

Literacy Curriculum for Grades K-8

KINDERGARTEN

The Literacy curriculum has been aligned to the State Academic Standards and the Illinois assessment framework. District 41 uses a balanced literacy approach that combines whole group instruction with small group and independent work. The goal of the curriculum is to meet the needs of all learners and help them become successful, independent readers and writers through a reading and writing workshop approach. In Kindergarten, students focus on the skills and concepts below:

Reading

- Identify letters, sounds and sight words.
 - Ask questions about what has been read. Re-tell a story pointing to pictures and/or words in a book.
 - Create illustrations to respond to text.
 - Predict what might happen later in a story. Use picture clues to identify unknown words.
 - Understand a broad range of reading materials.
 - Recognize and produce rhyming words.
- Literature
- Identify the main idea of a story, where and when the story happened and whether the story is true. Recognize character, problem, and solution in a story.
 - Make connections between what was read and experiences in his/her life.

Writing

- Be introduced to the 6+1 Trait writing framework as a common language and a tool for revision.
- Recognize basic proper punctuation and capitalization (periods, exclamation point, question mark).
- Use different tools to plan his/her writing (i.e. graphic organizers).
- Write to tell what he/she sees, to give

information, to tell why or how something is done and/or to tell a story using developmentally appropriate spelling and pictures.

Listening and Speaking

- Pay attention, answer and ask questions to show that he/she has been listening, and follow spoken direction.
- Explore the text features of nonfiction.

GRADE 1

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Reading

- Use strategies to read words and phrases. Distinguish rhyming words from within a group of words.
- Ask questions about text and predict what might happen. Recognize high frequency sight words. Read aloud showing recognition of punctuation and an understanding of meaning. Select text at appropriate reading levels and interest. Compare and contrast fiction and non-fiction. Read and understand many different kinds of books.

Literature

- Tell the main idea of a story, where and when the story happened, and whether the story is true. Make connections between text and personal experience.

- Identify main characters and setting.
- Identify the events, problem solution in the story.
- Explore the text features of nonfiction.
- Recognize predictable patterns in a stories. Ask questions to clarify understanding before, during, and after reading.

Writing

- Become familiar with the writing process. Be able to identify beginning, middle, and end of a story.
- Use diagrams, charts, graphs, and maps to understand text, text structure, and sequence.
- Begin using the 6+1 Trait writing framework as a common language and a tool for revision.
- Write in complete sentences using developmentally appropriate spelling. Use end punctuation marks correctly (question mark, exclamation marks, periods, capitals).
- Follow a plan, stay on topic and include supporting details.
- Write to tell what is seen, to give information, to tell why or how something is done or to tell a story.

Listening and Speaking

- Pay attention, answer and ask questions to show listening, and follow spoken direction.
- Present information to his/her classmates or other people.

Research

- Find, share information with others.
- Use information to answer questions and solve problems.
- Choose and put together information from at least two different sources for a project. Incorporate information from different sources in writing.

GRADE 2

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small group and independent work. The goal of the curriculum is to meet the needs of all learners and help them become successful, independent readers and writers through a reading and writing workshop approach. In second grade, students focus on the skills and concepts below:

Reading

- Use strategies to read words and phrases. Learn and read high frequency words. Develop fluency at an instructional level. Use fix up strategies. Use text features to develop comprehension of nonfiction texts.
- Ask questions about what was read and predict what might happen in a story. Identify author's purpose.
- Read and understand many different kinds of books.

Literature

- Articulate the main idea of a story, where and when the story happened and whether the story is true.
- Make connections between what was read and experiences in life. Compare and contrast a variety of literary works. Notice patterns in different pieces of literature.
- Explore the text features of nonfiction.
- Retell main events of a story beginning, middle, and end.

Writing

- Begin using the 6+1 Trait writing framework as a common language and a tool for revision.
- Write in complete sentences using developmentally appropriate spelling.
- Follow a plan, stay on topic, and include supporting details.
- Write what is observed, to give information, to tell why or how something is done and/or to tell a story.
- Be introduced to the writing process.

Listening and Speaking

- Pay attention, answer and ask questions to show attentiveness, and follow spoken direction.

- Present information to others.

Research

- Find, share information from different sources with others. Choose and organize information from at least two different sources for a project.
- Use information to answer questions and solve problems.

