

Kansas Guide to Learning: Literacy **Kindergarten – Grade 5**

The *Kansas Guide to Learning: Literacy (KGLL)* was constructed to be an easy-to-read document that administrators, teachers, parents, child-care providers, and others could use to easily find information and guidance regarding literacy development and learning for children aged birth through high school. The *KGLL* for grades kindergarten - 12 is presented in a table format and includes the columns titled, Effective Instruction and Elements of Curricula Across All Content Areas, Critical Questions and Considerations for Teaching and Learning, and Standards Connections.

Effective Instruction and Elements of Curricula Across All Content Areas: The scope and sequence of content that students are expected to learn to be successful in meeting Kansas Common Core Standards (KCCS), for future learning in school, and for performing in non-school settings is critical to their success.

To better understand how curricula are defined, imagine the scope and sequence of a Social Studies unit focused on North American Exploration. Students might be expected to learn curriculum about the following: (1) The Vikings exploration of Iceland, Greenland, and Newfoundland, (2) Christopher Columbus' exploration of North America, (3) Juan Ponce de Leon's exploration of Florida and his search for the Fountain of Youth, (4) Francisco Vasquez de Coronado exploration of the Rio Grande and the Colorado River.

In the case of reading, a scope and sequence of content that students would be expected to learn to meet the KCCS would be: (1) identify central ideas/themes of a text, (2) summarize key supporting details and ideas, (3) analyze the structure of texts related to each other and the whole, (4) integrate and evaluate content presented in diverse formats, (5) analyze how two or more texts address similar themes or topics in order to build knowledge, and (6) infer what can be deduced from various pieces of evidence.

The methods that teachers use to ensure that students learn a specific element or body of curriculum content (e.g., North American exploration) are critical to student learning. Instructional methods generally fall on a continuum. At one end of the continuum is *teacher-mediated instruction* (i.e., instruction is largely teacher-directed with considerable scaffolding), at the other end is *student-mediated instruction* (i.e., learning is largely student-directed with limited teacher scaffolding).

In the case of Social Studies, teacher-mediated instruction would provide multiple texts on the exploration of North America and ask students to read the text closely to determine the Tier 1 Core Instruction

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validity and reliability of the resource, explain how an author uses reasons and evidence to support particular points in the text, and to communicate their understanding of the text through written or oral means. Student-mediated instruction would ask students to summarize information about exploration that encapsulates key themes from the unit or have students engage in role-playing in which they assume the role of key historical figures and interpret how the author depicted this information regarding explorers.

In the case of reading, teacher-mediated instruction would include such elements as: (1) clearly communicating expectations to learners, (2) describing the desired behavior, (3) providing models that are clear, consistent, and concise, (4) providing guided practice with sufficient prompts (physical, verbal, visual), (5) providing unprompted practice opportunities after students have acquired some level of fluency with a skill or strategy, (6) teaching how to generalize the newly learned strategy to other problems/setting/circumstances, (7) checking for maintenance of behavior over time. Note: as students gradually gain fluency in using the targeted skill/strategy, teachers remove some of their supports and scaffolding and expect students to assume more responsibility in mediating their learning.

Critical Questions and Considerations for Teaching and Learning: Education is a dynamic, fluid process. Instruction does not take place in isolation from other events in a student's life. On an ongoing basis, a host of factors should be considered including: (1) how are the various standards related to one another (i.e., the reciprocal nature of reading, writing, speaking, listening, and language), (2) how does a student's disability, primary-language status or at-risk of educational failure influence learning, (3) what research evidence should be considered in determining curriculum and instructional methodology, (4) what foundational skills, strategies, and knowledge are necessary for some students to acquire in order to benefit from the higher-order thinking skills identified in the KCCS, and (5) how does the MTSS framework support instruction in the KCCS?

Standards Connections: The Kansas Common Core Standards provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers. The key outcome of the KCCS is that students will be college and career ready upon completion of the K-12 curriculum. With

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American students fully prepared for the future, our communities will be best positioned to succeed in the global economy.

The KGLL committee has created documents or tables for each of the strands set forth by the KCCS (e.g., Writing, Language, Reading). However, we know that all the literacy domains are interconnected and have reciprocity with one another. As a result, the committee assumes that educators naturally will make those connections between reading, writing and language when thinking about instruction. We know that “the answer is not in the perfect method; it is in the teacher. It has been repeatedly established that the best instruction results when combinations of methods are orchestrated by a teacher who decided what to do in light of children’s needs” (Duffy & Hoffman, 1999, p. 11).

