

**RENTON SCHOOL DISTRICT 403**

**DEPARTMENT OF INSTRUCTION**

**ELEMENTARY LANGUAGE ARTS**

**Reading Curriculum Guide**

**Kindergarten**

Adopted by the Board: October 26, 2005

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## **A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS**

It is the paramount duty of a free society to educate its youth.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills, and attitudes that enable the student to achieve mental, physical, emotional, and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

The district fosters an educational process that helps all students achieve their greatest potential by:

- Offering curriculum that prepares students for their future.
- Emphasizing that diversity contributes positively to the individual and to the community.
- Providing learning experiences matched to the needs, interest, and abilities of the diverse student population.
- Extending learning opportunities beyond the school.
- Offering a variety of high quality instructional resources and services to students, staff and community.
- Supporting multiple instructional strategies.
- Providing resources and opportunities for the continuing professional development of staff.
- Conducting ongoing evaluations of instructional programs.
- Maintaining safe and inviting facilities that are conducive to learning.
- Creating partnerships that involve students, parents/guardians, staff, and other community members and organizations.
- Promoting effective communication.
- Valuing and encouraging development of a spirit of community service.
- Respecting the rights and responsibilities of all.

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Renton School District No. 403  
Renton, Washington

## **COURSE DESCRIPTION**

The instructional resources that serve as the core of the kindergarten reading program are to be found in the Scott Foresman publication *Reading Street* (Washington 2007). Reading instruction at the kindergarten level places heavy emphasis on phonemic awareness and phonics activities.

The program in *Reading Street* is organized into four strands: oral language, shared reading, Word Work (phonemic awareness and phonics) and language arts. It is anticipated that a ninety minute block of time in the kindergarten day will be devoted to literacy activities.

## **HISTORY OF READING COURSE DEVELOPMENT**

Early in the 2003-2004 school year a large committee assembled by Ed Sheppard, Director of Language Arts, was formed to begin the examination of the elementary reading program. The committee's membership was made up of teachers from each of the district's elementary schools. Teachers at all levels, K-5, were recommended to the committee by elementary principals. The committee also had representation from the following programs: Language Arts Resource Teachers, Title I/LAP, ESL, Special Education, School Psychology, Assessment, and Library Services. Three elementary principals also served on the committee, as their schedules allowed.

The committee's work began with a thorough study of current scientific research on effective approaches to teaching children to read. The Report of the National Reading Panel-Teaching Children to Read was examined and served a guide for further research efforts on the part of the committee. Through this process, the committee came to the understanding that, based on research, an effective elementary reading program should contain systematic instruction over the course of grades K-5 in five areas:

- Phonemic Awareness-the ability to recognize and manipulate speech sounds
- Phonics-decoding and encoding
- Fluency-reading with speed, accuracy and proper expression
- Vocabulary-word meanings
- Comprehension-understanding what is read

With an agreed understanding of the elements of an effective reading program the committee then began an exhaustive examination of methods and materials currently employed in the teaching of reading in the Renton School District. Findings indicated that a wealth of instructional resources were available for teachers to use for instruction, and that since the last curriculum adoption, supplemental materials had been secured in order to bolster beginning reading instruction. It was found, however, that the students might have not been the best served by the decision to adopt three different programs spanning the instructional program in grades K-5. The quality and multicultural richness of the literature in the current adoption, across the three programs, was praised and the group expressed it's expectation that any new program must meet a high standard in that regard.

While much excellent instruction was occurring, the committee felt that that a comprehensive approach to staff development in best instructional practices needed to be developed in order for all students in all settings to benefit. Review of research and ensuing discussion resulted in a recommendation that staff development focused on the eventual adoption would have the best chance of changing instructional practice if it was ongoing and site embedded.