GRADE 3

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Reading

- Use strategies (context clues, phonics, dictionary) to figure out unknown words. Apply reading strategies to improve comprehension and fluency.
- Identify and use adjectives, adverbs, verbs, and nouns. Read passages fluently with changes in tone, timing and expression to demonstrate meaningful comprehension.
- Use information to generate and respond to questions that reflect higher level thinking skills.
- Read, understand, compare and contrast different genres and types of books.

Literature

- Find and describe the different elements and techniques in text. Identify stated and implied themes and topics by referencing text. Connect aspects of a story to their own experience, to another story, and/or to a world event. Notice patterns in different pieces of literature.
- Use the text structure (cause, effect, sequencing, problem solution).

Writing

- Use the 6+1 Trait writing framework as a common language and a tool for revision. Write paragraphs using different kinds of sentences. Organize ideas into different ways that show a main idea, organization, and details.
 - Add ideas to writing and edit writing to prepare it for others to read. Write for many purposes and different audiences in narrative, expository, and persuasive forms.
 - Accurately spell, capitalize, and punctuate in final written product.
- #### Listening and Speaking
- Repeat spoken or written information.
 - Ask good questions about information presented.
 - Use good speaking skills to share information in front of an audience or in a small group.
 - Demonstrate the ability to listen for different purposes.

Research

- Ask questions and make an organized plan for research using information from several sources.
- Decide whether information from a resource is accurate or not. Use and interpret information in nonfiction text features. Use information in writing, via visuals, and/or via spoken presentation.

GRADE 4

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Reading

- Use strategies (context clues, phonics,

dictionary) to figure out unknown words.

- Understand purpose for reading; ask questions, make predictions, and understand how information in non-fiction books is organized. Develop fluency with materials at instructional level. Make predictions using vocabulary, text structure, and familiar plot patterns, and confirm, modify, or reject predictions after reading using evidence from the text. Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. Identify and understand an author's purpose.

Literature

- Find and describe the different elements and techniques an author uses in text (character traits, point of view, plot, summary, theme, cause and effect, problem solution, compare/contrast, and plot structure).
- Connect aspects of a story to their own experience, to another story, and/or to a world event.

Writing

- Use the 6+1 Trait writing framework as a common language and a tool for revision. Write paragraphs that include different kinds of sentences.
 - Use the eight parts of speech in writing. Establish the purpose of the composition and maintain focus across paragraphs. Elaborate and support ideas.
 - Accurately spell, capitalize, and punctuate in final written products.
- Listening and Speaking
- Repeat spoken or written information; ask good questions about information presented. Use good speaking skills to share information in front of an audience or in a small group.

Research

- Ask questions, make an organized plan for research using information from several sources. Decide whether information from a resource is accurate. Share information in writing, via visuals, and/or spoken presentation.

GRADE 5

The Literacy curriculum has been aligned to the State Academic Standards and the Illinois assessment framework. District 41 uses a balanced literacy approach that combines whole group instruction with small group and independent work. The goal of the curriculum is to meet the needs of all learners and help them become successful, independent readers and writers through a reading and writing workshop approach. In fifth grade, students focus on the skills and concepts below:

Reading

- Use strategies to figure out unknown words.
- Ask questions, make predictions, understand how information in non-fiction books is organized.
- Make inferences, draw conclusions, or make judgments based on implicit information in the texts; support them with textual evidence and prior knowledge.

Literature

- Use and describe elements of literacy structure: setting, rising action, falling action, resolution, character motivation in the text.
- Connect aspects of a story to their own experience, to another story, and/or to a world event.
- Demonstrate an understanding of text structure through the use of graphic organizers and outlining. Make conclusions after reading.

Writing

- Use the 6+1 Trait writing framework as a common language and a tool for revision.
- Write paragraphs that include different kinds of sentences. Use the eight parts of speech.
- Accurately spell, capitalize, punctuate in final written products. Use appropriate language, detail, and format for a specified audience and purpose. Use a variety of graphic organizers to make sense of text.

Listening and Speaking

- Repeat spoken or written information. Ask good questions.
- Use good speaking skills to share information in front of an audience or in a small group.

Research

- Ask questions and make an organized plan for a research paper using information from several sources.
- Decide whether information from a resource is accurate or not.
- Share information in writing, via visuals, and through spoken presentation.

