



Literacy

Kindergarten

In Kindergarten, students develop foundational skills in both reading and writing. In reading, students learn how to recognize a book and its author and illustrator. They also learn how to turn pages, recognize page numbers, and understand where to find information in books. They develop word-to-word correspondence while looking at books as well.

In writing, students learn how to understand the basic mechanics of writing, how to use spaces appropriately, how to write the word that they are reading or speaking, and how to punctuate and capitalize accurately.

Mini Lessons:

Mini Lessons are focused on one teaching point that is explained during a teacher-demonstration. Students delve into the strategy or teaching point as a whole class before switching to independent work. During this time, students learn skills such as inference, prediction, recognizing illustrations, how words and colors convey feelings and how word choice influences the writing of a story overall.

Independent Reading or Writing:

During independent reading times, students learn how to recognize what a word is and how to put together words to form a sentence. Independent reading is done three times per week and varies based on when students are ready to read. Some of the key components of independent reading are understanding words and letters, word families, and sight words.

Partner/Teacher Conferences:

Each day, students meet with the teachers to conference about reading and writing. They also meet with reading partners twice a week to improve certain reading and writing skills. Conferences serve as a time to help hone important skills, offer feedback to students, and build student confidence.

Word Study in Kindergarten:

Kindergarten students do word study daily in which they work with word families and sight words. Word study is done independently, in groups, and as a whole class.

Small Group Work:

Students also work in small groups three times a week. During this time, students get to practice and reinforce their reading, computer, and mathematics skills.

Chapter Book Read-Aloud:

Each day, the Kindergarten teacher reads for 15-20 minutes per day about the letter being covered in class or the unit on which the students are working. During this time, students learn skills such as inference, prediction, recognizing illustrations, understanding how words and colors convey feelings, and recognizing how word choice influences the writing of a story overall.

Kindergarten Units of Study include:

<u>Reading:</u> <ul style="list-style-type: none">● Lucy Calkins● Reading A to Z● Worksheets based on Lucy Calkins curriculum● Worksheets about fluency and word patterns	<u>Writing:</u> <ul style="list-style-type: none">● Alphabet Writing● Informative Writing● Narrative Writing● How-to Writing● Weekly unit of writing, including various activities about animals
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First Grade

In First grade, students use the foundational skills they developed in kindergarten to enhance their knowledge of reading and writing. The overall reading goals in first grade are to read and comprehend books up to and including a level I (based on Reading A to Z). The overall goals in writing are to be able to write a simple paragraph and to write a narrative, a persuasive, and an informational paragraph.

Mini Lessons:

Mini Lessons are focused on one teaching point that is explained during a teacher-demonstration. Students delve into the strategy or teaching point as a whole class before switching to independent work.

Independent Reading or Writing:

Students work on their independent reading and writing three times a week. Independent reading and writing time follows whole group reading and writing lessons.

Partner/Teacher Conferences:

Students meet with the teachers to discuss their reading and writing every other week. They also meet with reading partners twice a week to read and implement strategies discussed during mini lessons with their partners. Conferences serve as a time to help students hone important skills, receive feedback, and build confidence.

Word Study in First Grade:

First grade students learn sight words and vocabulary based on social studies curriculum, government, and community affairs once per week.

Centers/Small Group Work in First Grade:

Students work in small groups twice a week. During their reading centers, students meet with the teacher to read in small groups or with partners, to do online reading using SuccessMaker, and to complete word work.

Read Aloud:

The first grade teacher reads chapter books aloud twice per week. These books relate to Lucy Calkins' reading skills that are then practiced independently.

First Grade Units of Study include:

<u>Reading:</u> <ul style="list-style-type: none">• Lucy Calkins units of reading	<u>Writing:</u> <ul style="list-style-type: none">• Opinion Writing• How-to Writing• Personal Narrative Writing• Informational Writing
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Second Grade

In second grade, students use the foundational skills they developed in first grade to enhance their knowledge of reading and writing. The overall reading goals in second grade are to read longer books and understand them, to recognize literary language, and to be able to talk about books with partners and in small groups. The overall goals in writing are to be able to write complete paragraphs, narrative pieces, and a habitat research project.

