

Kindergarten Reading Overview 2022-2023

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content

To advance to particular grading period, click on a link below.

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At Home Connections:

- Encourage children to read daily from books they want to read, even if they appear too easy or too difficult. Keep reading fun rather than a chore.
- Read a chapter book aloud to your child of any age. You may want to share favorite books from your childhood.
- Encourage children to write daily about topics of their choice. Stapling a few pages together to make a “book” encourages creativity.
- Encourage children to read and talk about the books they are reading to a family member or stuffed animal/toy.
- Have children record themselves reading on a computer or phone.
- Have children keep a daily log of the learning activities they are doing each day, perhaps rating themselves or reflecting on how well they did and setting goals for the next day.
- Have children keep a list of books read and write a phrase or sentence response about their reading (e.g. “This book made me laugh.”)
- Letter and sound learning - Use magnetic letters or paper squares with one letter printed on each (upper and lower case) for games and activities such as:
 - o Making names (own, friends, family, etc.)
 - o Matching letters to their name or other print in the home
 - o Make simple words such as mom, cat, sun, and have the child make the same word
 - o Alphabet train – put the letters in order
 - o Sort the letters by characteristics such as short, tall, tails, sticks, circles, etc.
 - o Match upper- and lower-case letters

- o Rainbow letters – adult writes a letter “big” and the child traces over it repeatedly with different colors of crayons or markers
- o Cut out different letters of the alphabet from magazines and newspaper, advertisements, etc. to make words, the alphabet, short messages, etc.

Grading Period 1

Unit 1: Playing with Language

Estimated Date Range: 8/10-8/19

Estimated Time Frame: 8 days

Unit Overview:

In this unit, students will learn beginning reading skills through poetry, nursery rhymes, and simple stories during Reading Workshop and Interactive Read Aloud. This unit highlights the purposes and differences between letters and words, patterns found in text, and rhymes.

At home Connections:

- At home, it is important that you read to your child regularly and talk about the book afterwards.
- Ask your child to make the letters of the alphabet with play dough.
- Sing and recite nursery rhymes together for fun. (ex – Jack and Jill, I’m a Little Teapot)
- For fiction books, ask questions such as:
 - o Tell me about the story.
 - o What was your favorite part?
 - o Was there a problem in the story?
 - o How did _____ solve it?
 - o Tell me about (character).

Contexts within Unit #1 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud K.8(B), K.6(D), K.8(A), K.5(C)	RC4 - Monitoring Beginning Reading RC5 - Phonological Awareness, Phonics, and Spelling	<ul style="list-style-type: none"> • Retell part of a story heard • Hold books upright • Identify some letters • Recognize their name • Recognize repetition and rhyme • Participate in shared reading and interactive read alouds
Reading Workshop K.8(B), K.2(D), K.2(A)(i), K.5(C)		
Phonics, Spelling, and Word Study K.2(A)(i)(vi)(iv)(vii), K.(D)(iv)(v), K.2(A)(iii)		
Integrated Standards K.5(A), K.3(B), K.3(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i), (ii), (iii), K.9(E), K.5(E), K.6(A), K.6(F)		

Unit 2: Readers Build Good Habits

Estimated Date Range: 8/22 – 9/22

Estimated Time Frame: 23 days

Unit Overview:

In this unit, students will be introduced to the structure and routines of reading workshop during Reading Workshop and hear traditional tales and discuss the plot during Interactive Read Aloud.

The year begins by implementing Reading Workshop—a structure in which teachers can meet the instructional needs of students through four components:

- Time- learners read, interact with, and respond to text daily
- Ownership- learners read self-selected books from classroom libraries
- Sharing- learners collaborate with partners and/or club members about text they read
- Community- learners are immersed in print- rich, talk-rich, inviting classrooms safety and consistency

At home Connections:

- Work with students on letter sounds. You can play I spy by saying, “I spy something that starts with /s/.”
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- For fiction books, ask questions such as:
 - Tell me about the story.
 - What was your favorite part?
 - Was there a problem in the story?
 - How did _____ solve it?
 - Tell me about (character).
- For nonfiction books, ask questions such as:
 - What is this book mostly about?
 - What can you tell me about the photograph/illustration?
 - What did you learn about _____?

