Sioux Falls School District

Curriculum Guide

Kindergarten English Language Arts

August 2021

Vision, Mission & Goals

Course Description:

Collaborative Literacy is a comprehensive ELA curriculum designed to develop independent readers, writers, and critical thinkers. Comprising three components—*Being a Reader*, *Making Meaning*, and *Being a Writer*—Collaborative Literacy addresses the core competencies traditionally taught in the language arts block while at the same time creating classroom communities in which students can learn and grow. The curriculum combines the latest research in literacy education with integrated social skills development and embedded professional learning.

Heggerty is a phonemic awareness program that focuses on phonological awareness and phonemic awareness. Phonemic awareness is the understanding that spoken words are made up of individual sounds. Phonemic awareness is a strong predictor of reading success.

COURSE AT A GLANCE - Kindergarten ELA

Making Meaning	Being a Writer
Unit 1: The Reading Community (Fiction and Nonfiction)	**Unit 1: The Writing Community**
During this unit, the students make text-to-self connections and answer questions to understand key details in stories. Socially, the students begin to build a reading community. They learn how to act responsibly as they carry out the procedures for the reading community, including gathering for a read-aloud and using “Turn to Your Partner.” They also learn the procedure for Individualized Daily Reading (IDR), and they begin to develop the skill of listening respectfully to the thinking of others and sharing their own. Read Alouds: ● *My Friends* ● *If You Give a Mouse a Cookie* ● *Cat’s Colors* ● *Flower Garden* ● *Friends at School* ● *Whistle for Willie*	This year begins very informally with this four-week unit, in which the students are introduced to the idea that marks on a page communicate meaning. They begin to understand that words and pictures in a book tell a story and that they can generate words and pictures to tell stories as well. Because kindergartners show great variation in their literacy skills when they enter school, the main purpose of Unit 1 is to give teachers time to observe and get to know where students are as writers. As the teacher models different ways to communicate in writing, students write their own “stories" in any way they can; using drawings, letter-like symbols that stand for sounds or letters, or standard letters and words. They tell their stories aloud to build the foundation of oral language needed for writing, and they begin to see themselves as contributing members of a caring writing community. Socially, they learn to act responsibly as they carry out various procedures for the writing community, including gathering for read-alouds and using “Turn to Your Partner.” Read Alouds: ● *Just Watch* ● *Somersaults* ● *I Love School* ● *Titch* ● *When I Get Bigger*
Unit 2: Making Connections (Fiction)	**Unit 2: Getting Ideas**
During this unit, the students identify key details and important ideas in stories. They continue to make text-to-self connections and to answer questions to understand the stories. Through teacher modeling, the students are informally introduced to the skill of referring to the text to support their thinking. This lays the foundation for the application of this important skill when reading independently in later units and grades.	During this ten-week unit, the students generate writing ideas through hearing and discussing read-aloud books, visualizing, observing the world around them, and making lists. They rehearse their writing by telling their stories orally, and they practice writing letters, words, and sentences. They begin to think about letter-sound relationships in their writing, and they learn to use a word wall. Socially, the students learn

