators, 2002			
6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Oral	1-RP	1	Describe the role of authors and illustrators.	
READING FOR INFORMATIONAL TEXT						
Craft and Structure			Aligned Benchmarks and Indicators, 2002			
5	Identify the front cover, back cover, and title page of a book.	Beginning of the year Reading Street Assessment				

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Common Core Reading		Assessments	Aligned Benchmarks & Indicators			Resources
READING STRAND FOUNDATIONAL SKILLS						
Print Concepts			Aligned Benchmarks and Indicators			
1 1.a.	~Demonstrate understanding of the organization and basic features of print. ~Follow words from left to right, top to bottom, and page by page.	Observation	RP	1	Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.	Small group books
			RP	2	Hold books right side up, know that people read pages from front to back and read words from left to right.	Small group books
1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.	Highlight words/spaces in a given text	PA	7	Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.	Reading Street, frog street, Earobics
1.c.	Understand that words are separated by spaces in print.		PA	6	Distinguish letters from words by recognizing that words are separated by spaces.	Copied books, morning message, Frog Street charts
			WA	2	Name or label objects or places.	Journaling, big picture-murals, room items,
1.d.	Recognize and name all upper- and lowercase letters of the alphabet.	Alphabet assessment	PA	4	Distinguish and name all upper- and lower-case letters.	Morning message, Reading Street, Frog Street, letter people, word rings
SPEAKING AND LISTENING STRAND						
Comprehension and Collaboration			Aligned Benchmarks and Indicators, 2002			
1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Observation	CO	1	Listen attentively to speakers, stories, poems and songs.	Calendar time
			CO	3	Follow simple oral directions.	Calendar time
1.b.	Continue a conversation through multiple exchanges.	Observation by common sense	RE	1	Ask questions about a topic being studied or an area of interest.	Ask Person of the Week questions using how, what, where & complete sentences
			WP	1	Generate writing ideas through discussions with others.	Reading Street, Journals, '5

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3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood	Observation	RP	8	Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.	Small group books, pictures and illustrations on big books, sequencing cards
Presentation of Knowledge and Ideas			Aligned Benchmarks and Indicators, 2002			
6.	Speak audibly and express thoughts, feelings, and ideas clearly.	Observation	CO	4	Speak clearly and understandably.	Daily oral language, journal sharing, person of the week sharing, show and tell.
			CO	5	Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.	Reading Street, monthly family project, life timeline
LANGUAGE STRAND						
Vocabulary Acquisition and Use			Aligned Benchmarks and Indicators, 2002			
5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Whole class 4 block with magazines to sort (Math)	VO	3	Identify words in common categories such as color words, number words and directional words.	Frog Street, Word Rings, Math directional words, Reading rods

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SECOND QUARTER						
Common Core Reading		Assessments	Aligned Benchmarks & Indicators			Resources
READING FOR LITERATURE						
<i>Integration of Knowledge and Skills</i>			<i>Aligned Benchmarks and Indicators, 2002</i>			
9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Three Pigs; 3 Bears; Gingerbread Man	RP	6	Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.	Goldilocks, gingerbread, (reading different renditions of books), leveled readers and how they connect to big book of the week,
READING STRAND FOUNDATIONAL SKILLS						
<i>Phonological Awareness</i>			<i>Aligned Benchmarks and Indicators</i>			
2.b.	Count, pronounce, blend, and segment syllables in spoken words.	Syllable snap. Kindergarten small group	PA	3	Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.	Names, seasonal words, days of the week, months of the year
SPEAKING & LISTENING STRAND						
<i>Comprehension & Collaboration</i>			<i>Aligned Benchmarks and Indicators, 2002</i>			
1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.	Daily conversations about books read.	CO	1	Listen attentively to speakers, stories, poems and songs.	Calendar time
			CO	3	Follow simple oral directions.	Calendar time
			RE	1	Ask questions about a topic being studied or an area of interest.	Asking questions of the Person of the Week using how, what, where... complete sentences when answering.

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			WP	1	Generate writing ideas through discussions with others.	Reading Street, Journals, '5 sentence essay'
Common Core Reading		Assessments	Aligned Benchmarks & Indicators			Resources
Presentation of Knowledge & Ideas			Aligned Benchmarks and Indicators, 2002			
5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	1. Enrichment class-sharing feelings. 2. Sharing of journals, family projects.	RE	4	Share findings visually or orally.	Journal sharing, share from additional books. "Tell me what you've learned..."
			WP	8	Use resources (e.g., a word wall) to enhance vocabulary.	Word wall, Reading Street/Amazing Word, Word charts, seasonal and theme words
			WP	9	Rewrite and illustrate writing samples for display and for sharing with others.	