Contexts within Unit # 2 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud K.6(D), K.6(B), K.1(A), K.5(B), K.8(A), K.12(A), K.6(F)	RC4 - Monitoring Beginning Reading RC5 - Phonological Awareness, Phonics, and Spelling	<ul style="list-style-type: none"> • Retell part of a story heard • Respond to a story heard aloud by drawing • Participate in a reading conference • Participate in a small group • Use pictures to read a story • Recognize some letters • Recognize rhyming words
Reading Workshop K.1(A), K.1(B), K.1(C), K.1(D), K.5(I), K.2(D)(i), K.5(A)		
Phonics, Spelling, and Word Study K.2(A)(vi), K.2(B)(i)(ii), K.2(A)(iii), K.2(D)(v)		
Integrated Standards K.5(A), K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i), (ii), (iii), K.(E) K.5(E), K.6(A), K.6(F)		

Unit 3: Readers Read Stories and are Word Solvers

Estimated Date Range: 9/26 – 11/4 (this unit is in both the 1st and 2nd nine weeks)

Estimated Time Frame: 28 days

Unit Overview:

In this unit, students will use all that they have been learning and letters, words, and text toward the job of actually reading the words in books and in the world. Students will spend time reading supportive emergent texts, environmental print, and familiar books. During Interactive Read Aloud, students will hear stories about Friendship and discuss theme. In Reading Workshop, students will practice word-solving strategies such as reading the whole word, looking for parts of the word you

know, and using patterns to help figure out the tricky words, and learn when to recognize if something doesn't make sense and strategies to use when meaning breaks down.

At home Connections:

- Work with students on letter sounds. You can play I spy by saying, "I spy something that starts with /s/."
- If students are reading, you may prompt them when they are stuck by saying:
 - What is the first sound?
 - Does that match the picture?
 - Does it look right? Does it sound right? Does it make sense?
- Read fables and talk about the lesson the character learned.
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- For fiction books, ask questions such as:
 - Tell me about the story.
 - What was your favorite part?
 - Was there a problem in the story?
 - How did _____ solve it?
 - Tell me about (character).

Contexts within Unit # 3 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud K.7(B), K.7(D), K.7(C), K.9(A), K.6(D), K.6(B), K.5(B), K.6(B), K.7(A), K.12(A)	RC1 - Responding to Reading	<ul style="list-style-type: none"> • Retell the beginning, middle, and end of a story heard aloud • Describe characters in stories read aloud • Recognize and discuss parts of a story (characters, setting, problem, resolution) • Read by looking at the pictures • Read by retelling a familiar story • Discuss texts to show an understanding of the text • Draw pictures in response to a text • Recognize some high frequency words • Blend syllables • Recognize beginning sounds in a word
Reading Workshop K.2(B)(i), K.5(I), K.2(D)(iv), K.5(F), K.5(D)	RC2 - Plot and Themes in Literary Texts Read Aloud	
Phonics, Spelling, and Word Study K.2(A) (vi), (x), K.2(B) (i), (ii), K.2(A)(iii), K.2(D)(v)	RC4 - Monitoring Beginning Reading	
Integrated Standards K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)	RC5 - Phonological Awareness, Phonics, and Spelling	

Grading Period 2

Unit 3: Readers Read Stories and are Word Solvers

Estimated Date Range: 9/26 – 11/4 (this unit is in both the 1st and 2nd nine weeks)

Estimated Time Frame: 28 days

Unit Overview:

In this unit, students will use all that they have been learning and letters, words, and text toward the job of actually reading the words in books and in the world. Students will spend time reading supportive emergent texts, environmental print, and familiar books. During Interactive Read Aloud, students will hear stories about Friendship and discuss theme. In Reading

Workshop, students will practice word-solving strategies such as reading the whole word, looking for parts of the word you know, and using patterns to help figure out the tricky words, and learn when to recognize if something doesn't make sense and strategies to use when meaning breaks down.

