

RSU 54/MSAD 54 - ELA Curriculum

Content Area: English Language Arts

Grade: Kindergarten

Reading Standards: Foundational Skills (RF)

Foundational Skills: These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.

NOTE: *In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow:*

*MPCL - Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Print Concepts 1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Print Concepts <i>Phonics, Spelling and Word Study</i> <i>Early Literacy Concepts</i></p> <ul style="list-style-type: none"> • Use left to right directionality of print and return to the left in reading and writing. • Understand that a person says one word for one group of letters when you read. • Match one spoken to one-written word while reading and pointing. • Identify difference between letters, numbers, words and symbols. <p>Letter Knowledge</p> <ul style="list-style-type: none"> • Recognize and name all upper- and lowercase letters of the alphabet. 	<p><u>MPCL-Framework</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Phonics Lessons (Grade K).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>An Observation Survey of Early Literacy Achievement.</i> Marie M. Clay</p> <p><i>Organizing for Literacy DVD.</i> Dorn & Soffos</p>

<p>Phonological Awareness 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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 CVC's ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Phonological Awareness <i>Phonics, Spelling, and Word Study</i></p> <ul style="list-style-type: none"> • Hear, say, connect, and generate rhyming words (fly, high, buy, sky). • Hear and say syllables (to-ma-to, can-dy, um-brel-la). • Segment words into phonemes (bat, b-a-t). • Blend two or three phonemes in words (d-og, dog). • Connect words by sounds (sun, sat). • Manipulate phonemes (mat-at, and-hand). <p><i>Spelling Patterns</i></p> <ul style="list-style-type: none"> • Recognize and use a few simple phonograms with a VC pattern (easiest): (-ad, -ag, -an, -at, -ed, -en, -et, -ig, -in, -it, -og, -op, -ot, -ut). • Recognize and use the consonant-vowel-consonant (CVC) pattern (cab, fad, map). 	<p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Observation survey-Letter ID • AIMSweb • Fountas & Pinnell Benchmark Assessment System • Grade K Writing Proficiency Guide <p><u>MPCL-Framework</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Phonics Lessons: letters, words, and how they work (Grade K).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda J. Dorn & Carla Soffos</p> <p><i>Sing a Song of Poetry.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda J. Dorn, Cathy French, & Tammy Jones</p>
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<p>Phonics and Word Recognition 3.Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Phonics and Word Recognition <i>Phonics, Spelling and Word Study</i> <i>Letter/Sound Relationships</i></p> <ul style="list-style-type: none"> Recognize and use beginning consonant sounds and the letters that represent them to read and write words. Understand that there is a relationship between sounds and letters. Blend letter sounds in one syllable words. Recognize simple CVC words (cat, sun). <p><i>High-Frequency Words (HFW)</i></p> <ul style="list-style-type: none"> Read a core of thirty high-frequency words (a, am, are, and, at, can, come, do, go, he, I, in, is, it, like, me, my, no, see, so, the, to, up, you, we, on, here, look, said, this). 	<p><i>Common Core State Standards for: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects- Appendix A.</i></p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> AIMSweb Fountas & Pinnell Benchmark Assessment System Grade K Writing Proficiency Guide <p><u>MPCL Framework:</u></p> <ul style="list-style-type: none"> Reading Workshop Writing Workshop Language Study Word Study Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Phonics Lessons: letters, words, and how they work (Grade K).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda J. Dorn & Carla Soffos</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda J. Dorn, Cathy French, & Tammy Jones</p>
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<p>Fluency 4. Read emergent-reader texts with purpose and understanding.</p>	<p>Fluency (<i>Suggested Readings: The Continuum of Literacy Learning</i>, Pg. 138; <i>Guided Reading: Good First Teaching for All Children</i> Pg. 150) Text Gradient and Instructional Level Expectations: A-D (End of Year Benchmark Grade K – D) Level C, (End of Kindergarten Goal)</p> <p><i>Maintaining Fluency</i></p> <ul style="list-style-type: none"> • Reflect language syntax by putting words together in phrases. • Notice and use ending punctuation and reflect it in the voice. • Reflect understanding of words in bold by saying the word louder (in fiction text). • Notice and use quotation marks and reflect dialogue with voice. • Demonstrate appropriate stress on words in a sentence. <p><i>Adjusting Fluency</i></p> <ul style="list-style-type: none"> • Slow down to problem solve words and resume reading with momentum. 	<p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Observation Survey-Letter ID • AIMSweb • Fountas & Pinnell Benchmark Assessment System • High Frequency Word List • Grade K Writing Proficiency Guide <p><u>MPCL Framework:</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading: Good First Teaching for All Children</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Sing a Song of Poetry</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Read It Again!: Revisiting Shared Reading</i>. Brenda Parkes</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing</i>. Linda J. Dorn, Cathy French, & Tammy Jones</p> <p><i>Shaping Literate Minds: Developing Self-</i></p>
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Regulated Learners. Linda J. Dorn & Carla Soffos