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READING: LITERATURE			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<p>ENVIRONMENT Establish an environment that includes:</p> <ul style="list-style-type: none"> • authentic reading and writing tasks, • extended periods of time for students to read and write, • discussion related to learning, • differentiated instruction based on assessment data, and • technology and media. 	<p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match learners and needs.</p> <p>How does the reciprocal nature of reading and writing enhance the students' comprehension of literature?</p> <p>Are students engaged in authentic reading and writing related to literature during the class period and throughout the school day?</p> <p>Do teachers structure language situations to lower students' affective filter?</p> <p>Does the environment reflect and validate background knowledge of students?</p> <p>What native-language supports (e.g., bilingual support, cognates, peers, online technology, etc.) are available.</p> <p>Students need ample <i>wait time</i> to think.</p>	<p>KCCS: Reading Anchor Standard 10</p> <p>Writing Anchor Standard 10</p> <p>Language Anchor Standards 1, 3, 6</p> <p>Speaking and Listening Anchor Standards 1, 2, 3, 6</p> <p>KS 15% Anchor Standard 1</p>
MOTIVATION & ENGAGEMENT	<p>MOTIVATION and ENGAGEMENT (KGLL: Essential Element #4 – p. 84-90)</p> <p>Motivate students using:</p> <ul style="list-style-type: none"> • Choice • Collaboration • Challenge • Authenticity • Technology <p>Engage students using:</p> <ul style="list-style-type: none"> • Cooperative Learning • Discussions • Literature Circles • Technology 	<p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.</p> <p>Give ample opportunities students to clarify key concepts in their native language.</p> <p>Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks at the appropriate level of cognitive demand for each student.</p> <p>Ensure that technology and media support learning rather than distract students from the lesson objectives.</p>	<p>KCCS: Reading Anchor Standard 10</p> <p>Writing Anchor Standard 10</p> <p>Language Anchor Standards 1, 3, 6</p> <p>Speaking and Listening Anchor Standards 1, 2, 3, 6</p> <p>KS 15% Anchor Standard 1</p>

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READING: LITERATURE			
LEARNING OBJECTIVES	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
		<p>LEARNING OBJECTIVES</p> <p>Establish content objectives based on assessment data that is tied to standards.</p> <p>Utilize whole-group and differentiated small-group instruction based on student needs.</p> <p>Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.</p> <p>Establish language objectives based on assessment data that is tied to standards.</p> <p>Post language objectives for students.</p> <p>Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</p> <p>Determine the language and language structures needed for students to access the content standard (language function).</p> <p>Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic use of native-language support, cognates, graphic organizers).</p> <p>Provide explicit and interactive modeling of language.</p> <p>Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</p> <p>Utilize reading, writing, speaking and listening effectively during lessons to promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</p> <p>Utilize information and communication skills, including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do the objectives lead instruction?</p> <p>Content and language objectives must be recognizable throughout the lesson.</p> <p>Refrain from incorporating too many content and language objectives during one lesson.</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.</p> <p>For districts/schools with ELs, assessment data can help to determine the Stage of Language Acquisition which should guide language objectives.</p> <p>Continuums may be helpful in determining stages of language acquisition.</p> <p>How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that supports movement from one proficiency level to the next?</p> <p>How do listening, speaking, reading, and writing fit the content objective of the lesson?</p> <p>Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.</p> <p>Does language proficiency influence instructional decisions?</p>

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READING: LITERATURE			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
TEXT SELECTION	<p>TEXT SELECTION Text selection for WHOLE-GROUP instruction</p> <p>Utilize high-quality challenging literature that supports the development of deep comprehension.</p> <p>Carefully select and analyze text for:</p> <ul style="list-style-type: none"> • Text complexity <ul style="list-style-type: none"> ○ Quantitative (e.g., lexile, ATOS book level) ○ Qualitative (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands) ○ Reader and task (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks) • Cohesive content based units of study <p>Text selection for SMALL-GROUP and differentiated instruction</p> <p>Utilize instructional-level text with explicit instruction that matches the needs of the reader determined by an analysis of a diagnostic assessment.</p> <p>Select and analyze text for:</p> <ul style="list-style-type: none"> • Instructional-level text (lexile or ATOS book levels) • Opportunities to practice reading components (word recognition, fluency, and comprehension) • Opportunities to practice strategy use <p>Text selection for INDEPENDENT READING</p> <ul style="list-style-type: none"> • Provide explicit instruction and coaching about how to select a text and routines for independent reading that guide students to read ever-more challenging text. • Provide time for students to read independently and a wide variety of texts from which they can choose. 	<p>Provide a variety of literature (e.g., fantasy, folktales, historical fiction).</p> <p>Are students exposed to multiple sources and types of text, including print and electronic?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Utilize accommodations and modifications of text when needed to provide access to all students.</p>	<p>KCCS: Reading: Literature Anchor Standard 10</p> <p>Appendix B</p> <p>KS 15% Anchor Standards 11, 12</p>