At home Connections:

- Work with students on letter sounds. You can play I spy by saying, "I spy something that starts with /s/."
- If students are reading, you may prompt them when they are stuck by saying:
 - What is the first sound?
 - Does that match the picture?
 - Does it look right? Does it sound right? Does it make sense?
- Read fables and talk about the lesson the character learned.
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- For fiction books, ask questions such as:
 - Tell me about the story.
 - What was your favorite part?
 - Was there a problem in the story?
 - How did _____ solve it?
 - Tell me about (character).

Contexts within Unit # 3 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud K.7(B), K.7(D), K.7(C), K.9(A), K.6(D), K.6(B), K.5(B), K.6(B), K.7(A), K.12(A)	RC1 - Responding to Reading RC2 - Plot and Themes in Literary Texts Read Aloud RC4 - Monitoring Beginning Reading RC5 - Phonological Awareness, Phonics, and Spelling	<ul style="list-style-type: none"> • Retell the beginning, middle, and end of a story heard aloud • Describe characters in stories read aloud • Recognize and discuss parts of a story (characters, setting, problem, resolution) • Read by looking at the pictures • Read by retelling a familiar story • Discuss texts to show an understanding of the text • Use strategies to read and comprehend text • Draw pictures in response to a text • Recognize some high frequency words • Blend syllables • Recognize beginning sounds in a word
Reading Workshop K.2(B)(i), K.5(I), K.2(D)(iv), K.5(F), K.5(D)		
Phonics, Spelling, and Word Study K.2(A) (vi), (x), K.2(B) (i), (ii), K.2(A)(iii), K.2(D)(v)		
Integrated Standards K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)		

Unit 4: Readers Read Informational Text

Estimated Date Range: 11/7– 12/16

Estimated Time Frame: 25 days

Unit Overview:

In this unit, students discover more about the world through informational books. Students will learn that readers read to learn, and that books can teach them things they may not otherwise learn or experience. Students will hear a variety of

informational texts, including procedural, during Interactive Read Aloud. During Reading workshop, students will notice the features and organization of the informational genre, learn that some text is written to teach you how to do something, engage in conversations with others about what they learn from their reading, and continue practicing their word solving strategies.

At home Connections:

- When students read, prompt them when they are stuck by saying:
 - What is the first sound?
 - Does that match the picture?
 - Does it look right? Does it sound right? Does it make sense?
- Cook together and explain that recipes are a type of informational text.
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- For nonfiction books, ask questions such as:
 - What is this book mostly about?
 - What can you tell me about the photograph/illustration?
 - What did you learn about _____?

Contexts within Unit # 4 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud K.9(A), K.9(B), K.9(C), K.8(D)(i)(ii)(iii), K.6(D), K.5(D), K.5(B), K.5(F)	RC1 - Responding to Reading RC3 – Central Idea and Details in Informational Read Aloud RC4 - Monitoring Beginning Reading RC5 - Phonological Awareness, Phonics, and Spelling	<ul style="list-style-type: none"> • Discuss the difference between and fiction and informational texts • Retell the important information from a text read aloud • Respond to reading by drawing and writing • Use strategies to read and comprehend text • Identify the topic and details of a text • Use text features to understand more about a topic • Identifies beginning and middle sounds • Reads high frequency words • Blends syllables
Reading Workshop K.6(D), K.5(I), K.8(D)(i)(ii)(iii)		
Phonics, Spelling, and Word Study K.2(A)(i),(iv)(iii),(v),(vi),(x), K.2(B)(i), (iii), (iv), K.2(D)(iv)(v), K.2(E)		
Integrated Standards K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)		

Grading Period 3

Unit 5: Readers Study Characters

Estimated Date Range: 1/5-2/3
Estimated Time Frame: 21 days

Unit Overview:

In this unit, students think deeply about characters in the books they are reading. Students will concentrate on the characters they meet in their books, and think about how they can get to know them as people, by paying attention to the things that they say and do, the kinds of people they are, and what is revealed about them as the story unfolds.