## **HISTORY OF READING COURSE DEVELOPMENT**

### **Continued**

After training offered through the Puget Sound Educational Service District, the committee embarked on a deep analysis of currently adopted materials in order to determine the extent to which the available instructional materials matched the newly developed Grade Level Expectations (GLEs), a refinement of the Essential Academic Learning Requirements (EALRs). The new level of specificity offered by the GLEs, resulted in the determination that currently used instructional materials were not sufficient for the task of getting students to standard.

Washington State's suggested K-12 reading model was the next topic for examination by the committee. This research based work suggested a three tiered approach to the teaching of reading, and emphasized the importance of continuous assessment and flexible grouping as key strategies to employ in a reading program. The committee eventually embraced this model and advocated for an adoption of instructional resources and strategies that would enable early targeted interventions for those students at risk of not being able to learn to read by the end of the third grade.

Feeling it was important to be steeped in current best instructional practice the committee began, in the 04-05 school year, a year long class, LINKS. This program increased the members understanding of the five essential elements of an effective reading program, and offered a wealth of instructional strategies for use in the classroom. This "trainer of trainers" model further developed expertise of committee members and allowed them to be available to facilitate ongoing staff development at their sites.

The committee then launched an investigation of new instructional materials. Various publishers made presentations and the committee did deep alignment work with each set of materials. A decision was made to hold off on recommendation of materials for the core instructional program until one publisher's new reading program was ready. A meeting held just before the beginning of the 05-06 school year. At that time, it was determined that materials from publisher Scott-Foresman should be recommended to the Board of Directors as the core of the K-5 instructional program for reading.

The committee further recommended that the use of the kindergarten materials in the program be implemented in the 05-06 school year. It was felt that the chance to "jump start" the process and to provide interventions as early as the end of the first trimester of the school year for identified students would serve to increase the number of students "at standard" by the start of their first grade year. Upon approval by the board, it is anticipated that the remainder of the elementary curriculum would be implemented in the 06-07 school year.

While there are no easy answers or quick solutions for optimizing reading achievement, an extensive knowledge base now exists to show us the skills children must learn in order to read well. The K-5 Reading Revision Committee used this research as the basis for its work in making sound recommendations for curriculum and instructional approaches that can help prevent the predictable consequences of early reading failure.

## **Reading**

### **Essential Academic Learning Requirements**

**1: The student understands and uses different skills and strategies to read.**

- 1.1 Use word recognition skills and strategies to read and comprehend text.
- 1.2 Use vocabulary (word meaning) strategies to comprehend text.
- 1.3 Build vocabulary through wide reading.
- 1.4 Apply word recognition skills and strategies to read fluently.

**2: The student understands the meaning of what is read.**

- 2.1 Demonstrate evidence of reading comprehension.
- 2.2 Understand and apply knowledge of text components to comprehend text.
- 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.
- 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

**3: The student reads different materials for a variety of purposes.**

- 3.1 Read to learn new information.
- 3.2 Read to perform a task.
- 3.3 Read for career application.
- 3.4 Read for literary/narrative experience in a variety of genres.

**4: The student sets goals and evaluates progress to improve reading.**

- 4.1 Assess reading strengths and need for improvement.
- 4.2 Develop interests and share reading experiences.

## ALIGNMENT WITH WASHINGTON STATE STANDARDS

### Reading — Kindergarten

*In kindergarten, students understand and apply concepts of print, phonological, and phonemic awareness. They expand their oral language skills and gain meaningful vocabulary for reading. Students demonstrate comprehension through a variety of responses when listening to or viewing informational and literary text. They are interested in a variety of books.*

**EALR 1: The student understands and uses different skills and strategies to read.**

<b>Component 1.1 Use word recognition skills and strategies to read and comprehend text.</b>
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#### **1.1.1 Understand and apply concepts of print.**

- Use directionality when listening to or following text.
- Identify front cover, back cover, and title of books.
- Recognize that print represents spoken language (e.g., environmental print and own name).
- Recognize letters and spaces between words.

