**Kindergarten ELA Module Overviews**

*The modules act as over arching themes throughout the year. They align to the major shifts of Common Core and encompass all priority and supporting state standards in a cyclical fashion. They are offered as a flexible curriculum map across the year and as a guide for whole group reading and writing instruction, part of a comprehensive literacy model as detailed in the GCR2 Literacy Blueprint. Small group and independent reading and writing while not detailed in the modules should be a regular part of the literacy block and more responsive to student needs. While module 1 needs to be done in the fall in one chunk, modules 2, 3, and 4 can be switched around and could be done in 2 cycles; cycle 1 as an introduction and cycle 2 taking it deeper. The suggested time lines are meant for the 2 cycle approach of modules 2-4.*

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| **Module** | **Overview** | **Possible Time Line for 2015-2016:** |
| **Module 1**  Launching Your ELA Workshop and Baseline Assessments  & Introducing “Close Reading and Writing to Learn” | **The Focus of Module 1 is to:**   1. Engage students with print in a way that introduces the notion that reading and writing are interconnected and essential for communication explicitly calling attention to environmental print, its form and function. 2. Teach and reinforce early literacy skills; Concepts About Print (CAP), one to one correspondence, phonemic awareness, and sound/letter correspondence- the beginning of decoding and encoding (especially with their names) Much of this can and should be done in “Shared Reading” and “Interactive Writing” from day 1. (See the FWPS Literacy Blueprint for more information about these structures) 3. Highlight the importance of meaning making using high quality read alouds/ Mentor Texts and explicitly teach early literacy skill development within texts. 4. Begin helping students distinguish between informational and narrative texts. 5. Establish concrete routines and rituals for a readers and writers or ELA workshop building stamina and independence. 6. Build a strong classroom community/culture where students trust, respect, and support one another. 7. Identify children’s strengths and challenges and set goals to kick off a yearlong literacy journey. WaKIDS0, Fountas and Pinnell, and classroom formative reading and writing measures such as observations can support the collection of evidence as baseline data to draw from. 8. See their teacher model that some texts or parts of texts merit Close Reading, multiple times to be sure we understand major events and key details. Students come to understand they can “question the author and illustrator” and seek answers to those questions by rereading and discussing books with peers. 9. Introduce writing as a means of capturing new learning and growing ideas. Teachers can model the relationship between the sounds we hear and say with the letters we make. This early in the year many kindergarteners will use pictures, scribbles, and some letters to represent ideas. Beginning this practice in Kindergarten lays the foundation for future habits. |  |
| **Module 2**  “Developing as critical readers, thinkers, and writers of narrative text”  **Module 2 Cont.** | **The Focus of Module 2 is to:**   1. Immerse kindergarteners in the world of stories, building on Close Reading strategies. 2. Revisit favorites introduced in Module 1 as well as introduce new Mentor Texts. With support for oral language skill development in describing everyday situations with detail, students transfer this learning to discussing characters, settings, and events in a deeper way. 3. Gain confidence in their ability to retell stories using key details and in sequence using temporal words such as first, then, next… 4. Build stamina to discuss and write about their favorite story, author or character. 5. Use oral language as a foundation to then craft narrative texts in writing. For example, students could use 3 blank pages stapled together to tell their tales in sequence and across pages. 6. During shared writing lessons students offer ideas to strengthen class narratives as well as building language concepts. 7. Although the focus of Module 2 is Narrative continue exposing students to Informational text related to content. The genre of Narrative NF could dovetail nicely by continuing understanding of sequence and timelines. 8. Early literacy skills continue to build through a variety of shared experiences, small group, and independent activities. |  |
| **Module 3**  “Learning Through Research” | **The Focus of Module 3 is to:**   1. Capitalize on Kindergarteners’ delight in viewing, discussing, and learning about real-world topics through research. They are natural scientists that investigate questions about the world. We’ll take advantage of that enthusiasm to become experts on a topic and share new learning through their own writing of informational pieces. 2. Build on students understanding of how fiction and nonfiction are different zeroing in on the main topic and key details found in informational texts. 3. Lift up the relationship between the words and pictures in the Mentor Texts and compare and contrast different informational texts on the same topic. Discuss the choices authors and illustrators make to present ideas as a model for student informational writing. 4. Engage in authentic, meaningful conversations with peers around grade level high interest, complex informational texts as they begin using evidence to support thinking. 5. Participate in shared research and writing about a topic. 6. Use oral language as a foundation to then craft informational texts in writing tied to a single topic with some details. 7. Use peer and teacher feedback as well as checklists to strengthen informational writing. 8. Early literacy skills continue to build through a variety of shared experiences, small group, and independent activities.   \*This module lends itself perfectly to partnering with a social studies or science unit. All district designed science, social studies and GLAD units pair content with literacy. Teachers may need to enhance the units by adding lessons that focus on the designated standards for this module. |  |
| **Module 4**  “Forming Positions” | Module 4 will most likely be started at the midway point of the school year. Although some students may not have been able to read independently or write conventionally prior to this, second semester typically represents a major growth period in Kindergarteners’ literacy development. It will therefore be important to continually refer to the anchor charts that have been created during Modules 1-3 as we nudge students toward increasing levels of independence and application. As we continue to assess and reflect on our individual learners in respect to their foundational skills we’ll be offering rich text choices and engaging and robust whole group sessions on narrative and informational texts that our students would not otherwise be able to access independently. Texts that embed opinions about topics will be especially relevant in this module.  **The Focus of Module 4 is to:**   1. Strengthen student’s speaking skills to clearly and confidently express their ideas while at the same time listening and considering other’s points of view. 2. Examine informational and narrative texts to determine the author’s points and their reasons. 3. Use literature and informational text as a springboard to form their own opinion and identify reasons that support that position. 4. Participate in shared opinion writing possibly in the form of an authentic letter to another teacher, class, principal or community member. 5. Support students in writing about their own opinion on a selected topic and why he/she thinks that. 6. Use peer and teacher feedback as well as checklists to strengthen opinion writing. 7. Early literacy skills continue to build through a variety of shared experiences, small group, and independent activities.   \*Again the teacher may want to pair at least one cycle of this module with a science, social studies, or GLAD unit giving students an opportunity to use what they have learned about a topic to take a stand on an issue directly related to it. |  |

