

**Biddeford Curriculum Document
ELA MAP
Grade K**

Unit Title <i>Concepts</i>	Trimester	Skills to be taught	Suggested Instructional Strategies and Resources	Assessment Tools	Benchmark	Alignment to Maine Learning Results/NECAP
Handwriting	1	<ul style="list-style-type: none"> • Introduce writing first names • Introduce proper formation of letters and numbers • Introduce proper writing skills and habits (techniques) 	<ul style="list-style-type: none"> • Zaner-Bloser • Handwriting Without Tears (HWT) • Fountas and Pinnell • Name game • Literacy Stations 	<ul style="list-style-type: none"> ▪ <i>DIAL 3</i> ▪ Student work samples ▪ Teacher observation ▪ Name Writing Assessment 		
	2	<ul style="list-style-type: none"> • Writes first names • Introduce writing last name • Implements proper formation of letters and numbers • Implements proper writing skills and habits (techniques) 	<ul style="list-style-type: none"> • Zaner-Bloser • Handwriting Without Tears (HWT) • Fountas and Pinnell • Name game • Literacy Stations • Morning message 	<ul style="list-style-type: none"> • Student work samples • Teacher observation • Name Writing Assessment 		
	3	<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"> ▪ Zaner-Bloser ▪ Handwriting Without Tears (HWT) ▪ Fountas and Pinnell ▪ Name game ▪ Literacy Stations ▪ Morning Message 	<ul style="list-style-type: none"> ▪ Student work samples ▪ Teacher observation ▪ Name Writing Assessment 		

Writing Process/ Oral Communication

Unit Title <i>Concepts</i>	Trimester	Skills to be taught	Suggested Instructional Strategies and Resources	Assessment Tools	Benchmark	Alignment to Maine Learning Results/NECAP
	1	<ul style="list-style-type: none"> • Expresses ideas and/or facts through illustrations (using prior knowledge) • Labels Drawings • Introduce phonemic awareness and letter knowledge to spell independently (using phonetic or developmentally appropriate spelling) and logically represent beginning consonant sounds • Introduce High Frequency words 	<ul style="list-style-type: none"> • Writers' workshop • Shared Writing/Reading • Interactive Writing • Name Game • Fountas and Pinnell • Additional Interactive Writing resources: <ol style="list-style-type: none"> 1. <i>Lucy Calkins: Units of Study</i> 2. Four Blocks 3. <i>Responsive Classroom Morning Meeting</i> book 4. Fountas and Pinnell 	<ul style="list-style-type: none"> ▪ Teacher observation ▪ Student work samples ▪ Observe for stages of writing (scribbling, letter strings, letter chunks, phonetic spelling, traditional spelling) ▪ Student participation ▪ Lucy Calkins Checklist (adapted) ▪ <i>Marie Clay Dictation</i> ▪ Letter/Sound recording sheet(adapted from Fontas & Pinnell) ▪ Teacher created assessment packet 		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
	2	<ul style="list-style-type: none"> • Expresses ideas and/or facts through illustrations (using prior knowledge) • Labels Drawings • Uses phonemic awareness and letter knowledge to spell independently (using phonetic or developmentally appropriate spelling) and logically represent beginning consonant sounds • Introduce phonemic awareness and letter knowledge to spell independently (using phonetic or developmentally appropriate spelling) and logically represent ending consonant sounds • Writes known High Frequency words 	<ul style="list-style-type: none"> • Writers' workshop • Shared Writing/Reading • Interactive Writing • Name Game • Fountas and Pinnell • Additional Interactive Writing resources: <ol style="list-style-type: none"> 1. <i>Lucy Calkins: Units of Study</i> 2. Four Blocks 3. <i>Responsive Classroom Morning Meeting</i> book 4. Fountas and Pinnell 	<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) ▪ Lucy Calkins Checklist (adapted) ▪ <i>Marie Clay Concepts About Print</i> ▪ Letter/Sound score sheet (adapted from Fountas and Pinnell) ▪ Fountas and Pinnell <i>Hearing Sounds in Words and Writing Letters Assessment</i> ▪ Fountas and Pinnell <i>Matching Consonant Letters and Sounds at the Beginning of Words Assessment (p.54)</i> 		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
	3	<ul style="list-style-type: none"> • Expresses ideas and/or facts through illustrations (using prior knowledge) • Labels Drawings • Uses phonemic awareness and letter knowledge to spell independently (using phonetic or developmentally appropriate spelling) and logically represent beginning and ending consonant sounds • Writes known High Frequency words 	<ul style="list-style-type: none"> • Writers' workshop • Shared Writing/Reading • Interactive Writing • Name Game • Fountas and Pinnell • Additional Interactive Writing resources: <ol style="list-style-type: none"> 1. <i>Lucy Calkins: Units of Study</i> 2. Four Blocks 3. <i>Responsive Classroom Morning Meeting</i> book 4. Fountas and Pinnell 	<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 and Writing Letters Assessment</i> ▪ Fountas and Pinnell <i>Matching Consonant Letters and Sounds at the Beginning of Words Assessment (57)</i> ▪ <i>Marie Clay Concepts About Print</i> ▪ Letter/Sound score sheet (adapted from Fountas and Pinnell) 		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