At home Connections:

- When students read, prompt them when they are stuck by saying:
 - What is the first sound?
 - Does that match the picture?
 - Does it look right? Does it sound right? Does it make sense?
- At home, it is important that you read to your child regularly and talk about the book afterwards.
- For fiction books, ask questions such as:
 - What happened in the beginning? Middle? End?
 - Was there a problem in the story?
 - How did _____ solve it?
 - Tell me about (character).
- Act out stories after you read them.

Contexts within Unit # 5 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud K.7(B), K.7(C), K.6(D), K.7(A), K.5(F), K.9(A), K.8(E), K.5(D), K.7(D), K.6(E), K.6(C)	RC1 - Responding to Reading RC2 - Plot and Themes in Literary Texts Read Aloud RC4 - Monitoring Beginning Reading RC5 - Phonological Awareness, Phonics, and Spelling	<ul style="list-style-type: none"> • Describe the characters in stories read aloud and independently • Describe the setting, problem, and resolution in a story read aloud and independently • Discuss themes in stories read aloud • Retell stories read independently • Respond to reading by drawing and writing • Use strategies to read and comprehend text • Manipulate beginning sounds to make new words • Recognize and spell high frequency words • Recognize and use category words
Reading Workshop K.6(D), K.5(I), K.7(B), K.7(C), K.4(A), K.2(D)(iv)		
Phonics, Spelling, and Word Study K.2(A)(ii), (iii), (vii), K.2(B)(ii)(iii)(iv), K.2(C)(i)(ii)(iii), K.2(D)(iv), K.3(C), K.2(E)		
Integrated Standards K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)		

Unit 6: Readers Study Authors

Estimated Date Range: 2/6 – 3/10

Estimated Time Frame: 23 days

Unit Overview:

In this unit, students will listen to and read multiple books by mentor authors. Students will think about the stories that the authors write and where their ideas come from. As students are reading these stories, they will practice their word-solving strategies as well as retelling the stories. Readers are building stamina through independent reading and listening to increasingly complex texts in this unit. Readers will spend time discussing their favorite authors with each other.

At home Connections:

- When students read, prompt them when they are stuck by saying:
 - What is the first sound?
 - Does that match the picture?
 - Does it look right? Does it sound right? Does it make sense?
- Discuss the text your child reads by asking:
 - What was your favorite part?
 - What happened in the book?

