

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: **Reading/Language Arts**

Course Length: Full Year

Grade: **KG**

Date Last Approved: June 2015

### Stage 1: Desired Results

#### **Course Description and Purpose:**

Language Arts in Kindergarten aims to meet each student at their incoming developmental level and personalize their learning to obtain a strong foundation in language. Students will develop reading and writing skills through whole group, small group, and individual conferences. The foundation of these skills are rooted in the study of phonological awareness: how letters and sounds can be manipulated to make words we read and write. As students read in whole group and small groups they will study the different reading strategies: using schema and making connections, retelling, visualizing, wondering/questioning, and using text features. Students will gain an understanding of the purpose of print both as a reader but also as a writer through the use of a variety of fiction and nonfiction texts.

**Swallow School Reading and Language Art Curriculum across all grade levels includes: Reader's Workshop, Spelling/Word Study, Disciplinary Literacy, Vocabulary, Keyboarding, Handwriting, and Writing**

#### **Enduring Understanding(s):**

1. Reading expands understanding of the world, people and oneself.
2. Effective readers use strategies to construct and extend meaning.
3. Various types of texts and media are used to communicate ideas.
4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.
5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.
6. Control of mechanics and proper grammar promote effective spoken and written communication.
7. Listening and speaking skills are critical for learning and communicating.

#### **Essential Question(s):**

1. What can be learned from reading?
2. How do readers know when they are understanding text?
3. How do authors influence reading and writing ideas?
4. How do writers express their thoughts and feelings?
5. How does audience and purpose influence the format of my writing?
6. What is the purpose of applying correct grammar and mechanics to writing?
7. In what ways are ideas effectively communicated orally?

#### **Learning Targets:**

1. Students can evaluate fiction text including a variety of genres and formats. (Reasoning) (R)
2. Students can evaluate nonfiction text including a variety of genres and formats. (Reasoning) (R)
3. Students can create written work for a variety of tasks, purposes, and audiences. (Product) (W)
4. Students can produce language that demonstrates knowledge of conventions, grammar, and the basic foundations of language. (Product) (W/S/L)
5. Students can organize and communicate ideas to others. (Product) (R/W/S/L)

R=Reading  
W=Writing  
S=Speaking  
L=Listening

## Stage 2: Learning Plan

### I. Using Schema/Making Connections

- A. Definition: activate prior knowledge to make text connections
- B. How to
  - a. mentor text
  - b. teacher modeling
  - c. classroom discussions
  - d. oral responses
  - e. written responses
- C. What tools can help
  - a. various texts
  - b. graphic organizers
  - c. multimedia
- D. Student application and reflection

#### Standards:

**CCSS:** RI.K.3, RI.K.9, RL.K.9

**CCRA:** R.2, R.9, R.10, SL.1, W.9

**Learning Targets Addressed:** Target 1, Target 2, Target 5

#### Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	teacher modeling with mentor text and think aloud
Formative	skill	partner share
Summative	reasoning	text to self written response text to text written response

### II. Retelling

- A. Definition: identify important text elements to respond in a new way
- B. How to
  - a. mentor text
  - b. teacher modeling
  - c. classroom discussions
  - d. oral responses
  - e. written responses
- C. What tools can help
  - a. various texts
  - b. graphic organizers
  - c. multimedia
- D. Student application and reflection

#### Standards:

**CCSS:** RI.K.2, RI.K.8, RL.K.2, RL.K.3,

**CCRA:** R.2, R.5, R.10, SL.1, SL.2

**Learning Targets Addressed:** Target 1, Target 2, Target 5

#### Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	teacher modeling with mentor text and think aloud
Formative	skill	oral text sequencing partner share
Summative	reasoning	text sequencing running record

### III. Visualizing:

- A. Definition: recall or form mental images or pictures
- B. How to
  - a. mentor text
  - b. teacher modeling
  - c. classroom discussions
  - d. oral responses
  - e. written responses
- C. What tools can help
  - a. graphic organizer
  - b. various texts
  - c. multimedia
- D. Student application and reflection