GRADE 6

The Literacy curriculum has been aligned to the State Academic Standards and the Illinois assessment framework. District 41 uses a balanced literacy approach that combines whole group instruction with small group and independent work. The goal of the curriculum is to meet the needs of all learners and help them become successful, independent readers and writers through a reading and writing workshop approach. In sixth grade, students focus on the skills and concepts below:

Reading

- Applies multiple meanings, context clues, and connotations to comprehend words. Applies the study of affixes and roots to understand word meanings.
- Preview reading materials, make predictions and create a visual picture such as a graphic organizer or drawing about what was read.
- Understands academic vocabulary.
- Use information from the text and own ideas to explain and support understanding of various kinds of fiction and nonfiction texts.
- Makes critical comparisons across texts, noting authors' style as well as literal and implied context of text.
- Applies comprehension strategies.

Literature

- Identify the different elements of a story and writer's tools such as figurative language and flashback, and explain how an author makes a story interesting.
 - Understands elements of plot structure in a variety of genre.
 - Read and respond to stories from several points of view, compare and contrast common themes found in literature of various times and societies, and discuss how characters deal with conflict, solve problems and relate to real-life situations.
- Writing

- Students will refine the use of 6+1 Trait writing framework as a common language and a tool for revision.
- Write compositions that contain complete sentences, effective paragraphs, correct grammar, capitalization, spelling, and punctuation.
- Write in many ways that show his/her understanding of ideas and information in a focused, organized, and clear way.
- Edit and revise writing to prepare it for publication.

Listening and Speaking

- Show that he/she is paying attention to what he/she has heard by asking questions, summarizing and paraphrasing the spoken message.
- Restate and carry out multi-step spoken instructions.

GRADE 7

The Literacy curriculum has been aligned to the State Academic Standards and the Illinois assessment framework. District 41 uses a balanced literacy approach that combines whole group instruction with small group and independent work. The goal of the curriculum is to meet the needs of all learners and help them become successful, independent readers and writers through a reading and writing workshop approach. In seventh grade, students focus on the skills and concepts below:

Reading

- Preview reading materials, make predictions and create a visual representation such as a graphic organizer or a drawing about what has been read.
- Applies the study of affixes and roots to understand new vocabulary words not previously introduced.
- Employs academic vocabulary.

Applies comprehension strategies summarizing, and synthesizing.

- Use information from the text and student's own ideas to explain and support understanding of various kinds of fiction and nonfiction texts.

Literature

- Identify the different elements of a story and writer's tools such as figurative language and flashback, and explain how an author used these tools to contribute to the meaning of the literary selection.
- Read and respond to stories from several points of view, compare and contrast common themes found in literature of various times and societies, and discuss how characters deal with conflict, solve problems and relate to real-life situations.

Writing

- Refine the use of 6+1 Trait writing framework as a common language and a tool for revision.
- Write compositions that contain complete sentences, effective paragraphs, correct grammar, capitalization, spelling and punctuation.
- Write in many ways that show understanding of ideas and information in a focused, organized, and clear way. Edit and revise writing to make it ready to be published.
- Rereads and revises drafts to clarify meaning, making necessary additions and deletions, edits, and proofreads independently and with peers.

Listening and Speaking

- Demonstrate attentiveness by asking questions, summarizing and paraphrasing the spoken message.

- Restate and carry out multi-step spoken instructions.

GRADE 8

The Literacy curriculum has been aligned to the State Academic Standards and the Illinois assessment framework. District 41 uses a balanced literacy approach that combines whole group instruction with small group and independent work. The goal of the curriculum is to meet the needs of all learners and help them become successful, independent readers and writers through a reading and writing workshop approach. In eighth grade, students focus on the skills and concepts below:

Reading

- Preview reading materials, make predictions and create a visual picture such as a graphic organizer or drawing about what was read.
- Use information from the text and personal ideas to explain and support understanding of various kinds of fiction and nonfiction texts.
- Applies comprehension strategies.
- Applies the study of affixes and roots to understand new vocabulary not previously introduced.
- Employs academic vocabulary.

Literature

- Identify the elements of a story and writer's tools such as figurative language and flashback. Explain how an author used these tools to contribute to the meaning and reader's interpretation of a literary selection.
- Read and respond to stories from several points of view, compare and contrast common themes found in literature of various times and societies, and discuss how characters deal with conflict, solve problems and relate to real-life situations.

Writing

- Refine the use of 6+1 Trait writing framework as a common language and a tool for revision.

- Write compositions that contain complete sentences, effective paragraphs, correct grammar, capitalization, spelling, and punctuation.
- Write in many ways that show understanding of ideas and information in a focused, organized, clear way.
- Edit and revise writing to prepare it for publication.

Listening and Speaking

- Show that he/she is paying attention to what he/she has heard by asking questions, summarizing and paraphrasing the spoken message.
- Restate and carry out multi-step spoken instructions.