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LANGUAGE STRAND						
Common Core Reading		Assessments	Aligned Benchmarks & Indicators			Resources
Conventions of Standard English			Aligned Benchmarks and Indicators, 2002			
1.b.	Use frequently occurring nouns and verbs	Small group evaluations	VO	2	Recognize and understand words, signs and symbols seen in everyday life.	Health, calendar, social studies
			VO	3	Identify words in common categories such as color words, number words and directional words.	Frog Street, Word Rings, Math directional words, Reading rods
			1-WC	8	Use nouns, verbs and adjectives (descriptive words).	
1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on off, for, of, by, with.)		1-WC	8	Use nouns, verbs and adjectives (descriptive words).	
2.b.	Recognize and name end punctuation		WC	5	Place punctuation marks at the end of sentences.	Fix-it sentences, journal, PowerPoint fix-its
2.c.	Write a letter(s) for most consonant and short-vowel sounds (phonemes).	Spelling test and phonics papers.	WC	3	Show characteristics of early letter name-alphabetic spelling.	Journal Writing
Vocabulary Acquisition and Use			Aligned Benchmarks and Indicators, 2002			
5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Reading series & math	1-VO	4	Recognize common sight words	
6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Amazing Words from Reading Street.	VO	2	Recognize and understand words, signs and symbols seen in everyday life.	Health, calendar, social studies
			CO	5	Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.	Reading Street, monthly family project, life timeline
			CO	6	Recite short poems, songs and nursery rhymes.	Frog Street, Reading Street, Earobics, little books, calendar routines, nursery rhymes from TLC

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THIRD QUARTER						
Common Core Reading		Assessments	Aligned Benchmarks & Indicators			Resources
READING FOR LITERATURE						
<i>Key Ideas and Details</i>			<i>Aligned Benchmarks and Indicators, 2002</i>			
3.	With prompting and support, identify characters, settings, and major events in a story.	Small group journals	RP	9	Monitor comprehension of orally read texts by asking and answering questions.	Small group books, big books
			LT	2	Identify the characters and setting in a story.	Daily reading street
<i>Integration of Knowledge and Skills</i>			<i>Aligned Benchmarks and Indicators, 2002</i>			
7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Story cards from Reading Street. Small groups, group discussions.	RP	4	Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.	Journals, group murals, reading group discussion, wordless books (Carol has some to lend)
			RP	5	Predict what will happen next, using pictures and content as a guide.	Reading Street, sequence cards
			RP	7	Recall information from a story by sequencing pictures and events.	Reading Street sequencing cards
READING FOR INFORMATIONAL TEXT						
<i>Key ideas and Details</i>			<i>Aligned Benchmarks and Indicators, 2002</i>			
3.	With prompting and support, describe main ideas, and the connection between two individuals, events, ideas, or pieces of information in a text.	Group discussion	RP	6	Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.	Goldilocks, gingerbread, (reading different renditions of books), leveled readers and how they connect to big book of the week,

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Common Core Reading		Assessments	Aligned Benchmarks & Indicators			Resources
Integration of Knowledge and Skills			Aligned Benchmarks and Indicators, 2002			
7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Group discussion	RP	4	Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.	Journals, group murals, reading group discussion, wordless books (Carol has some to lend)
			RP	5	Predict what will happen next, using pictures and content as a guide.	Reading Street, sequence cards
			RP	7	Recall information from a story by sequencing pictures and events.	Reading Street sequencing cards
			IT	1	Use pictures and illustrations to aid comprehension.	
			IT	4	Identify and discuss simple maps, charts and graphs.	Calendar, weather graph, math-make map, globes, carpet map
9.	With prompting and support, identify basic similarities and differences between two texts on the same topic (illustrations, descriptions, or procedures).	Group discussion (Venn diagram)	RP	6	Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.	Goldilocks, gingerbread, (reading different renditions of books), leveled readers and how they connect to big book of the week,
READING STRAND: FOUNDATIONAL SKILLS						
Phonological Awareness			Aligned Benchmarks and Indicators, 2002			
2.	Demonstrate understanding of the organization and basic features of print	Small groups	RP	1	Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.	Small group books
			RP	2	Hold books right side up, know that people read pages from front to back and read words from left to right.	Small group books