#### **1.1.2 Understand and apply phonological awareness and phonemic awareness.**

- Substitute auditorially one phoneme for another to make a new word (e.g., beginning and ending sounds; oddity tasks).
- Discriminate auditorially rhyme and identify rhyming words in response to an oral prompt.
- Manipulate and segment words orally by onset and rime.
- Segment and blend two and three phoneme words orally.

#### **1.1.3 Apply understanding of oral language skills to develop reading skills.**

- Participate orally in discussions/interactions (e.g., contribute descriptions, explanations, and details) when listening to stories read aloud and/or during shared reading.

#### **1.1.4 Apply understanding of phonics.**

- Identify letters of the alphabet.
- Identify common consonant sounds and short vowel sounds.
- Use common consonant sounds with short vowel sounds to decode three- and four-letter words.
- Use knowledge of phonics to read unfamiliar words in isolation and in context.

**ALIGNMENT WITH WASHINGTON STATE STANDARDS**  
**Continued**

**Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.**

**1.2.1 Understand how to use resources to learn new word meanings.**

- Use simple resources with teacher guidance (e.g., picture dictionaries).

**Component 1.2 Use vocabulary (word meaning) strategies to comprehend text, cont.**

**1.2.2 Apply vocabulary strategies in grade-level text**

- Use oral language structure, letters, and pictures to predict and confirm word meaning with teacher guidance.
- Use prior knowledge and context in read aloud and/or shared reading to predict meaning of unfamiliar words.

**Component 1.3 Build vocabulary through wide reading.**

**1.3.1 Understand and apply new vocabulary.**

- Use oral vocabulary gained through listening to a variety of read alouds from informational/expository text and literary/narrative text, including text from a variety of cultures and communities.

**1.3.2 Understand and apply content/academic vocabulary.**

- Use content/academic vocabulary during class discussions.

**Component 1.4 Apply word recognition skills and strategies to read fluently.**

**1.4.1 Know common sight words appropriate to grade-level.**

- Read selected sight words in isolation/lists.
- Recognize common sight words in text.

**EALR 2: The student understands the meaning of what is read.**

**Component 2.1 Demonstrate evidence of reading comprehension.**

**2.1.1 Understand how to ask questions about text.**

- Ask and answer questions before, during, and after read aloud and/or shared reading.

**2.1.2 Understand how to create mental imagery.**

- Compose visual images from what is read aloud and/or during shared reading. (e.g., draw a picture to represent something that was read in a story).

**ALIGNMENT WITH WASHINGTON STATE STANDARDS**  
**Continued**

**2.1.3 Understand that some parts of the text are more important than others.**

- Identify important parts of informational/expository text and literary/narrative text in a group discussion.

**EALR 2: The student understands the meaning of what is read, continued.**

**2.1.4 Understand how to use prior knowledge.**

- Make connections or identify similarities between self and text from a variety of cultures and communities after read alouds and/or shared reading.

<b>Component 2.1 Demonstrate evidence of reading comprehension</b>
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**2.1.5 Understand how to infer/ predict meaning.**

- Use pictures and culturally relevant text read aloud and/or during shared reading to predict what will happen next; support predictions using information from the text.
- Make inferences orally before, during, and after hearing a story using prior knowledge, story structure, and prediction.

<b>Component 2.2 Understand and apply knowledge of text components to comprehend text.</b>
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**2.2.1 Understand story sequence.**

- Retell familiar stories using a beginning, middle, and end. (Note: Story telling order can differ between cultures. For example, in some cultures the end of the story is told first. )

**2.2.2 Understand features of printed text and electronic sources.**

- Identify page numbers and titles in text.
- Identify and use icons.

**2.2.3 Understand story elements.**

- Identify story elements of character, setting, and important events with teacher guidance.

**ALIGNMENT WITH WASHINGTON STATE STANDARDS**  
**Continued**

**Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.**

**2.3.1 Understand similarities within and between informational/expository text and literary/narrative text.**

- Identify similarities in characters and settings within and between culturally relevant literary/narrative texts read aloud and/or during shared reading.
- Identify common information about a topic within and between texts (e.g., all birds in the text build their nests on the ground).