Assessments:

- AIMSweb
- Fountas & Pinnell Benchmark Assessment System
- Grade K Writing Proficiency Guide

RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Reading Standards for Literature (RL)

Grade: Kindergarten

Reading Standards: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

*MPCL - Maine Partnership in Comprehensive Literacy

Common Core Standards:	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Key Ideas and Details</p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. With prompting and support, retell familiar stories, including key details.</p> <p>3. With prompting and support, identify characters, settings, and major events in a story.</p>	<p>Key Ideas and Details</p> <p><i>Interactive Read Aloud, Shared Reading and Literature Discussion (Suggested Readings: The Continuum of Literacy Learning Pg. 73)</i></p> <p><i>Thinking Within the Text</i> With prompting and support...</p> <ul style="list-style-type: none"> • Recognize important information in a text and remember to use it in a discussion. • Remember and talk about interesting information in a text. • Talk about characters, problems, and events in the story. • Answer questions about information found directly in expository texts. <p>Oral, Visual, and Technological Communication</p> <ul style="list-style-type: none"> • Listen with attention and understanding to oral reading of stories, poems, and informational texts. • Form clear questions to gain information. • Participate actively in whole-class discussion 	<p>MPCL-Framework</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p>Resources:</p> <p><i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading: Good First Teaching for All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Comprehension in Reading Grades K-2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Reading for Meaning.</i> Miller</p>

<p>Craft and Structure</p> <p>4. Ask and answer questions about unknown words in a text.</p> <p>5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	<p>or with partners, or in small group.</p> <ul style="list-style-type: none"> • Ask many questions, demonstrating curiosity. <p>Craft and Structure</p> <p><i>Interactive Read Aloud and Literature Discussion</i> (<i>Suggested Reading: The Continuum of Literacy Learning</i>, Pg. 72-75)</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Acquire understanding of new words from context. • Acquire new vocabulary from listening and use it in discussion. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Notice how texts are different from each other. <p>Genres/Forms</p> <ul style="list-style-type: none"> ✓ Short poems, nursery rhymes, songs ✓ Poems ✓ Traditional folktales ✓ Simple animal Fantasy 	<p><i>Read It Again!: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda J. Dorn, Cathy French, & Tammy Jones</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda J. Dorn & Carla Soffos</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade K Writing Proficiency Guide <p><u>MPCL-Framework</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades PreK-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Guided Reading: Good First Teaching for All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Read It Again!: Revisiting Shared Reading.</i> Brenda Parkes</p>
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<p>Integration of Knowledge and Ideas 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts).</p> <p>8. (Not applicable to literature)</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<ul style="list-style-type: none"> ✓ Realistic Fiction ✓ Factual Texts (ABC books, label books, concept books, counting books, simple informational books) ✓ Memoir <ul style="list-style-type: none"> • Compare different versions of the same story, rhyme, or traditional tale. • Use specific vocabulary to talk about texts: author, illustrator, cover, wordless picture book, information book, picture book, character, problem. <p>With prompting and support...</p> <ul style="list-style-type: none"> • Understand that an author wrote the book. • Understand that an illustrator created the pictures. • Recognize some authors by the style of their illustrations, their topics, or the characters they use. <p>Integration of Knowledge and Ideas <i>Interactive Read Aloud and Literature Discussion</i></p> <p><i>Thinking Beyond the Text</i> With prompting and support...</p> <ul style="list-style-type: none"> • Use details from illustrations to support points made in discussion. • Use prior knowledge to make connections and predictions. • Make predictions about what a character is likely to do. 	<p><i>Snapshots</i>. Linda Hoyt</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing</i>. Linda J. Dorn, Cathy French, & Tammy Jones</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda J. Dorn & Carla Soffos</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade K Writing Proficiency Guide <p>MPCL-Framework</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p>Resources: <i>The Continuum of Literacy Learning (Grades PreK-2)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Read It Again!: Revisiting Shared</i></p>
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<p>Range of Reading and Level of Text Complexity 10. Actively engage in group reading activities with purpose and understanding.</p>	<p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Talk about characters, problems, and events in a story. <p>Shared and Performance Reading <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Notice and derive information from pictures. <p><i>Guided Reading</i></p> <p>Text Gradient and Instructional Level Expectations: Levels A-D (End of Year Benchmark Level D)</p>	<p><i>Reading.</i> Brenda Parkes</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda J. Dorn, Cathy French, & Tammy Jones</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda J. Dorn & Carla Soffos</p> <p><i>Phonics Lessons</i> Grade K. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Comprehension in Reading Grades K-2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><u>MPCL-Framework</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda J. Dorn & Carla Soffos</p>
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<p><u>Reading Standards for Informational Text (RI)</u></p> <p>Key Ideas and Details</p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of</p>	<p><u>Reading Standards for Informational Text</u></p> <p>Key Ideas and Details</p> <p><i>Interactive Read Aloud and Literature Discussion</i> (Suggested Readings: <i>The Continuum of Literacy Learning (Grades Prek- 2)</i>. Pages 129-145)</p> <p><i>Thinking Within the Text</i> With prompting and support...</p> <ul style="list-style-type: none"> • Recognize important information in a text and remember to use it in a discussion. • Talk about interesting information in a text. 	<p><i>Guided Reading: Good First Teaching for All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Teaching for Comprehension in Reading Grades K-2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Read It Again!: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda J. Dorn, Cathy French, & Tammy Jones</p> <p><i>Sing a Song of Poetry.</i> Gay Su Pinnell & Irene Fountas</p> <p><u>MPCL-Framework</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Reading & Writing Informational Text in the Primary Grades.</i> Nell K. Duke, Ed. D. & V. Susan Bennett-Armistead</p>