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Common Core Reading		Assessments	Aligned Benchmarks & Indicators			Resources
2.a.	Recognize and produce rhyming words.		PA	2	Identify and complete rhyming words and patterns.	Nursery rhymes, Frog Street, songs, reading street, Hampton grown readers
Phonics and Word Recognition			Aligned Benchmarks and Indicators, 2002			
3.c.	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	Reading Ring	PA	8	Read one-syllable and often-heard words by sight.	Reading Street, Frog Street, Earobics
WRITING STRAND						
Text Types and Purposes			Aligned Benchmarks and Indicators, 2002			
3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Math book sequence of events	RP	4	Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.	Journals, group murals, reading group discussion, wordless books (Carol has some to lend)
LANGUAGE STRAND						
Conventions of Standard English			Aligned Benchmarks and Indicators, 2002			
1.a.	Print many upper-and lowercase letters	HWWT	WC	1	Print capital and lowercase letters, correctly spacing the letters.	Primary Tablet, Spacers
1.d.	Understand and use question words (interrogative) (e.g., <i>who, what, where, when, why, how</i>).	Journal, observations	RE	1	Ask questions about a topic being studied or an area of interest.	Asking questions of the Person of the Week using how, what, where... complete sentences when answering.
			RP	8	Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.	Small group books, pictures and illustrations on big books, sequencing cards

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FOURTH QUARTER						
Common Core Reading		Assessments	Aligned Benchmarks & Indicators			Resources
READING FOR LITERATURE						
<i>Craft & Structure</i>						
4.	Ask and answer questions about unknown words in a text.	Small Group			No match	
5.	Recognize common types of texts (e.g., <i>storybooks, poems</i>),	Small Group	1-LT	4	Identify differences between stories, poems and plays.	
<i>Range of Reading and Level of Text Complexity</i>			<i>Aligned Benchmarks and Indicators, 2002</i>			
10	Actively engage in group reading activities with purpose and understanding.	Observation; product assessment			No match	
READING FOR INFORMATIONAL TEXT						
<i>Key Ideas and Details</i>			<i>Aligned Benchmarks and Indicators, 2002</i>			
1	With prompting and support, ask and answer questions about key details in a text.	Small Group	IT	1	Use pictures and illustrations to aid comprehension	
			IT	3	Tell the main ideas of a selection that has been read aloud	Reading Street
2	With prompting and support, identify the main topic and detail key details of a text.	4 block writing	IT	2	Identify and discuss the sequence of events in informational text.	Cards, reading street
<i>Craft & Structure</i>			<i>Aligned Benchmarks and Indicators, 2002</i>			
4	With prompting and support, ask and answer questions about unknown words in a text	Small Group			No match	
6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Class discussion	1-RP	1	Describe the role of authors and illustrators.	
<i>Integration of Knowledge and Ideas</i>			<i>Aligned Benchmarks and Indicators, 2002</i>			
8	With prompting and support, identify the reasons an author gives to support points in a text.	Class discussion	IT	4	Identify and discuss simple maps, charts and graphs.	Calendar, weather graph, math-make map, globes, carpet map

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VO = Acquisition of Vocabulary
 CO = Communication Oral & Visual
 RP = Reading Processes

IT = Information Text
 PA = Phonemic Awareness
 WP – Writing Processes

WA = Writing Applications
 WC- Writing Conventions

RE = Research
 LT = Literary Text

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Common Core Reading		Assessments	Aligned Benchmarks & Indicators			Resources
Range of Reading and Level of Text Complexity			Aligned Benchmarks and Indicators, 2002			
10	Actively engage in group reading activities with purpose and understanding.	Small Group			No match	
READING STRAND: FOUNDATIONAL SKILLS						
Phonological Awareness			Aligned Benchmarks and Indicators, 2002			
2.c.	Blend and segment onsets and rimes of single-syllable spoken words	One on one	PA	7	Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.	
			1-PA	9	Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.	
2.d.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.)	Dibels	1-PA	3	Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long-and short-vowel patterns, and by matching sounds to the corresponding letters.	
			1-PA	4	Decode by using letter-sound matches.	
2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Small Group	PA	7	Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.	
Phonics and Word Recognition			Aligned Benchmarks and Indicators, 2002			
3	Know and apply grade-level phonics and word analysis skills in decoding words.	Scott Foresman weekly assessment. Reading core	1-RP		No indicator	
3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or man of the most frequent sound for each consonant.	Hampton Brown & Reading Street phonics sheets.	1-PA	3	Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long-and short-vowel patterns, and by matching sounds to the corresponding letters.	