Mini Lessons:

Mini Lessons are focused on one teaching point that is explained during a teacher-demonstration. Students delve into the strategy or teaching point as a whole class before switching to independent work.

Independent Reading or Writing:

Students work independently to read nonfiction and fiction. They work on independent reading four times per week.

During independent writing, which occurs four times per week, students work on a skill as a whole class and then write independently.

Partner/Teacher Conferences:

Students meet with reading and writing partners all year to improve their reading skills, to revise their writing, and to develop their written ideas. They have same-book reading partners who help them practice their reading skills and writing partners who help them revise their writing. They also meet with the teacher four times per week to improve certain reading and writing skills. Conferences serve as a time to help hone important skills, offer feedback to students, and build student confidence.

Word Study in Second Grade:

Second grade students work on five sight words per week from the Fountas and Pinnell word list and have a weekly spelling list or spelling pattern to practice. They develop these skills once per week as a whole-group and then have independent practice throughout the week.

Small Group Work:

Students also work four days a week in small groups where they get to practice and reinforce their reading skills by reading texts at their level by themselves, with reading partners, with a teacher, and on the iPad.

Chapter Book Read-Aloud:

Every day, the second grade teacher reads a chapter book that relates to the skills modelled in reading and writing. These read-aloud times provide opportunities for discussions about meaningful topics and enhance students' understanding of concepts seen in other subjects.

Second Grade Units of Study include:

<u>Reading:</u> <ul style="list-style-type: none">● Lucy Calkins Nonfiction Unit● Lucy Calkins Literature, Language, and Holding Onto Longer Stories Unit● Folktale and Fairy Tale Unit● Lucy Calkins Fiction Units	<u>Writing:</u> <ul style="list-style-type: none">● Narrative Unit● Nonfiction Unit● Habitat Research Unit● Opinion Writing Letter and Review Units● Poetry Unit
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Third Grade

In third grade, students use the foundational skills they developed in second grade to enhance their knowledge of reading and writing using Step Up to Writing and Lucy Calkins reading. The structure for reading and writing workshop is as follows:

Mini Lessons:

Mini Lessons are focused on one teaching point that is explained during a teacher-demonstration. Students delve into the strategy or teaching point as a whole class before switching to independent work.

Independent Reading or Writing:

Students work independently to read nonfiction, fiction, and other specific genres.

They also write narratives, expository texts, and persuasive texts. They are expected to use the strategies set forth during their mini lessons as they move forward with their independent work, and they meet during this time with the teacher for additional support, scaffolding, and extension activities.

Partner/Teacher Conferences:

Students meet with reading and writing partners to improve their reading skills and to revise their writing and develop their written ideas. They also meet with the teacher to improve certain reading and writing skills. Conferences serve as a time to help hone important skills, offer feedback to students, and build student confidence.

Word Study in Third Grade:

Third grade students use Wordly Wise and 3rd grade master spelling lists to enhance student understanding of vocabulary in context and in isolation and to assess student understanding of words and letters. Students then independently practice their vocabulary or spelling words in a multitude of ways to reinforce their understanding. Formative and summative assessments are given to provide meaningful feedback to students about their understanding of these concepts.

Small Group Work:

Students work in small groups where students get to practice and reinforce their reading skills by reading texts at their level and answering comprehension questions, working on leveled computer-based reading programs, and learning about a specific genre or strategy for reading while working on meaningful projects. During this time, students are allowed to read with partners of a similar level and are able to make themselves comfortable within the room to foster their love for reading.

Independent Reading:

During independent reading times, students select “just right” books from within the classroom or that they bring from home. Students can use this time to take reading risks and learn to appreciate books that they prefer. During this time, students are also able to conference with their teacher to ask questions and to give the teacher an opportunity for meaningful feedback and support.

Chapter Book Read-Aloud:

Each day, the third grade teacher reads a chapter book that relates to cross-curricular concepts. These read-aloud times provide opportunities for discussions about meaningful topics and enhance students’ understanding of concepts seen in other subjects.