#### Standards:

**CCSS:** RL.K.3, RL.K.7, RI.K.2, RI.K.7

**CCRA:** R.2, R.6, R.10, SL.2

**Learning Targets Addressed:** Target 1, Target 2

#### Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	teacher modeling with mentor text and think aloud
Formative	skill	partner share oral practice of visualizing

Summative	reasoning	written visual response (draw a picture)
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**IV. Wondering/Questioning**

- A. Definition: think deeply and display intellectual curiosity before, after, and during reading
- B. How to
  - a. mentor text
  - b. teacher modeling
  - c. classroom discussions
  - d. oral responses
  - e. written responses
- C. What tools can help
  - a. graphic organizer
  - b. various texts
  - c. multimedia
- D. Student application and reflection

**Standards:**  
**CCSS:** RI.K.1, RL.K.1,  
**CCRA:** R.3, R.7, R.10, SL.2, SL.3, W.7, W.9

**Learning Targets Addressed:** Target 1, Target 2

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	teacher modeling with mentor text and think aloud
Formative	skill	oral questioning partner share
Summative	reasoning	written response (think sheet)

**V. Using Text Features**

- A. Definition: look at unique components that distinguish texts
- B. How to
  - a. mentor text
  - b. teacher modeling
  - c. classroom discussions
  - d. oral responses
  - e. written responses
- C. What tools can help
  - a. various texts
  - b. graphic organizers
  - c. multimedia
- D. Student application and reflection

**Standards:**  
**CCSS:** RI.K.5, RI.K.6, RI.K.7, RL.K.5, RL.K.6, RL.K.7  
**CCRA:** R.1, R.10, W.9

**Learning Targets Addressed:** Target 1, Target 2, Target 5

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	teacher modeling with mentor text and think aloud
Formative	skill	classroom discussion partner share
Summative	product	written response (text feature scavenger hunt) concept of print

**VII. Word Study**

- A. Definition: understand the association between letters and sounds to create language
- B. How to
  - a. mentor text
  - b. teacher modeling
  - c. classroom discussions
  - d. oral responses
  - e. written responses
- C. What tools can help
  - a. various texts

**Standards:**  
**CCSS:** LK1, LK4, LK5, LK6, RF.K.1, RF.K.2, RF.K.3, RI.K.4,  
**CCRA:** R.4, SL.4, SL.6, W.3, W.4, W.5

**Learning Targets Addressed:** Target 4

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	teacher modeling with mentor text and think alouds

- b. graphic organizers
- c. multimedia
- D. Student application and reflection

Formative	skill	letter and sound recognition phonemic awareness sight words word sorts
Summative	product	Words their Way PALS

**VIII. Fluency**

- A. Definition: communicate easily and accurately
- B. How to
  - a. mentor text
  - b. teacher modeling
  - c. classroom discussions
  - d. oral responses
  - e. written responses
- C. What tools can help
  - a. various texts
  - b. graphic organizers
  - c. multimedia
- D. Student application and reflection

**Standards:**

**CCSS:** SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6, RF.K.4, RI.K.10, RL.K.10

**CCRA:** R.4, SL.1, SL.2, SL.6

**Learning Targets Addressed:** Target 5

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	teacher modeling with mentor text and think aloud
Formative	skill	echo read partner read poems and songs
Summative	product	self recording running record

**IX. Writing**

- A. Definition: communicate in a written format
- B. How to
  - a. mentor text
  - b. teacher modeling
  - c. classroom discussions
  - d. oral responses
  - e. written responses
- C. What tools can help
  - a. various texts
  - b. graphic organizers
  - c. multimedia
  - d. writing samples
- D. Student application and reflection

**Standards:**

**CCSS:** L.K.2, W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.7, W.K.8

**CCRA:** SL.4, SL.5, SL.6, W.1, W.2, W.3, W.4, W.5, W.6, W.7, W.8, W.9, W.10

**Learning Targets Addressed:** Target 3, Target 4

**Assessment Map:**

Type	Level	Assessment Detail
Practice	knowledge	teacher modeling with writing genres teacher modeling of writing conventions and traits
Formative	skill	informal conferences partner share
Summative	product	writing sample: narrative research, creative choice, poetry, how to, writing a letter, lists, making cards