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<p>information in a text.</p> <p>Craft and Structure 4. With prompting and support, ask and answer questions about unknown</p>	<p><i>Shared and Performance Reading</i> <i>Thinking Within the Text</i> With prompting and support...</p> <ul style="list-style-type: none"> Remember and talk about interesting information in a text. <p><i>Oral, Visual, and Technological Communication</i> With prompting and support...</p> <ul style="list-style-type: none"> Listen with attention and understanding to oral reading of stories, poems, and informational texts. Form clear questions to gain information. Participate actively in whole-class discussion or with peers as partners, or in small group. Ask many questions, demonstrating curiosity. <p><i>Guided Reading</i> With prompting and support...</p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> Remember details while reading. Discuss the text after reading, remembering important information or details of a story. <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> Make connections between texts on the same topic or with the same content. Identify recurring characters when applicable. <p>Text Gradient and Instructional Level Expectations: Levels A-D (End of Year Benchmark Level D)</p> <p>Craft and Structure <i>Interactive Read Aloud and Literature Discussion</i></p>	<p><i>Teaching for Comprehension in Reading Grades K-2.</i> Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo & Rosemary A. Bamford</p> <p><i>Read It Again!: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Snapshots.</i> Linda Hoyt</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> Fountas & Pinnell Benchmark Assessment System Grade K Writing Proficiency Guide <p><u>MPCL-Framework</u></p> <ul style="list-style-type: none"> Reading Workshop Writing Workshop
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<p>words in a text.</p> <p>5. Identify the front cover, back cover, and title page of a book.</p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>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).</p>	<p><i>Thinking Within the Text</i> With prompting and support...</p> <ul style="list-style-type: none"> • Acquire understanding of new words from context. • Use new words in discussion of text. • Acquire new vocabulary from listening and use it in discussion. <p><i>Thinking About the Text</i></p> <ul style="list-style-type: none"> • Understand that an author wrote the book. • Understand that an illustrator created the pictures. • Notice the words the author used to make the story or content interesting. • Recognize some authors by the style of their illustrations, their topics, or the characters they use. • Have some favorite writers or illustrators. • Name the title, author and illustrator on cover and title page. <p>Integration of Knowledge and Ideas <i>Interactive Read Aloud and Literature Discussion</i></p>	<ul style="list-style-type: none"> • Language Study • Word Study • Coaching Model <p>Resources: <i>The Continuum of Literacy Learning (Grades PreK-2)</i>. Gay Su Pinnell & Irene C. Fountas</p> <p><i>Nonfiction in Focus</i>. Janice V. Kristo & Rosemary A. Bamford</p> <p><i>Read It Again!: Revisiting Shared Reading</i>. Brenda Parkes</p> <p><i>Teaching for Comprehension in Reading Grades K-2</i>. Gay Su Pinnell & Patricia L. Scharer</p> <p><i>Reading & Writing Informational Text in the Primary Grades</i>. Nell K. Duke, Ed. D. & V. Susan Bennett-Armistead</p> <p><i>Snapshots</i>. Linda Hoyt</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Assessment System • Grade K Writing Proficiency Guide <p>MPCL-Framework</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study
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<p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p><i>Thinking Beyond the Text</i> With prompting and support...</p> <ul style="list-style-type: none"> • Use details from illustrations to support points made in discussion. • Give reasons to support thinking. <p>Shared and Performance Reading <i>Thinking Within the Text</i> With prompting and support...</p> <ul style="list-style-type: none"> • Notice and derive information from pictures. <p>Guided Reading <i>Thinking Beyond the Text</i> With prompting and support...</p> <ul style="list-style-type: none"> • Make connections between texts on the same topic or with the same content. <p>Range of Reading and Level of Text Complexity</p> <p>Oral, Visual, and Technological Communication</p> <ul style="list-style-type: none"> • Show interest in listening to and talking about stories, poems, and informational texts. • Listen with attention and understanding to oral reading of stories, poems, and informational texts. 	<ul style="list-style-type: none"> • Coaching Model <p>Resources: <i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Reading & Writing Informational Text in the Primary Grades.</i> Nell K. Duke, Ed. D. & V. Susan Bennett-Armistead</p> <p><i>Nonfiction in Focus.</i> Janice V. Kristo & Rosemary A. Bamford</p> <p><i>Read It Again!: Revisiting Shared Reading.</i> Brenda Parkes</p> <p><i>Guided Reading: Good First Teaching for All Children.</i> Gay Su Pinnell & Irene C. Fountas</p> <p>MPCL-Framework</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p>Resources: <i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Reading & Writing Informational Text in the Primary Grades.</i> Nell K. Duke, Ed. D.</p>
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& V. Susan Bennett-Armistead