<ul style="list-style-type: none"> ○ Is there anything that was confusing? ● At home, it is important that you read to your child regularly and talk about the book afterwards. ● Discuss the text you read by asking: <ul style="list-style-type: none"> ○ Tell me about what you read/heard. ○ What words did the author use to help you picture what was being read? ○ Why do you think the author included this photograph/illustration? 		
Contexts within Unit # 6 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud K.9(A), K.9(C), K.9(D), K.6(D), K.5(F), K.6(E), K.6(C), K.7(A), K.7(B), K.7(C), K.12(A), K.7(D)	RC1 - Responding to Reading RC2 - Plot and Themes in Literary Texts Read Aloud RC4 - Monitoring Beginning Reading RC5 - Phonological Awareness, Phonics, and Spelling	<ul style="list-style-type: none"> ● Recognize and discuss characteristics and purpose of specific authors' writing ● Discuss author's craft ● Describe the setting, problem, and resolution in a story read aloud and independently ● Retell stories read independently ● Respond to reading by drawing and writing ● Use strategies to read and comprehend text ● Manipulate beginning sounds to make new words ● Delete sounds to make new words ● Recognize and spell high frequency words ● Hearing and identifying sounds in words
Reading Workshop K.6(D), K.7(B), K.7(C), K.5(I), K.9(A), K.9(C), K.9(D), K.5(F), K.6(E), K.6(C), K.7(A), K.12(A), K.7(D)		
Phonics, Spelling, and Word Study K.2(A)(ii), (v), (viii), K.2(B)(ii), (iii), (iv), K.2(C)(ii), (i), (iii), K.2(D)(iv), K.2(E), K.3(C)		
Integrated Standards K.5(A), K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)		
Grading Period 4		
Unit 7: Readers and Writers are Researchers		
Estimated Date Range: 3/20 – 4/14 Estimated Time Frame: 18 days		
Unit Overview: In this unit, students will work deeply in informational text and make decisions regarding how to use it for research purposes. Students will be introduced to features of research and ways authors gather information and ideas. This unit of reading is closely linked to research in writing and is highly supported by the teacher.		
At home Connections: <ul style="list-style-type: none"> ● When students read, prompt them when they are stuck by saying: <ul style="list-style-type: none"> ○ What is the first sound? ○ Does that match the picture? ○ Does it look right? Does it sound right? Does it make sense? ● Discuss the text your child reads by asking: <ul style="list-style-type: none"> ○ What was your favorite part? ○ What happened in the book? ○ Is there anything that was confusing? 		

<ul style="list-style-type: none"> At home, it is important that you read to your child regularly and talk about the book afterwards. Research a topic that your child is interested in together. For example, if your child asks a question about squirrels you can research by using the internet or finding books to learn more about squirrels together. 		
Contexts within Unit # 7 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud K.12(A), K.9(A), K.5(G), K.5(H), K.8(D)(i), K.9(C), K.5(F), K.6(D), K.8(F)	RC1 - Responding to Reading RC3 – Central Idea and Details in Informational Read Aloud RC4 - Monitoring Beginning Reading RC5 - Phonological Awareness, Phonics, and Spelling	<ul style="list-style-type: none"> Retell the important information from a text read aloud Respond to reading by drawing and writing Use strategies to read and comprehend text Identify the topic and details of a text Use text features to understand more about a topic Gather information about a topic Organize information about a topic Identify beginning sounds Identify ending sounds Read and spell high frequency words
Reading Workshop K.12(A), K.12(B), K.12(C), K.12(D), K.12(E), K.9(A), K.5(G), K.5(H), K.5(I), K.8(D)(i), K.9(C), K.5(F), K.6(D), K.8(F)		
Phonics, Spelling, and Word Study K.2(B)(i), (ii), (iii), K.2(C)(i), (ii), (iii), K.2(D)(v), K.2(E), K.3(C), K.2(A)(iii), (iv), (viii)		
Integrated Standards K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)		
Unit 8: Readers Read It All Estimated Date Range: 4/17 - 5/25 Estimated Time Frame: 29 days		
<p>Unit Overview: In this unit, readers will be listening to and reading books in a variety of genres. This unit is the culminating unit of the year and is meant to celebrate the growth students have made as readers. Students will be making connections about a topic across genres during interactive read aloud. In Reading Workshop, readers will be thinking about their favorite books and participating in book talks.</p>		
<p>At home Connections:</p> <ul style="list-style-type: none"> When students read, prompt them when they are stuck by saying: <ul style="list-style-type: none"> What is the first sound? Does that match the picture? Does it look right? Does it sound right? Does it make sense? Discuss the text your child reads by asking: <ul style="list-style-type: none"> What was your favorite part? What happened in the book? Does this book remind you of anything? At home, it is important that you read to your child regularly and talk about the book afterwards. For fiction books, ask questions such as: <ul style="list-style-type: none"> What happened in the beginning, middle, and end of the story? What was the problem in the story? How did _____ solve it? Tell me about (character). 		

