

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Reading/Language Arts

Course Length: Full Year

Grade: KG

Date Last Approved: June 2015; **Reviewed** Spring 2021

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
- mentor text
 - teacher modeling
 - classroom discussions
 - oral responses
 - written responses
- C. What tools can help
- various texts
 - graphic organizers
 - 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

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none">teacher modeling with mentor text and think aloud
Formative	skill	<ul style="list-style-type: none">partner share
Summative	reasoning	<ul style="list-style-type: none">text to self picture responsetext to text picture response

II. Retelling

- A. Definition: identify important text elements to respond in a new way
- B. How to
- mentor text
 - teacher modeling
 - classroom discussions
 - oral responses
 - written responses
- C. What tools can help
- various texts
 - graphic organizers
 - 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

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none">teacher modeling with mentor text and think aloud
Formative	skill	<ul style="list-style-type: none">oral text sequencingpartner share
Summative	reasoning	<ul style="list-style-type: none">text sequencing with picturesrunning record

III. Visualizing

- A. Definition: recall or form mental images or pictures
- B. How to

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

<div><div><div>a. mentor text</div><div>b. teacher modeling</div><div>c. classroom discussions</div><div>d. oral responses</div><div>e. written responses</div></div><div>C. What tools can help<div><div>a. graphic organizer</div><div>b. various texts</div><div>c. multimedia</div></div></div><div>D. Student application and reflection</div></div>	<div><div><div>Key Unit Resources</div><div><div>• Making Meaning implemented via the workshop model</div></div></div><div><div>Assessment Map:</div><table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>knowledge</td><td><div>• teacher modeling with mentor text and think aloud</div></td></tr><tr><td>Formative</td><td>skill</td><td><div><div>• partner share</div><div>• oral practice of visualizing</div></div></td></tr><tr><td>Summative</td><td>reasoning</td><td><div>• written visual response (draw a picture)</div></td></tr></table></div></div>	Type	Level	Assessment Detail	Practice	knowledge	<div>• teacher modeling with mentor text and think aloud</div>	Formative	skill	<div><div>• partner share</div><div>• oral practice of visualizing</div></div>	Summative	reasoning	<div>• written visual response (draw a picture)</div>
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<div><div>IV. Wondering/Questioning</div><div><div>A. Definition: think deeply and display intellectual curiosity before, after, and during reading</div><div>B. How to<div><div>a. mentor text</div><div>b. teacher modeling</div><div>c. classroom discussions</div><div>d. oral responses</div><div>e. written responses</div></div></div><div>C. What tools can help<div><div>a. graphic organizer</div><div>b. various texts</div><div>c. multimedia</div></div></div><div>D. Student application and reflection</div></div></div>	<div><div><div>Standards:</div><div>CCSS: RI.K.1, RL.K.1, CCRA: R.3, R.7, R.10, SL.2, SL.3, W.7, W.9</div><div>Learning Targets Addressed: Target 1, Target 2</div></div><div><div><div>Key Unit Resources</div><div><div>• Making Meaning implemented via the workshop model</div></div></div><div><div>Assessment Map:</div><table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>knowledge</td><td><div>• teacher modeling with mentor text and think aloud</div></td></tr><tr><td>Formative</td><td>skill</td><td><div><div>• oral questioning</div><div>• partner share</div><div>• KWL</div></div></td></tr><tr><td>Summative</td><td>reasoning</td><td><div>• written response (think sheet), think marks in text</div></td></tr></table></div></div></div>	Type	Level	Assessment Detail	Practice	knowledge	<div>• teacher modeling with mentor text and think aloud</div>	Formative	skill	<div><div>• oral questioning</div><div>• partner share</div><div>• KWL</div></div>	Summative	reasoning	<div>• written response (think sheet), think marks in text</div>
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<div><div>V. Using Text Features</div><div><div>A. Definition: look at unique components that distinguish texts</div><div>B. How to<div><div>a. mentor text</div><div>b. teacher modeling</div><div>c. classroom discussions</div><div>d. oral responses</div><div>e. written responses</div></div></div></div></div>	<div><div><div>Standards:</div><div>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</div><div>Learning Targets Addressed: Target 1, Target 2, Target 5</div></div><div><div><div>Key Unit Resources</div><div><div>• Making Meaning implemented via the workshop model</div></div></div></div></div>												

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<div>VII. Word Study</div> <div>A. Definition: understand the association between letters and sounds to create language</div> <div>B. How to<ul style="list-style-type: none">a. mentor textb. teacher modelingc. classroom discussionsd. oral responsese. written responses</div> <div>C. What tools can help<ul style="list-style-type: none">a. various textsb. graphic organizersc. multimedia</div> <div>D. Student application and reflection</div>	<div>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</div> <div>Learning Targets Addressed: Target 4</div> <div><div>Key Unit Resources</div><div><ul style="list-style-type: none">Words Their Way</div></div> <div>Assessment Map:<table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>knowledge</td><td><ul style="list-style-type: none">teacher modeling with mentor text and think alouds</td></tr><tr><td>Formative</td><td>skill</td><td><ul style="list-style-type: none">letter and sound recognitionphonemic awarenesssight wordsword sorts</td></tr><tr><td>Summative</td><td>product</td><td><ul style="list-style-type: none">Words their Way</td></tr></table></div>	Type	Level	Assessment Detail	Practice	knowledge	<ul style="list-style-type: none">teacher modeling with mentor text and think alouds	Formative	skill	<ul style="list-style-type: none">letter and sound recognitionphonemic awarenesssight wordsword sorts	Summative	product	<ul style="list-style-type: none">Words their Way
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<div>VIII. Fluency</div> <div>A. Definition: communicate easily and accurately</div> <div>B. How to<ul style="list-style-type: none">a. mentor textb. teacher modelingc. classroom discussionsd. oral responsese. written responses</div> <div>C. What tools can help<ul style="list-style-type: none">a. various textsb. graphic organizersc. multimedia</div>	<div>Standards: CCSS: SL.K.1, SLK.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</div> <div>Learning Targets Addressed: Target 5</div> <div><div>Key Unit Resources</div><div><ul style="list-style-type: none">Making Meaning implemented via the workshop model</div></div> <div>Assessment Map:<table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr></table></div>	Type	Level	Assessment Detail									
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D. Student application and reflection	Practice	knowledge	<ul style="list-style-type: none">• teacher modeling with mentor text and think aloud
	Formative	skill	<ul style="list-style-type: none">• echo read• partner read• poems and songs
	Summative	product	<ul style="list-style-type: none">• self recording• running record