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3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Phonics, Dance	1-PA	3		
3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.				No Match	
Fluency			Aligned Benchmarks and Indicators, 2002			
4	Read emergent-reader texts with purpose and understanding	Reading Group	PA	9	Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.	Reading Street, Hampton Brown, CTP Books to copy. Frog Street
WRITING STRAND						
Texts Types & Purposes			Aligned Benchmarks and Indicators, 2002			
1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)	Writing assignment for opinion	WP	5	Write from left to right and top to bottom.	Daily reading,
			WA	1	Dictate or write simple stories, using letters, words or pictures.	Writing center with little empty stapled books,
			WA	4	Dictate or write informal writings for various purposes.	5 sentence essay, Check with John, Reading Street
2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		1-WP	2	Develop a main idea for writing.	
			1-WP	5	Organize writing to include a beginning, middle and end.	
			WA	4	Dictate or write informal writings for various purposes.	5 sentence essay, Check with John, Reading Street
Production and Distribution of Writing			Aligned Benchmarks and Indicators, 2002			
5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Whole Group	WP	9	Rewrite and illustrate writing samples for display and for sharing with others.	5 sentence essay, journals, Theme murals
6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Final report on computer	WP	1	Generate writing ideas through discussions with others.	Reading Street, Journals, '5 sentence essay'

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Research to Build and Present Knowledge			Aligned Benchmarks and Indicators, 2002			
7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.).	Reports on birds, penguins, zoo animals	RE	2	Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.	5 sentence essay, school & classroom library.
8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Reports	RE	3	Recall information about a topic, with teacher assistance.	Journal writing prompts
			RE	2	Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.	5 sentence essay, school & classroom library.
SPEAKING AND LISTENING STRAND						
Comprehension and Collaboration			Aligned Benchmarks and Indicators, 2002			
2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Shared reading discovery	1-CO	1	Use active listening skills, such as making eye contact or asking questions.	
			RP	8	Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.	Small group books, pictures and illustrations on big books, sequencing cards
			1-RP	8	Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	
Presentation of Knowledge and Ideas			Aligned Benchmarks and Indicators, 2002			
4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Small group	CO	5	Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.	Reading Street, monthly family project, life timeline
LANGUAGE STRAND						
Conventions of Standard English			Aligned Benchmarks and Indicators, 2002			
1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Journal & sharing	WC	1	Print capital and lowercase letters, correctly spacing the letters.	Primary Tablet, Spacers

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1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes.).	Small group and sharing	1-WC	8	Use nouns, verbs and adjectives descriptive words).	
1.f.	Produce and expand complete sentences in shared language activities	Small group	WP	7	Reread own writing.	Journals, 5 sentence essay
			WP	8	Use resources (e.g., a word wall) to enhance vocabulary.	Word wall, Reading Street/Amazing Word, Word charts, seasonal and theme words
2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Journals & sharing	WC	3	Show characteristics of early letter name-alphabetic spelling.	Journal Writing
2.a.	Capitalize the first word in a sentence and the pronoun <i>I</i> .	Journal, daily fix-it	1-WC	7	Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I).	
2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships	journals	1-WC	2	Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).	
			1-WC	4	Create phonetically-spelled written work that can usually be read by the write and others.	
Vocabulary Acquisition and Use			Aligned Benchmarks and Indicators, 2002			
4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	Amazing words-Reading Street	VO	1	Understand new words from the context of conversations or from the use of pictures within a text.	Big books, small books
4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	Class discussion, small group, reading journal	VO	1	Understand new words from the context of conversations or from the use of pictures within a text.	Big books, small books
4.b.	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.	Class discussion	2-AV	8	Read accurately, high-frequency sight words	
5.	With guidance and support from adults, explore word relationships and nuances in word meanings	Class discussion			No match	

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5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Math centers	VO	3	Identify words in common categories such as color words, number words and directional words. Frog Street, Word Rings, Math directional words, Reading rods
5.c.	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	Class discussion			No match
5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Small groups	1-AV	2	Recognize common sight words