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READING: LITERATURE			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
CRITICAL ANALYSIS OF LITERATURE	<p>CRITICAL ANALYSIS OF LITERATURE</p> <p>Explicit instruction and scaffolding in critical analysis of literature:</p> <ul style="list-style-type: none"> • Analyze a piece of literature by breaking it down into parts or pieces. • Offer possible meanings for particular elements of literature to help explain meanings, compare/contrast or apply a literary theory or other point of view. • Utilize evidence from the text to support thinking. • Quote and paraphrase the literary work to support thinking. • Reference additional sources that support thinking. • Utilize style, tone, and voice to communicate thinking. • Organize an analysis and present it in a concise manner. • Trace influences from other literary works. • Identify author’s purpose and how that influences the presentation of the text. <p>Explicit instruction and scaffolding in oral and written practices that enhance students’ understanding of text:</p> <ul style="list-style-type: none"> • Responding to a text. • Retelling. • Summarizing. • Creating and answering questions about a text. • Analyzing story structure through use of an organizer (e.g., story map). <p>Explicit instruction and scaffolding in discussion and/or cooperative learning protocols that enhance analysis and interpretation of literature and ensure participation of all group members.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>Do teachers use formative data to guide lesson planning?</p> <p>Are rubrics used to evaluate the critical analysis of a piece of literature?</p> <p>Can students provide a critical analysis of literature through discourse? Through writing?</p> <p>Do students use their formative data to set goals for themselves?</p> <p>How can analysis of text differ according to point of view?</p> <p>How does the historical context of when the text was written impact the way that it was written?</p> <p>What role does culture play in understanding the text?</p> <p>How are higher-order thinking objectives, such as Bloom’s Taxonomy analyzing, evaluating, and creating, utilized during lessons?</p> <p>Think Alouds are an effective way to model critical analysis of literature.</p> <p>Utilize differentiated small-group instruction based on student assessment data in critical analysis of literature.</p>	<p>KCCS: Reading: Literature Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Appendix B: Exemplar Texts</p> <p>Writing Anchor Standards 1, 2, 4, 7, 8, 9,10</p> <p>Speaking and Listening Anchor Standards 1, 2, 3, 4, 5, 6</p> <p>Language Anchor Standards 1, 2, 3, 4, 5, 6</p> <p>KS 15% Anchor Standards 1, 4, 5</p>

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READING: LITERATURE			
COMPREHENSION STRATEGIES	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
		<p>COMPREHENSION STRATEGIES</p> <p>Explicit instruction & scaffolding in: Comprehension strategies:</p> <ul style="list-style-type: none"> • Activating prior knowledge. • Inference. • Drawing conclusions. • Prediction. • Determining importance. • Questioning. • Visualizing. <p>Multiple comprehension strategies:</p> <ul style="list-style-type: none"> • Concept Oriented Reading Instruction – CORI. • Reciprocal Teaching. • Transactional Strategy Instruction. • Informed Strategies for Learning. <p>Comprehension strategies needed to read digital media</p> <p>Questioning the Author Graphic Organizer (e.g., story maps/goal-structure map) Writing to communicate understanding of text Retelling using story structure and plot elements</p> <p>Metacognitive reading: Monitoring, Clarifying, and Fix Up</p> <ul style="list-style-type: none"> • Monitor understanding during and after reading (e.g., self-questioning of understanding while reading). For example, “Is the text making sense to me?” “Do I understand the text?” • Utilize fix-up strategies (e.g., reread, read on, etc.) when text is confusing for the reader. 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>How does the reciprocal nature of reading and writing enhance the literacy of students?</p> <p>Are students engaged in authentic reading and writing during the literacy block and throughout the school day?</p> <p>How are higher-order thinking objectives, such as Bloom’s Taxonomy analyzing, evaluating, and creating utilized during lessons?</p> <p>Do students strategically and independently use comprehension strategies to understand complex text?</p> <p>Utilize differentiated small-group instruction based on student assessment data in comprehension strategies.</p> <p>Think Alouds are an effective way to model the use of comprehension strategies before, during, and after reading.</p> <p>Based on the stage of reader development, illustrations may provide support as readers use comprehension strategies to understand text.</p>