Nonfiction in Focus. Janice V. Kristo & Rosemary A. Bamford

Read It Again!: Revisiting Shared Reading. Brenda Parkes

Teaching for Comprehension in Reading Grades K-2. Gay Su Pinnell & Patricia L. Scharer

Snapshots. Linda Hoyt

Guided Reading: Good First Teaching for All Children. Gay Su Pinnell & Irene C. Fountas

RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Writing Standards (W)

Grade : Kindergarten

Writing Standards: The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understanding mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in *Common Core State Standards (CCSS) Appendix C*.

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Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Text Types and Purposes</p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is....)</p> <p>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.</p> <p>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 they occurred, and provide a reaction to</p>	<p>Text Types and Purposes</p> <p><i>Writing About Reading (Suggested Reading: The Continuum of Literacy Learning, Pages 72-75)</i></p> <p><i>Thinking Beyond the Text</i></p> <ul style="list-style-type: none"> • Express opinions through drawing, dictating, and writing about stories or poems. • Express opinions through drawing, dictating, and writing about characters or about their feelings or motives. <p>Writing</p> <p><i>Writing in the Genre</i></p> <ul style="list-style-type: none"> • Draw, dictate and write books or short pieces that are enjoyable to read and at the same time give information to readers about a topic. • Compose informative/explanatory texts (lists, concept books, labels, step by step/how-to pieces). <p><i>Narrative (Suggested Readings: Talking,</i></p>	<p><u>MPCL-Framework</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources</u></p> <p><i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Scaffolding Young Writers.</i> Linda J. Dorn & Carlos Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p>

<p>what happened.</p>	<p><i>Drawing, Writing</i> Page 180; <i>Units of Study for Primary Writing: A Yearlong Curriculum</i>, Book 2)</p> <ul style="list-style-type: none"> • Understand that a story can be a “small moment” (description of a brief but memorable experience). • Explain one’s thoughts and feelings about an experience or event. • Provide a reaction to what happened. 	<p><i>Talking, Drawing, Writing</i>. Martha Horn & Mary Ellen Giacobbe</p> <p><i>Interactive Writing</i>. Andrea McCarrier, Gay Su Pinnell & Irene C. Fountas</p> <p><i>Snapshots</i>. Linda Hoyt</p> <p><i>Nonfiction Craft Lessons</i>. Joann Portalupi & Ralph Fletcher</p> <p><i>Units of Study for Primary Writing: A Yearlong Curriculum</i>. Lucy Calkins & Leah Mermelstein</p> <p><i>About the Authors</i>. Katie Wood Ray with Lisa B. Cleaveland</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing</i>. Linda J. Dorn, Cathy French, & Tammy Jones</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners</i>. Linda J. Dorn & Carla Soffos</p> <p><i>Creating Young Writers</i>. Vicki Spandel</p> <p><i>In the Beginning Young Writers Develop Independence</i>. DVD. JoAnn Portalupi & Ralph Fletcher</p> <p><i>Big Lessons From Small Writers</i>. DVD. Lucy Calkins</p> <p><i>Common Core State Standards for:</i></p>
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<p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, respond to questions and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Production and Distribution of Writing</p> <p><i>Oral, Visual, and Technological Communication</i></p> <ul style="list-style-type: none"> • Listen actively to others read or talk about writing and give feedback. • Use available digital tools to produce and publish writing (computer, document camera, scanners, promethean board, iPad). <p>Writing</p> <p><i>Oral Language</i> (Suggested Reading: <i>Talking, Drawing, Writing</i> Pgs. 15-36) With prompting and support...</p> <ul style="list-style-type: none"> • Generate and expand ideas through talk with peers and teacher. 	<p><i>English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects-Appendix C</i></p> <p>Assessments:</p> <ul style="list-style-type: none"> • Kindergarten Writing Proficiency Guide • Fountas & Pinnell Benchmark Assessment System <p>MPCL-Framework</p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Coaching Model <p>Resources:</p> <p><i>The Continuum of Literacy Learning</i> (Grades Prek-2). Gay Su Pinnell & Irene C. Fountas</p> <p><i>Scaffolding Young Writers.</i> Linda J. Dorn & Carlos Soffos</p> <p><i>Craft Lessons.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Talking, Drawing, Writing.</i> Martha Horn & Mary Ellen Giacobbe</p> <p><i>Interactive Writing.</i> Andrea McCarrier, Gay Su Pinnell & Irene C. Fountas</p>
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<p>Research to Build and Present Knowledge 7.Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8.with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Research to Build and Present Knowledge</p> <p><i>Writing</i> (<i>Suggested Readings: Scaffolding Young Writers, A Writer’s Workshop Approach. Pages 32-37</i>)</p> <p><i>Drafting/Revising</i></p> <ul style="list-style-type: none"> • Understand that writers can get help from other writers. 	<p><i>Snapshots.</i> Linda Hoyt</p> <p><i>Nonfiction Craft Lessons.</i> Joann Portalupi & Ralph Fletcher</p> <p><i>Units of Study for Primary Writing: A Yearlong Curriculum.</i> Lucy Calkins & Leah Mermelstein</p> <p><i>About the Authors.</i> Katie Wood Ray with Lisa B. Cleaveland</p> <p><i>Apprenticeship in Literacy: Transitions Across Reading and Writing.</i> Linda J. Dorn, Cathy French, & Tammy Jones</p> <p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda J. Dorn & Carla Soffos</p> <p><i>Creating Young Writers.</i> Vicki Spandel</p> <p><u>MPCL-Framework</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p>
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Speaking and Listening Standards (SL)