Early Reading Strategies

Unit Title <i>Concepts</i>	Trimester	Skills to be taught	Suggested Instructional Strategies and Resources	Assessment Tools	Benchmark	Alignment to Maine Learning Results/NECAP
	1	<ul style="list-style-type: none"> • Introduce segmentation (tapping) 1,2,3 syllable words • Introduce High Frequency Words • Introduce Rhyming • Isolates beginning sounds in words • 	<ul style="list-style-type: none"> • Name Game • Fountas and Pinnell • Shared Reading • Guided Reading • Morning Meeting • Literacy Station • Interactive Charts 	<ul style="list-style-type: none"> • 		R:ERS:K:1.8 R:ERS:K:1.3 R:ERS:K:1.5
	2	<ul style="list-style-type: none"> • Segments (taps) 1,2,3 syllable words • Isolates phonemes in single syllable words • Reads introduced High Frequency words • Recognizes rhyming words • Provides rhyming words • Isolates beginning sounds in words • Introduce ending sounds in words 	<ul style="list-style-type: none"> • Name Game • Fountas and Pinnell • Shared Reading • Guided Reading • Morning Meeting • Literacy Stations • Interactive Charts 	<ul style="list-style-type: none"> • Teacher observation • <i>Fountas and Pinnell</i> high frequency words p. 70-73 	14/20 7/10 14/20	R:ERS:K:1.8 R:ERS:K:1.3 R:ERS:K:1.5
	3	<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 words • Provides rhyming words • Isolates beginning sounds in words • Isolates ending sounds in words • Introduce medial sounds in words 	<ul style="list-style-type: none"> • Name Game • Fountas and Pinnell • Shared Reading • Guided Reading • Morning Meeting • Literacy Stations • Interactive Charts 	<ul style="list-style-type: none"> • Teacher observation • <i>Fountas and Pinnell</i> high frequency words (p.70-73) 	18/20 9/10 18/20 13/15	R:ERS:K:1.8 R:ERS:K:1.3 R:ERS:K:1.5

Unit Title <i>Concepts</i>	Trimester	Skills to be taught	Suggested Instructional Strategies and Resources	Assessment Tools	Benchmark	Alignment to Maine Learning Results/NECAP
Word Identification Skills and Strategies	1	<ul style="list-style-type: none"> Letter Identification Letter Sounds Begins Understanding of how letters represent sounds in words 	<ul style="list-style-type: none"> Fountas and Pinnell Literacy Stations Songs Morning Message Shared Reading 	<ul style="list-style-type: none"> Letter/Sound score sheet(adapted from Fontas & Pinnell) 	21/52 10/26	R:ERS:K:1.8 R:ERS:K:1.3 R:ERS:K:1.5
	2	<ul style="list-style-type: none"> Letter Identification Letter Sounds High Frequency Words Understands how letters represent sounds in words Reads High Frequency Words 	<ul style="list-style-type: none"> Fountas and Pinnell Literacy Stations Guided Reading Songs Morning Message Shared Reading 	<ul style="list-style-type: none"> Letter/Sound score sheet (adapted from Fountas and Pinnell) <i>Fountas and Pinnell high frequency words p. 70-73</i> 	35/52 15/26 10/25	R:ERS:K:1.8 R:ERS:K:1.3 R:ERS:K:1.5
	3	<ul style="list-style-type: none"> Letter Identification Letter Sounds High Frequency Words Understands how letters represent sounds in words Reads High Frequency Words 	<ul style="list-style-type: none"> Fountas and Pinnell Literacy Stations Guided Reading Songs Morning Message Shared Reading 	<ul style="list-style-type: none"> Letter/Sound score sheet (adapted from Fountas and Pinnell) <i>Fountas and Pinnell high frequency words p. 70-73</i> 	50/52 24/26 20/25	R:ERS:K:1.8 R:ERS:K:1.3 R:ERS:K:1.5