During IDR, students think about the kinds of books they like to read and begin choosing their own books to read independently. They also begin to confer with the teacher individually about their reading lives. Socially, they continue to focus on acting responsibly and listening respectfully to the thinking of others and sharing their own. They also develop the skills of talking and listening to one another. Read Alouds: ● *When Sophie Gets Angry-Really Really Angry…* ● *I Was So Mad* ● *Say Hello*	the procedure for "Think, Pair, Share," and they learn to share their partner's thinking with the class. They develop skills that help them express interest in and appreciation for one another's writing, and they learn to treat one another as friends. Read Alouds: ● *City Signs* ● *Red Is a Dragon: A Book of Colors* ● *Round Is a Mooncake: A Book of Shapes* ● *I Love My Hair!* ● *Freight Train* ● *I Went Walking* ● *Lunch* ● *My Friends* ● *My Favorite Bear* ● *I Have Feelings*
Unit 3: Retelling (Fiction)	**Unit 3: Telling More**
During this unit, the students use the sequence of events to retell stories. They continue making text-to-self connections, and they answer questions to understand key details and identify main events in stories. During IDR the students continue to build stamina for reading independently, they begin to confer with the teacher individually about their reading, and they learn procedures for using the classroom library. Socially, they relate the values of respect and responsibility to their behavior. They continue to develop skills that help them listen to one another and speak loudly and clearly during partner and class discussions. The students also learn to share their partners' thinking with the class. Read Alouds: ● *Pumpkin Pumpkin* ● *Maisy's Pool* ● *Charlie Needs a Cloak*	During this four-week unit, the students explore telling more in their stories by adding to their illustrations and writing. Before they write, the students think and talk about what they want to say. After they write, they revisit their drawings and writing and think about what they can add to them. The students write shared stories, choose topics for their own stories, and share their writing from the Author's Chair. They continue to approximate spelling and use a word wall to spell high-frequency words. Socially, they develop the skills of listening carefully to their partners and sharing their partners' thinking and writing with the class. They also learn the prompts "I found out…" and "I want to know…" to help them express interest in one another's writing. Read Alouds: ● *Cookie's Week* ● *When Sophie gets Angry-Really* ● *Really Angry...*
Unit 4: Visualizing (Poetry and Fiction)	**Unit 4: Just the Facts**
During this unit, the students visualize what they are hearing and reading to make sense of texts, and they make informal use of schema and inference as they visualize. They continue to answer questions to	During this three-week unit, the students hear and discuss nonfiction books and write nonfiction as a class and individually. They explore how nonfiction is different from fiction and write about their classroom, their

understand key details in stories and poems. During IDR, the students continue to build stamina for reading independently, confer with the teacher individually about their reading, and share what they are reading with the class and in pairs. Socially, they relate the values of caring and respect to their behavior and develop the skills of listening and respecting one another's time to think. They also learn the procedure for the cooperative structure "Think, Pair, Share." Read Alouds: ● *Cat's Colors* ● *Cats* ● *Cookie's Week* ● *Umbrellas*	partners, and food. They gather information for their own nonfiction writing through interviews and observation, and continue to tell more in their writing. They review approximating spelling and continue to explore writing and punctuating sentences. Socially, they make decisions together, work responsibly, and act in fair and caring ways. They share their writing in pairs and with the class from the Author's Chair. Read Alouds: ● *What Happens at an Airport?* ● *I Want to Be a Chef* ● *Vegetables*
Unit 5: Wondering (Fiction and Nonfiction)	**Unit 5: Exploring Words Through Poetry**
During this unit, the students use wondering to help them understand stories. They use the sequence of events to retell parts of stories, and they continue to answer questions to understand key details in stories. During IDR, the students continue to build stamina for reading independently, confer with the teacher individually about their reading, and share what they are reading with the class and in pairs. Socially, they relate the value of responsibility to their behaviour and continue to develop the skill of sharing ideas with one another. Read Alouds: ● *Brave Bear* ● *A Letter to Amy* ● *Brave Norman: A True Story*	During this three-week unit, the students explore words through hearing, discussing, and writing poems. They visualize and act out poems to make sense of them and to get ideas for their own poems. They explore interesting words they hear in poems and generate lists of interesting words to use in their own poems. They share their poems in pairs and as a class and create individual books of poetry. They review approximating spelling and using the word wall. Socially, they build on one another's thinking and learn to use the prompt "I imagined…" to express interest in one another's poems. Read Alouds: ● *Wide Awake* ● *Shore* ● *Blowing Bubbles* ● *Toaster Time* ● *The Frog on the Log* ● *Chums* ● *Mice* ● *Fish* ● *The Squirrel* ● *The Meal* ● *Crunch and Lick* ● *Yellow Butter*
Unit 6: Making Connections (Nonfiction)	**Unit 6: Opinion Writing**