**2.3.2 Understand concept of categories.**

- Sort objects by various attributes such as color, size, and purpose.
- Orally sort words by various attributes (e.g., food, animals, colors, shapes).

**Component 2.4 Think critically and analyze author’s use of language, style, purpose, and perspective in informational and literary text.**

**2.4.1 Understand how to give personal responses and make connections to text.**

- Generate a personal response or make connections to text based on a teacher prompt using information from a culturally relevant read aloud and/or shared reading.

**2.4.2 Understand purposes of simple text.**

**Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text, cont..**

- Identify the purpose of everyday printed materials (e.g., signs, labels, newspapers, story books, lists, etc.).

**EALR 3: The student reads different materials for a variety of purposes.**

**Component 3.1 Read to learn new information.**

**3.1.1 Understand that resources contain information needed to answer questions and solve problems.**

- Listen to and talk about information from a variety of types of informational/expository text.
- Participate in whole-group discussions to generate questions and listen to informational/expository text for answers to those questions.

**ALIGNMENT WITH WASHINGTON STATE STANDARDS**  
**Continued**

**Component 3.2 Read to perform a task.**

**3.2.1 Understand that signs and labels convey information.**

- Explain the meaning of labels and environmental print.

**Component 3.4 Read for literary/narrative experience in a variety of genres.**

**3.4.1 Understand different perspectives of family, friendship, culture, and traditions found in literature.**

- Listen to and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition and generate a personal response.

**3.4.2 Understand traditional and contemporary literature written in a variety of genres.**

- Listen to and provide a personal response to literature including culturally relevant texts from a variety of genres by drawing, performing, and explaining.

**3.4.3 Understand that literature represents different cultures and traditions.**

- Identify and discuss the culture and/or traditions represented in a story (with teacher guidance).

**EALR 4: The student sets goals and evaluates progress to improve reading.**

**Component 4.2 Develop interests and share reading experiences.**

**4.2.1 Understand how readers choose books.**

- Choose books and share with others with teacher guidance.

## **Instructional Materials**

### **Basic Student Materials:**

*Reading Street*, Scott Foresman, 2007

### **Comprehensive Kindergarten Package Includes:**

Read Aloud Trade Books  
Listen To Me Readers  
Kindergarten Student Readers  
Independent Leveled Readers  
Picture Cards  
Alphabet Cards  
Practice Book Teachers Manual  
Read-Aloud Anthology  
Phonics Activity Mat  
Letter Tiles  
Pattern Blackline Masters  
AlphaBuddy Puppet

### **Basic Teacher Materials:**

Teacher's Edition Package Volume 1-6  
Leveled Readers Super Kit  
Big Book Package  
Animal ABC Big Book and Small Books  
Talk With Me, Sing With Me flip Chart  
Phonic Songs and Rhymes flip chart  
High Frequency Word Charts  
Decodable Readers  
Phonic readers  
Baseline Group Test Teacher's Manual  
Unit Benchmark Assessment Teacher's Manual  
Primary Assessment Handbook  
ELL Poster  
ELL and Transition Handbook  
Early Reading Intervention Kits

### **Supplemental Materials**

Reading Street Center Survival Kits

### **Technology**

Audio Text CD  
Phonic Songs and Rhymes Audio CD  
Phonics Activities CD-Rom  
Online Leveled Readers  
Online Teachers' Resource Package  
Online Success Tracker Access Package

## ASSESSMENT

*An important part of the teaching-learning process is the evaluation of how well students attain the state and district essential academic learning requirements. This evaluation assists teachers in their instructional planning, helps determine the degree to which learning has occurred, and aids in deciding when to re-teach specific learnings.*

The following methods will be used in the evaluation process:

- Tests
- Quizzes
- Class participation
- Written assignments
- Oral presentations
- Research projects
- Classroom observation
- Classroom Based Assessments (CBAs)