Unit Title <i>Concepts</i>	Trimester	Skills to be taught	Suggested Instructional Strategies and Resources	Assessment Tools	Benchmark	Alignment to Maine Learning Results/NECAP
Vocabulary	1	<ul style="list-style-type: none"> Introduce positional words Sorts pictures or objects into groups 	<ul style="list-style-type: none"> Student-made books Centers/stations activities Cutting projects 	<ul style="list-style-type: none"> Teacher created assessment packet Teacher observation 		R:V:K:1.1 R:V:K:2.1 R:V:K:2.2 R:V:k:2.5
	2	<ul style="list-style-type: none"> Developing knowledge of positional words Introduce Synonyms & Antonyms Sorts pictures or objects into groups Introduce specific strategies to unlock meaning of text (ie. decoding, picture clues, etc.) 	<ul style="list-style-type: none"> Student-made books Centers/stations activities Cutting projects 	<ul style="list-style-type: none"> Teacher observation 		R:V:K:1.1 R:V:K:2.1 R:V:K:2.2 R:V:k:2.5
	3	<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"> Student-made books Centers/stations activities Cutting projects 	<ul style="list-style-type: none"> Teacher observation 		R:V:K:1.1 R:V:K:2.1 R:V:K:2.2 R:V:k:2.5

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Early Comprehension	1	<ul style="list-style-type: none"> • 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 patterns to predict upcoming words • Introduce 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"> • Read alouds • Storyboards • Read to self • Role playing • Story sequencing • Retelling • Predicting • KWL • Guided reading groups • Shared reading 	<ul style="list-style-type: none"> • Teacher observation • Student participation 		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 R:RS:K:2.1 R:B:K:2.1 R:B:K:2.2
	2	<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 patterns to predict upcoming words • 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"> • Read alouds • Storyboards • Read to self • Role playing • Story sequencing • Retelling • Predicting • KWL • Guided reading groups • Shared reading 	<ul style="list-style-type: none"> • Teacher observation • Student participation 		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 R:RS:K:2.1 R:B:K:2.1 R:B:K:2.2
	3	<ul style="list-style-type: none"> • Identifies characters in a story • Responds to literature • Generates questions • Makes predictions • Compares Stories • Tells what was learned 	<ul style="list-style-type: none"> • Read alouds • Storyboards • Read to self • Role playing • Story sequencing • Retelling 			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

		<ul style="list-style-type: none"> Makes Inferences Notices when simple sentences fail to make sense Uses pictures syntax or repetitive language patterns to predict upcoming words 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"> Predicting KWL Guided reading groups Shared reading 			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 R:RS:K:2.1 R:B:K:2.1 R:B:K:2.2
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Unit Title <i>Concepts</i>	Trimester	Skills to be taught	Suggested Instructional Strategies and Resources	Assessment Tools	Benchmark	Alignment to Maine Learning Results/NECAP
Concepts of Print	1	<ul style="list-style-type: none"> Introduce Finger Pointing and directionality Introduce key parts of a book (front, back, print, illustrations) Introduce difference between a letter and a word 	<ul style="list-style-type: none"> Guided reading groups Shared reading Morning Message Read aloud Interactive reading Making words Name game Literacy Stations 	<ul style="list-style-type: none"> Marie Clay Observational Survey Teacher Observation 		R:ERS:K:2.1 R:ERS:K:2.2 R:ERS:K:2.3 R:ERS:K:2.4
	2	<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 key parts of a book 	<ul style="list-style-type: none"> Guided reading groups Shared reading Morning Message Read aloud Interactive reading Making words Name game Literacy Stations 	<ul style="list-style-type: none"> Marie Clay Observational Survey Teacher Observation 		R:ERS:K:2.1 R:ERS:K:2.2 R:ERS:K:2.3 R:ERS:K:2.4
	3	<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 key parts of a book (front, back, print, illustrations) Identifies difference between a letter and a word 	<ul style="list-style-type: none"> Guided reading groups Shared reading Morning Message Read aloud Interactive reading Making words Name game Literacy Stations 	<ul style="list-style-type: none"> Marie Clay Observational Survey Teacher Observation 		