Grade: Kindergarten

Speaking and Listening Standards: The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

***MPCL - Maine Partnership in Comprehensive Literacy**

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>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.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Comprehension and Collaboration</p> <p><i>Oral, Visual, and Technological Communication</i> <i>Social Interaction/Oral Language</i></p> <ul style="list-style-type: none"> • Sustain a conversation with a variety of audiences, including peers, teacher and family. • Enter a conversation appropriately. • Engage in turn-taking of conversation. • Participate actively in whole-class discussion or with partners, or in a small group. <p><i>Listening and Understanding</i></p> <ul style="list-style-type: none"> • Listen with attention and understanding to oral reading of stories, poems and informational texts. • Form clear questions to gain information. <p><i>Interactive Read-Aloud and Literature Discussion</i> <i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> • Notice and ask questions when meaning is 	<p><u>MPCL-Framework</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Units of Study for Primary Writing: A Yearlong Curriculum.</i> Lucy Calkins</p> <p><i>Interactive Writing.</i> Andrea McCarrier, Gay Su Pinnell & Irene C. Fountas</p> <p><i>Scaffolding Young Writers.</i> Linda J. Dorn, and Carlos Soffos</p> <p><i>An Observation Survey of Early Literacy Achievement.</i> Marie M. Clay</p>

<p>Presentation of Knowledge and Ideas</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>lost or understanding is interrupted.</p> <p>Presentation of Knowledge and Ideas</p> <p><i>Oral, Visual, and Technological Communication</i></p> <ul style="list-style-type: none"> • Explain and describe people, events, and objects. • Use props or illustrations to extend the meaning of a presentation. • Speak about a topic with enthusiasm. • Talk confidently with eye contact. • Tell stories in an interesting way. • Speak at an appropriate volume to be heard. • Enunciate words clearly. 	<p><i>Shaping Literate Minds: Developing Self-Regulated Learners.</i> Linda J. Dorn & Carla Soffos</p> <p><i>Talking, Drawing, Writing.</i> Martha Horn & Mary Ellen Giacobbe</p> <p><u>MPCL-Framework</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Talking, Drawing, Writing.</i> Martha Horn & Mary Ellen Giacobbe</p> <p><i>Units of Study for Primary Writing: A Yearlong Curriculum.</i> Lucy Calkins</p> <p><i>Interactive Writing.</i> Andrea McCarrier, Gay Su Pinnell & Irene C. Fountas</p> <p><i>Scaffolding Young Writers.</i> Linda J. Dorn, & Carlos Soffos</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p>
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RSU 54/MSAD 54 ELA Curriculum

Content Area: English Language Arts
Language Standards (L)

Grade: Kindergarten

Language Standards: The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understanding that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See CCSS table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

*MPCL - Maine Partnership in Comprehensive Literacy

Common Core Standards	RSU 54/MSAD 54 Objectives	Framework/ Resources/Assessments
<p>Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper-and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/, or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, where, why, how).</p> <p>e. Use the most frequently occurring</p>	<p>Conventions of Standard English</p> <p><i>Writing</i> <i>Handwriting</i></p> <ul style="list-style-type: none"> • Form upper and lower case letters efficiently in manuscript print. • Form upper and lower case letters proportionately in manuscript print. <p><i>Oral, Visual, and Technological Communication</i> <i>Social Interaction/Oral Language</i></p> <ul style="list-style-type: none"> • Speak clearly enough to be understood by others in conversation. • Speak using frequently occurring nouns and verbs. • Orally adds /s/ or /es/ to form regular plural nouns. • Sustain a conversation with a variety of 	<p><u>MPCL-Framework</u></p> <ul style="list-style-type: none"> • Reading Workshop • Writing Workshop • Language Study • Word Study • Coaching Model <p><u>Resources:</u> <i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Handwriting Without Tears.</i> Jan Olsen</p> <p><i>Talking, Drawing, Writing.</i> Martha Horn & Mary Ellen Giacobbe</p> <p><i>Units of Study for Primary Writing: A Yearlong Curriculum.</i> Lucy Calkins</p>