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READING: LITERATURE							
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections				
ELEMENTS OF LITERATURE	<p>ELEMENTS OF LITERATURE</p> <p>Explicit instruction and scaffolding in understanding elements of story and drama and how those elements interact:</p> <p>Story-structure elements</p> <ul style="list-style-type: none"> • setting (time and place), • characters - how they respond to major events and how their actions contribute to the sequence of events, • elements of plot <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Narrative Comprehension Terminology</th> <th style="text-align: center;">Literary Terminology</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> initiating event character goal(s) attempts outcome story ending </td> <td style="padding: 5px;"> Plot: actions rising action conflict/problem climax falling action resolution theme </td> </tr> </tbody> </table> <p>Elements of plot (Begin using narrative comprehension terminology with K-2 students and move towards adding literary terminology.)</p> <p>Graphic organizers (e.g., story maps/goal-structure map)</p> <p>Poetry</p> <ul style="list-style-type: none"> • Forms of poetry (e.g., free verse, haiku) • Devices of style (e.g., allusion, symbol, puns, and wordplay) • Devices of sound (e.g., onomatopoeia, alliteration, assonance, consonance, rhythm) 	Narrative Comprehension Terminology	Literary Terminology	initiating event character goal(s) attempts outcome story ending	Plot: actions rising action conflict/problem climax falling action resolution theme	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Select text to focus instruction on teaching story-structure and literary elements. The text must have a solid narrative structure (characters, goals, attempts, and outcomes).</p> <p>Analyze the text before teaching.</p> <p>Utilize differentiated small-group instruction based on student assessment data in elements literature.</p>	<p>KCCS: Reading: Literature Anchor Standard 5</p> <p>KS 15% Anchor Standard 3</p>
Narrative Comprehension Terminology	Literary Terminology						
initiating event character goal(s) attempts outcome story ending	Plot: actions rising action conflict/problem climax falling action resolution theme						

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READING: LITERATURE			
VOCABULARY	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
		<p>Explicit instruction and scaffolding in vocabulary by:</p> <ul style="list-style-type: none"> • Providing meaningful instruction that includes opportunities for students to attend to vocabulary words before, during, and after the lesson. • Using a COMMON FRAMEWORK (e.g., Marzano & Pickering [2005] Six-Step Process; Beck, McKeown, & Kucan [2002] Robust Vocabulary Instruction) for vocabulary instruction that includes the characteristics of effective vocabulary instruction. (e.g., connect to background knowledge, create relationships between known words and new words, incorporate meaningful use, provide multiple exposures in a variety of contexts, utilize higher-level word knowledge.) • Differentiating between context that supports vocabulary and context that is less supportive. • Using models (e.g., semantic feature analysis, Frayer Model, etc.) to deepen word knowledge (e.g., definition, synonyms, antonyms, and association). • Using word origins to determine unknown words. <ul style="list-style-type: none"> ○ Common affixes and roots (e.g., Greek & Latin) to determine unknown words. • Using vocabulary strategies (e.g., Vocabulary Self-Collection Strategy; Knowledge Rating) to determine unknown words. • Using examples and non-examples. • Interpreting figurative language. <ul style="list-style-type: none"> ○ Metaphors ○ Similes ○ Personification ○ Idioms • Using resource materials (e.g., glossaries, dictionaries, digital resources, visuals). • Encouraging wide reading and word consciousness. 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Prior to the lesson, how do you create conditions and pre-assess students as they share what they know about the vocabulary in whatever language and at whatever level they can best express themselves?</p> <p>How are students given opportunities to share with peers and/or the teacher what they already know before they work with the new content, and during and after working with new vocabulary?</p> <p>Provide students with multiple opportunities to practice vocabulary words.</p> <p>Allow students to use a variety of modalities (e.g., linguistic and non-linguistic representations, native languages, English) when working with unknown vocabulary.</p> <p>Some models and strategies (e.g., Frayer Vocabulary Self-Collection) may need additional scaffolding and contextualization for second-language learners and other populations.</p>