Third Grade Units of Study include:

Reading:

- Building a Reading Life Unit
- Fictional Reading Strategies Unit
- Nonfiction: Main Ideas and Details, Expository vs. Narrative Nonfiction Unit
- Novel Study: Character and Theme Unit
- Mystery Reading Unit
- Biography Reading Unit
- Engineer Readings Unit (Tesla, Musk and Curie)
- Nonfiction: Independent Research, Frogs and Penguins Unit
- Poetry Unit
- Pioneer Reading Unit

Writing:

- Mystery Narrative Writing
- Personal Narrative Writing
- Compare and Contrast Writing on Engineers
- How-to Informational Writing
- Internet Safety Informational Text
- Favorite Special Persuasive Article
- Pioneer Research Paper
- Poetry Writing

Fourth Grade

In fourth grade, students use the foundational skills they developed in third grade to enhance their knowledge of reading and writing. The writing goals for fourth grade are to write a six to 10 paragraph research paper, to formulate sentences with correct punctuation, to use commas and quotations correctly, to write formal letters, personal narratives, descriptive pieces, a report on a country, and one on California's history. The reading goals are to read chapter books and summarize, identify main ideas, themes, problems and solutions. Also, students learn to comprehend and understand textual connections and to read nonfiction using nonfiction strategies.

Independent Reading or Writing:

Independent reading is done 2-3 hours a week. Students read social studies information, class books, or independent books during this time.

Independent writing includes responses to reading and written assignments that proceed mini lessons. This independent writing is done for 35 minutes to one hour per day.

Literature Circles in Fourth Grade:

Students meet in literature circles where they read a chapter in the book with their group and then discuss with each other and with other literature circles.

Independent Reading:

Independent reading is done 2-3 hours a week. Students read social studies information, class books or independent books during this time.

Novel Studies:

Novel studies are a key element of the fourth grade. Some of the class novels that students read in the fourth grade are *Tales of a Fourth Grade Nothing*, *Island of the Blue Dolphins*, *The Great Gilly Hopkins*, and *Woodson*. Students partake in reading to themselves, reading aloud, popcorn reading, partner reading, and literature circle readings. While reading these books, students fill out chapter comprehension packets and do connection activities. They also practice making inferences, sequencing, vocabulary, independent activities, and comprehension strategies.

Fourth Grade Units of Study include:

<u>Reading:</u> <ul style="list-style-type: none">● Lucy Calkins mini lessons● Independent reading● Novel studies	<u>Writing:</u> <ul style="list-style-type: none">● Personal Narrative Writing● Persuasive Letter Writing● Descriptive Writing● Report Writing● Iditarod (last great race on earth) Biography Writing
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Fifth Grade

In fifth grade, students use the foundational skills they developed in fourth grade to enhance their knowledge of reading and writing. The writing goals for fifth grade are to emphasize excitement for writing and making writing more engaging. Fifth graders also focus on sentence structure, writing complex sentences, and using capital letters appropriately. In addition, students work on writing strong paragraphs and topic sentences. In terms of reading, the goals are for students to continue being challenged, to increase their fluency, and to expand their vocabulary.

Independent Reading or Writing:

Independent writing is done during month- or two-month long units. During each unit, students are given step-by-step lessons and then have writing time to work independently. The teacher walks around and conferences with everyone.

Reading independently is done once per week and then when students have extra time at the end of completed assignments.

Literature Circles in Fourth Grade:

Literature circles include book clubs where students choose from a set of five books. The students pick the groups based on interest and level and then practice reading skills based on the joint book they are reading.

Novel Studies:

During novel studies, students read books such as *Wonder*, *Sing Down the Moon*, *Number the Stars*, and *A Wrinkle in Time*. During these novel studies, students continue being challenged, increasing their fluency, and expanding their vocabulary.

Fifth Grade Units of Study include:

Reading:

- Novel studies
- Units on theme, character traits motive, plot, resolutions
- Units about using textual evidence and quotes from text to support reasoning

Writing:

- Writing projects
- Personal Narratives Writing
- News Article Writing
- Research Report Writing
- Opinion Writing
- Poetry Writing