<ul style="list-style-type: none"> ○ Did anyone learn a lesson in this story? What was it? ● For nonfiction books, ask questions such as: <ul style="list-style-type: none"> ○ What is this book mostly about? ○ What text features did you like best? Why? ○ What can you tell me about the photograph/illustration? ○ What did you learn about _____? 		
Contexts within Unit # 8 Link to TEKS	Competencies that will be graded in this unit	Success criteria for this unit
Interactive Read Aloud K.9(A), K.9(B), K.5(F), K.5(E), K.7(A), K.12(A), K.5(D), K.7(B), K.7(C), K.7(D), K.8(B), K.8(D)(i)(ii), K.7(B), K.7(C), K.6(B)	RC1 - Responding to Reading RC2 - Plot and Themes in Literary Texts Read Aloud RC3 – Central Idea and Details in Informational Read Aloud RC4 - Monitoring Beginning Reading RC5 - Phonological Awareness, Phonics, and Spelling	<ul style="list-style-type: none"> ● Recognize and discuss characteristics and purpose of specific authors’ writing ● Discuss author’s craft ● Describe the setting, problem, and resolution in a story read aloud and independently ● Discuss the theme of a text read aloud ● Retell stories read independently ● Retell the important information from a text read aloud and independently ● Respond to reading by drawing and writing ● Use strategies to read and comprehend text ● Identify the topic and details of a text ● Read and write contractions ● Read and write plurals ● Read and write vowel consonant e words
Reading Workshop K.5(E), K.5(F), K.5(I), K.7(B), K.7(C), K.7(D), K.8(C), K.6(B), K.8(D)(i)(ii)		
Phonics, Spelling, and Word Study K.2(A)(i)(ii)(vi)(vii)(viii)(ix)(x), K.2(B)(i)(ii)(iii), K.2(C)(i)(ii)(iii), K.2(D)(v)		
Integrated Standards K.5(A) K.3(B), K.3(C), K.5(C), K.1(A), K.1(B), K.1(C), K.1(D), K.1(E), K.2(D)(i)(ii)(iii), K.9(E), K.5(E), K.6(A), K.6(F)		

Glossary of Curriculum Components

Overview– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Competency—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

Learning Progression—A learning progression is comprised of three proficiency levels (developing, progressing, proficient). Each proficiency level in the progression defines the knowledge and skills that students will master on their pathway to proficiency. Teachers will report student’s current level of understanding of the competencies using the Learning Progressions.

Proficient—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.

Parent Supports

The following resources provide parents with ideas to support students’ understanding

- [How to Act Out a Story](#)
- [Make the Most of Reading Aloud](#)
- [How to Help a Child Choose a Book](#)
- [How to Encourage Higher Order Thinking](#)
- [How to Help Expand Your Child’s Vocabulary](#)

[Children’s Books and Authors](#)-Resources to help find books and get students excited about reading

Instructional Model

The ELA instructional model is Balanced Literacy. Balanced Literacy allows for students to actively engage in all components of literacy: reading, writing, listening, and speaking, each day. Balanced Literacy consists of four components: Interactive Read Aloud, Reading Workshop, Writing, Workshop, Phonics and Word Study.

Interactive Read Aloud-Teachers model and guide students to use reading strategies and notice techniques that author’s use in books that are above the students’ independent reading level in order to prepare students for the strategies and skills they will need as they move through more advanced text.

Reading Workshop-During reading workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent reading. During this time, the teacher will conference with the student or pull small groups.

Writing Workshop-During Writing workshop, the teacher teaches a mini-lesson on a strategy or skill. The student then practices the strategy or skill during independent writing. During this time, the teacher will conference with the student or pull small groups.

Phonics and Word Study-During this time students learn phonics, vocabulary, and spelling rules and apply them to their reading and writing.