

**Biddeford Curriculum Document
ELA MAP
Grade K
Third Trimester March-June**

revised 5/22/09

Unit Title <i>Concepts</i>	Instruction Strategies and Resources	Skills to be taught	Assessment Tools	Benchmark	Alignment to Maine Learning Results/NECAP
Handwriting	<ul style="list-style-type: none"> -Zaner-Bloser -Handwriting Without Tears (HWT) -Fountas and Pinnell 	<ul style="list-style-type: none"> • Writes first and last names • Demonstrates proper formation of letters and numbers • Demonstrates proper writing skills and habits (techniques) 	<ul style="list-style-type: none"> ▪ Student work samples ▪ Teacher observation ▪ Name Writing Assessment 		
Writing Process/ Oral Communication	<ul style="list-style-type: none"> • Writers' Workshop • Authors chair • Additional writer's workshop resources: • <i>Lucy Calkins: Units of Study</i> 	<ul style="list-style-type: none"> • Expresses ideas and/or facts through illustrations (using prior knowledge) • Labels Drawings • Using phonemic awareness and letter knowledge to spell independently (using phonetic or developmentally appropriate spelling) and logically representing 	<ul style="list-style-type: none"> ▪ Teacher observation ▪ Student work samples ▪ Observe for stages if writing (scribbling, letter strings, letter chunks, phonetic spelling, traditional spelling) ▪ Fountas and Pinnell <i>Hearing Sounds in Words</i> 		<ul style="list-style-type: none"> W:SL:K:1.1 W:C:K:1.5 W:RC:K:1.1 W:RC:K:2.1 W:EW:K:1.1 W:EW:K:2.3 W:EW:K:2.5 W:IW:K:1.1 W:IW:K:1.2 W:IW:K:3.1

	<ul style="list-style-type: none"> • Shared Writing/Reading: <ul style="list-style-type: none"> -Predictable charts • Additional resources: <ul style="list-style-type: none"> <i>Four Blocks</i> <i>6 Traits</i> <p>Interactive Writing:</p> <ul style="list-style-type: none"> -Morning Message -Class books -Student-made books -Label storyboards - Poems and songs on charts <p>Additional Interactive Writing resources:</p> <ul style="list-style-type: none"> <i>Four Blocks</i> <i>Responsive Classroom</i> <i>Morning Meeting</i> book Fountas and Pinnell <p>Name Game</p>	<p>consonant sounds</p> <ul style="list-style-type: none"> • Writes high frequency words during expressive writing practices 	<p><i>and Writing Letters Assessment</i></p> <ul style="list-style-type: none"> ▪ Fountas and Pinnell <i>Matching Consonant Letters and Sounds at the Beginning of Words Assessment (57)</i> ▪ Student participation 		
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<p>READING</p> <p>Early Reading Strategies</p> <p>Word Identification Skills and Strategies</p>		<ul style="list-style-type: none"> • segments (taps) 1,2,3 syllable words • Isolates phonemes in single syllable words • Reads high frequency words • Recognizes rhyming pairs <ul style="list-style-type: none"> • Letter Identification • Letter Sounds • High Frequency Words • Understands how letters represent sounds in words • Reads High Frequency Words 	<p><i>Teacher observation</i></p> <p><i>Fountas and Pinnell high frequency words (p.70-73)</i></p> <p><i>Letter/sound score sheet (adapted from Fountas and Pinnell)</i></p> <ul style="list-style-type: none"> • <i>Fountas and Pinnell high frequency words page 70-73</i> 	<p>50/52 24/26</p>	<p>R:ERS:K:1.8 R:ERS:K:1.3 R:ERS:K:1.5</p>
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Vocabulary		<ul style="list-style-type: none"> • Demonstrates knowledge of positional words • Demonstrates understanding of Synonyms & Antonyms • Sorts pictures or objects into groups • Uses specific strategies to unlock meaning of text (ie. decoding, picture clues, etc.) 	<ul style="list-style-type: none"> • <i>Teacher observation</i> 		<p>R:V:K:1.1 R:V:K:2.1 R:V:K:2.2 R:V:k:2.5</p>
Early Comprehension		<ul style="list-style-type: none"> • Identifies characters in a story • Responds to literature • Generates questions • Makes predictions • Compares Stories • Tells what was learned • Makes Inferences • Notices when simple sentences fail to make sense • Uses pictures syntax or repetitive language 	<p><i>Student participation</i></p>		<p>R:LT:K:1.1 R:LT:K:2.2 R:LT:K:1.2 R:LT:K:1.3 R:IT:K:1.4 R:LT:K:2.1 R:IT:K:1.1 R:LT:K:4.1 R:IT:K:2.1 R:IT:K:2.3 R:RS:K:1.1 R:RS:K:1.2</p>

<p>Concepts of Print</p>		<p>patterns to predict upcoming words</p> <ul style="list-style-type: none"> • Uses reading comprehension strategies when listening to literary or informational text (uses prior knowledge, predicts, makes simple text-based inferences and connections) • Self-selects reading materials • Participates in discussions about text, ideas, and student “writing” <ul style="list-style-type: none"> • Applies one to one correspondence • Demonstrates left to right and top to bottom directionality • Identifies first and last letter of a word • Identification of key parts of a book (front, back, print, illustrations) • Identifies difference between a letter and a word 	<p><i>Marie Clay Observational Survey</i></p> <p><i>Teacher Observation</i></p>		<p>R:RS:K:2.1 R:B:K:2.1 R:B:K:2.2</p> <p>R:ERS:K:2.1 R:ERS:K:2.2 R:ERS:K:2.3 R:ERS:K:2.4</p>
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