During this unit,the students explore the difference between fiction and nonfiction and identify what they learn from nonfiction books. They make text-to-self connections to make sense of nonfiction books, make text-to-text connections by comparing two books on the same topic, and informally explore the features of nonfiction books. During IDR, the students read nonfiction books, confer with the teacher individually about their reading, and share what they are reading with the class and in pairs. Socially, they continue to develop the skill of listening during class discussions by turning and looking at the person who is speaking, and they continue to relate the value of caring to their behavior. Read Alouds: ● *Doctors Help* ● *A Day in the Life of a Zookeeper* ● *Tools* ● *On the Go* ● *Trains*	During this two-week unit, the students hear and discuss examples of opinion writing. They learn what an opinion is, generate opinions about topics, explore clearly stating an opinion, and provide reasons to support their thinking. The students continue to use the word wall to spell unfamiliar words, and they practice capitalizing the pronoun I. Socially, they express their own opinions and respectfully listen to the opinions of others while continuing to express interest in and appreciation for one another's writing. They share their writing in pairs and with the class from the Author's Chair. Read Alouds: ● *Alligators Are Unfriendly* ● *I Love School*
Unit 7: Wondering (Nonfiction)	**Unit 7: Revisiting The Writing Community**
During this unit, the students use wondering to help them understand expository nonfiction books as they begin an across-grades exploration of animal life. In kindergarten, the focus is on animals' young. The students identify what they are learning from each text and informally explore text features. During IDR, the students continue to read nonfiction books, share what they learn from the pictures or words in their books with the class and in pairs, ask each other questions about the books they are reading, and confer with the teacher individually about their reading. Socially, they develop the skill of contributing ideas that are different from other people's ideas during class discussions.They continue to relate the value of caring to their behavior. Read Alouds: ● *A Baby Penguin Story* ● *A Baby Duck Story* ● *A Harbor Seal Pup Grows Up* ● *A Tiger Cub Grows Up*	During this one-week unit, the students reflect on what they enjoyed writing about this year, think about writing they might do during the summer, and write lists of ideas in their summer writing books. They reflect on how they build a caring community of writers and write a shared letter to next year's class about how to work well together. They also reflect on their relationships to others, build on one another's thinking, and express interest in and appreciation for one another's writing.
Unit 8: Using Text Features (Nonfiction)	
During this unit, the students continue to explore expository nonfiction,	

focusing on retelling key details in texts by identifying and discussing what they learn from the texts. They continue to explore text features, use wondering to help them understand text features, and make connections to the texts. During IDR, the students share interesting pictures or photographs from their books, what they are learning from or what they wonder about their reading, and things that surprise them about their books. Socially, they reflect on how they take responsibility for themselves when working with partners and during class discussions. Read Alouds: ● *Getting Around By Plane* ● *The Moon* ● *The Sun* ● *Dolphins*	

Being a Reader	**Heggerty**
Small Group Instruction Sets 1-5	**Primary**
Small group reading instruction for emerging readers in Sets 1-5 work to develop letter-sound relationships and the conventions of written English. Sets 1-5 quickly and efficiently teach foundational skills in reading and promote students seeing themselves as readers. The lessons, in Sets 1-5, focus on phonological awareness, phonics/decoding, concepts of print, and high-frequency words.	Heggerty is a phonemic awareness program that focuses on phonological awareness and phonemic awareness. Phonemic awareness is the understanding that spoken words are made up of individual sounds. Phonemic awareness is a strong predictor of reading success.
Small Group Instruction Sets 6-12	
Small group reading instruction for developing readers in Sets 6-12 works to teach explicit strategies in comprehension and fluency with the goal of having students apply these strategies to their independent reading. Students also build on their decoding strategies from Sets 1-5. The students at this phase of reading are ready to practice, apply, and expand their knowledge of reading and writing. Each Set within 6-12 allows students to deepen their thinking and encourages independence in reading and writing.	

South Dakota State ELA Standards