

Kindergarten: Curriculum Guide Overview

*How to use this curriculum guide:*

*The Iowa Core Standards and the learner objectives listed on this district curriculum guide articulate our English Language Arts curriculum. These guides articulate what students need to know and be able to do during each unit of study at each grade level.*

**The *Journeys* Materials**

*Journeys* is a comprehensive English Language Arts program that supports the Iowa Common Core Standards by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening and language. This program will be used as our primary tool to support instruction and enhance students’ mastery of the Iowa Common Core Standards.

**Pacing**

The curriculum guide breaks the school year into six units of instruction. Each unit is six weeks in length (reference the pacing calendars for specific dates), and includes 5 “Lessons” within *Journeys*. The additional week can be distributed throughout the unit (i.e. 6-day cycles) or reserved for reteaching and extension in the final week.

**Organization**

Page 1 of each unit guide provides an overview of the unit, organized by weekly lesson in the *Journeys* materials. While this overview includes the skills and standards instructed each week, the “I Can” statements provided on pages 2-4 should be used to design instruction and determine student outcomes.

Page 2 of each unit guide contains the reading literature (left side) and reading informational (right side) standards, as well as an open space for “Focusing our Instruction”. This space should be used to make instructional decisions based on building data.

You will notice that there are not specific *Journeys* lessons tied to our reading literature and reading informational standards. The lessons are listed under the left or right column based upon the genre of the main selection (fiction or nonfiction). Instruction of your team “I Can” statements for reading literature and reading informational should occur across the lessons identified for this genre.

Pages 3-4 of each unit guide contain the writing, language, foundational and speaking and listening standards and “I Can” statements. While the language of the “I Can” statements can be modified to best serve your students, they should be considered a guide for what to expect of students in each standard.

The *Being a Writer* unit identified at the top of our writing standards column (pg. 3-left side) will be used as our primary tool to support instruction of the writing standards and “I Can” statements.

*Overarching Standards:*

The following standards have been identified as overarching standards, which means they are to be embedded within each unit of instruction over the course of the year.

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| **Overarching Standard** | **Learner Objectives** | **Instructional Support** |
| Literature 4:  Ask and answer questions about unknown words in a text.  Informational 4:  With prompting and support, ask and answer questions about unknown words in a text. | I can ask questions about words I don’t know in the story. | Shared reading opportunities and explicit vocabulary instruction will support students in developing their oral vocabulary. |
| I can clarify unknown words as I read. |
| When I come to a word I don’t know, I can ask myself: Can I use the picture? Can I use the other words I’m reading? Can I use letter sounds? |
| Literature & Informational 10:  Actively engage in group reading activities with purpose and understanding. | I can participate in shared and guided reading activities to build my understanding of the purpose of reading. | Shared and guided reading opportunities will allow students to engage in understanding text through active participation and collaborative conversations with peers. |
| Language 2:  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | I can use what I know about letters and the sounds they make to help me write words or parts of words. | Students will apply what they’ve learned about sound-letter relationships through whole group, small group, and independent writing opportunities. |
| Language 6:  Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | I can use new words and phrases that I have learned when I read, write, and talk with my classmates. | Students will apply vocabulary acquisition through classroom conversations and writing opportunities. |
| Foundational 4:  Read emergent-reader texts with purpose and understanding. | I can read and understand grade level texts. | Shared and guided reading opportunities will allow students to develop their ability to read grade level texts. |
| Writing 6:  With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | I can work with my classmates to explore digital tools, such as the computer. | Technology integration throughout the year for multiple purposes will increase student’s ability to understand and use essential 21st century skills. |
| Speaking and Listening 1:  Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue a conversation through multiple exchanges. | I can listen to others. | Students will engage in large group and small group collaborative conversations. These discussions will be facilitated by the teacher in order to promote listening, taking turns and respectful conversation. |
| I can take turns when speaking with others. |
| I can have a conversation with adults and peers. |