**Kindergarten Module Proposed Focus Standards Chart**

Modules 2, 3, and 4 do not separate standards into cycle 1 and 2 as these standards are simply repeated at a more sophisticated level in the second cycle.

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|  | **Standard** | Once a standard is a “focus” it may be practiced or reviewed in appropriate following modules | | | | |
| **Module 1** | **Module 2** | **Module 3** | **Module 4** | **All Modules** |
| Reading Literature | **℗K.RL.1 With prompting and support, ask and answer questions about key details in a text.** | X |  |  |  |  |
| **℗K.RL.2 With prompting and support, retell familiar stories, including key details.** |  | X |  |  |  |
| K.RL.3 With prompting and support identify characters, settings, and major events in a story. |  | X |  |  |  |
| K.RL.4 Ask and answer questions about unknown words in a text. |  | X |  |  |  |
| K.RL.5 Recognize common types of texts. (e.g. storybooks, poems) | X |  |  |  |  |
| K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | X |  |  |  |  |
| K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear. |  | X |  |  |  |
| K.RL.8 N/A in literature |  | | | | |
| **℗K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.** |  | X |  |  |  |
| K.RL.10 Actively engage in group reading activities with purpose and understanding. | Striving to apply skills in a benchmark level or above | | | | X |
| Reading Informational | **℗K.RI.1With prompting and support ask and answer questions about key details in a text.** | X |  |  |  |  |
| **℗K.RI.2 With prompting and support, identify the main topic and retell key details of a text.** |  |  | X |  |  |
| K.RI.3With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text. |  |  | X |  |  |
| K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. |  |  | X |  |  |
| K.RI.5 ID front/ back cover, title, pages of a book. | X |  |  |  |  |
| K.RI.6 Name the author and illustrator of a text; define the role of each. | X |  |  |  |  |
| K.RI.7 With prompting and support, describe the relationship between illustrations and the text they support (e.g. person, place, thing, or idea in the text an illustration depicts). |  |  | X |  |  |
| K.RI.8 prompting and support identify the reasons an author gives to support points in a text. |  |  |  | X |  |
| **℗K.RI.9 With prompting and support identify basic similarities in and differences between two texts on the same topic. (e.g. illustrations, descriptions, procedures)** |  |  | X |  |  |
| K.RI.10 Actively engage in group reading activities with purpose and understanding. | Striving to apply skills in a benchmark level or above | | | | X |
| Reading Foundations | **℗K.RF.1 Demonstrate understanding of the organization and basic features of print.**  a.) Follow words from left to right, top to bottom, and page by page.  b.) Recognize that spoken words are represented in written language by specific sequences of letters.  c.) Understand that words are separated by spaces in print.  d.) Recognize and name all upper- and lowercase letters of the alphabet. | X |  |  |  |  |
| **℗K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds.**  a.) Recognize and produce rhyming words.  b.) Count, pronounce, blend, and segment syllables in spoken words.  c.) Blend and segment onsets and rimes…  d.) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme CVC words.\* (Not including CVCs ending with /*l*/, /*r/*,or /*x/.*)  e.) Add or substitute individual sounds in simple, one-syll. words to make new words. |  | X |  |  |  |
| **℗K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.**  a.) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.  b.) Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  c.) Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).  d.) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |  |  |  |  | X |
| K.RF.4 Read emergent-reader texts with purpose and understanding. |  |  |  | X |  |
| Writing | K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name. |  |  |  | X |  |
| **℗K.W.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.** |  |  | X |  |  |
| **℗K.W.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 in which they occurred, and provide a reaction to what happened.** |  | X |  |  |  |
| K.W.4 Begins in grade 3 |  | | | | |
| K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |  | X |  |  |  |
| K.W.6 With guidance and support from adults, explore digital tools to produce and publish writing, including collaboration with peers. |  |  | X |  |  |
| K.W.7 Participate in shared research and writing projects |  |  |  |  |  |
| K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | X |  |  |  |  |
| K.W.9 Begins in grade 4 |  | | | | |
| K.W.10 Begins in grade 3 |  | | | | |

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|  | **Standard** | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **All Modules** |
| Language | **℗K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |  |  |  |  | X |
| **℗K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |  | X |  |  |  |
| K.L.3 Begins in grade 2 |  | | | | |
| **℗K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Kindergarten reading and content*.** |  |  |  |  | X |
| **℗K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.** |  | X |  |  |  |
| **℗K.L.6Use words and phrases acquired through conversations, reading and being read to, and responding to texts.** | X |  |  |  |  |
| Speaking and Listening | **℗K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.** |  |  |  |  | X |
| K.SL.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. |  |  | X |  |  |
| K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | X |  |  |  |  |
| K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |  | X |  |  |  |
| K.SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. |  | X |  |  |  |
| **℗K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly.** |  |  |  | X |  |