<p>prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>Knowledge of Language 3. (Begins in grade 2)</p>	<p>audiences, including peers, teacher and family.</p> <ul style="list-style-type: none"> • Form clear questions to gain information. • Participate actively in whole-class discussion or with peers as partners, or in a small group. • Use grade-appropriate specific vocabulary when talking about text. <p>Writing Conventions</p> <ul style="list-style-type: none"> • Use capital letters in the beginning position in a few familiar, known proper nouns. • Show awareness of the first place position of capital letters in words. • Use a capital letter for the first word of a sentence. • Use appropriate spacing between words. • Capitalize I. • Use periods, exclamation points, and question marks as ending marks. • Say words slowly to hear a sound and write a letter that represents it. • Write some words and consonant letters appropriate for sounds in words (beginning and ending). • Understand that letters represent sounds. • Spells kindergarten core list of words and first name, last name. 	<p><i>Interactive Writing.</i> Andrea McCarrier, Gay Su Pinnell & Irene C. Fountas</p> <p><i>Scaffolding Young Writers.</i> Linda J. Dorn, & Carlos Soffos</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p> <p><i>Handwriting Without Tears</i> Screener of Handwriting Proficiency. Jan Olsen</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Kindergarten Writing Proficiency Guide
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<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., know duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by</p>	<p>Vocabulary Acquisition and Use</p> <p><i>Interactive Read-Aloud and Literature Discussion</i></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> Understand the meaning of words during reading. <p><i>Shared and Performance Reading</i></p> <p><i>Thinking Within the Text</i></p> <ul style="list-style-type: none"> Acquire understanding of new words from context. <p><i>Phonics, Spelling and Word Study</i></p> <p><i>Word Structure</i></p> <p>With prompting and support...</p> <ul style="list-style-type: none"> Recognize and use endings that add –s (verb agree with the subject). Recognize and use endings that add –ed (verb past tense). Recognize and use endings that add –ing (present participle). Use known words to help in spelling new words. Use known words and word parts to help in reading and spelling new words. <p><i>Concept Words</i></p> <ul style="list-style-type: none"> Recognize, group and use concept words. <p><i>Oral, Visual, and Technological Communication</i></p> <p><i>Word Choice</i></p> <ul style="list-style-type: none"> Use words that describe (adjectives and adverbs). 	<p><u>MPCL-Framework</u></p> <ul style="list-style-type: none"> Reading Workshop Writing Workshop Language Study Word Study Coaching Model <p><u>Resources:</u></p> <p><i>The Continuum of Literacy Learning (Grades Prek-2).</i> Gay Su Pinnell & Irene C. Fountas</p> <p><i>Handwriting Without Tears.</i> Jan Olsen</p> <p><i>Talking, Drawing, Writing.</i> Martha Horn & Mary Ellen Giacobbe</p> <p><i>Units of Study for Primary Writing: A Yearlong Curriculum.</i> Lucy Calkins</p> <p><i>Interactive Writing.</i> Andrea McCarrier, Gay Su Pinnell & Irene C. Fountas</p> <p><i>Scaffolding Young Writers.</i> Linda J. Dorn & Carlos Soffos</p> <p><i>Writing Workshop.</i> Ralph Fletcher & Joann Portalupi</p>
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acting out the meanings.

6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Interactive Read-Aloud and Literature Discussion

- Acquire understanding of new words from context.

Writing about Reading

Thinking Within the Text

- Notice and sometimes use new words from text.