

## Primary Grades K-2



### Kindergarten

Kindergarten is an active, engaging world of learning. Students are developing oral language, reading and writing skills.

Oral language is a primary focus and enhances reading success and effective communication. Students will engage in phonological awareness activities by playing with language. These language play activities are of primary importance and are an essential component of literacy development. Emphasis will be placed on building listening and speaking vocabularies through rich discussions and using poems, rhymes, songs, and stories. Students will learn rules for conversation and skills for participation in discussions. They will also learn how to formulate basic investigative questions.

Kindergarten students are immersed in a print-rich environment. They will learn the concepts of print, basic phonetic principles, and comprehension of stories. Typically, students focus on letter identification skills and spend time exploring and reading books. They will also listen to stories, participate in drama, retelling, drawing, and writing. Systematic, direct instruction is delivered in a small group setting.

Kindergarten students are beginning to build a connection between oral and written language. Awareness that spoken language can be written and written language can be read is a fundamental concept in communicating ideas. Students will learn to print the uppercase and lowercase letters of the alphabet as well as their first and last names. Kindergarten writing reflects the students' oral language. Students will communicate their ideas through drawings, scribbles, letter strings, letter approximations, and dictation. Many will be writing one or more sentences on a topic by the end of the year.



## First Grade

First grade students are excited about learning as they build on the oral language, reading, and writing foundation developed in kindergarten.

First grade students will participate in a variety of oral language activities to develop an understanding of language and to enhance their ability to communicate effectively. Vocabulary will be developed through listening and speaking activities in the classroom. Typically, first grade students are ready for the higher-level phonemic awareness skills of segmentation, deletion, and substitution.

A print-rich environment provides students with opportunities to engage in a variety of texts and sparks their interest in reading. Students who have developed a concept of word and letter-sound correspondence, will concentrate on phonics, decoding words in isolation, using meaning clues, and employing language and sentence structure to read. Sight word development is a focus, and students will increase their vocabulary through reading and word activities. Students are expected to have a reading vocabulary of 300 to 500 sight words and be able to decode single-syllable words by the end of first grade.

These concepts and skills will be learned through systematic, direct instruction in small groups. Meaningful activities and time spent exploring and reading books and other print material will support small group instruction. Students will engage in discussions about books and respond to books through writing, drawing, and other activities. These interactions with text coupled with explicit, direct small group instruction will build fluency, vocabulary, and decoding skills. Students should become independent readers who enjoy books by the end of first grade.

In first grade, reading and writing work hand-in-hand. Students will be given daily opportunities to write and read their writing. Students should write for real purposes by composing labels, lists, notes, signs, stories, and reports. The writing focus will begin with writing a complete simple sentence using basic conventions. As students progress, they will be expected to write several sentences on a topic with guidance and will begin to revise and edit selected pieces of their writing for a specific audience.



## Second Grade

At the second-grade level, students will engage in a variety of oral activities, begin to build reading fluency, shift from a focus on decoding to comprehending, and read for a variety of purposes.

Oral language development will enhance their ability to communicate effectively. They will listen and speak in discussions and presentations that expand their vocabularies, increase their background knowledge, and enhance both their reading and writing skills.

At the second-grade level, students will apply what they have learned about phonemes, decoding, rhyming words, onsets and rimes, contextual clues, and the structure of sentences to read independently. As students become more independent, silent reading will increase. Students will learn the comprehension strategies that good readers employ naturally. As they learn to apply comprehension strategies such as predicting, summarizing, visualizing, making connections, questioning, and identifying main idea, they will transition to independent, strategic readers.

Students will continue to develop reading and writing together. They will write daily for a variety of purposes such as paragraphs, stories, reports, and letters. Paragraphs will include topic, detail, elaboration, and concluding sentences, whereas, the emphasis for stories will be on having a beginning, middle, and end. Second grade students will learn to revise and edit writing and will share their work with others. They will also begin to apply written communication skills in other content areas.



### Research:

*Differentiated Reading Instruction* by Sharon Walpole & Michael McKenna

*Differentiated Small Group Instruction* by Beverly Tyner

*Word Journeys* by Kathy Ganske

*Words Their Way* by Donald Bear, Marcia Invernizzi, Shane Templeton, & Francine Johnston

*Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan