

LITERACY

“The whole world opened to me when I learned to read.” - Mary McLeod Bethune

KNSP will utilize a balanced approach to literacy. Students will engage in independent, guided, and shared reading and writing, as well as direct phonics and vocabulary instruction. Literacy instruction in kindergarten and first grade will emphasize mastery of foundational skills, including phonological awareness, phonics, and word recognition, print concepts, and fluency, so that students have the skills to dig deeply into comprehension in second through fourth grade. Students in all grades will also have extensive practice with both fiction and non-fiction texts on their independent level and instructional level.

- **Guided Reading:** Students will participate in daily Guided Reading small groups in kindergarten through fourth grade, allowing students to receive small group, direct coaching on text that is at their instructional level.
- **Close Reading:** In the Wheatley curriculum, all students in all grades will engage in shared reading of grade-level text, in which the majority of instruction can be classified as close reading. The curriculum explicitly outlines the stages of close reading and calls for students to progressively develop deeper understanding of sections of a text over multiple reads.
- **Dedicated Phonics block:** With a balanced literacy approach, phonics will be one critical component included in daily instruction in kindergarten through second grade. Students will master the relationship between letters (graphemes) and sounds (phonemes) to ensure decoding will never be a barrier to fluency or comprehension.

Content	Instructional Emphasis	Key Components	Student Actions <i>Students...</i>	Teacher Actions <i>Teachers...</i>
Literacy	A multi-disciplinary balanced literacy program that emphasizes skills and strategies of strong readers of both literary and informational texts.	<ul style="list-style-type: none"> • Phonics • Guided Reading • Read Aloud • Shared Reading/Writing (Wheatley) • Independent Reading • Independent Writing • Literacy-infused Science Block • Close Reading (dedicated time in Grades 3-4) 	<ul style="list-style-type: none"> • Regularly seek opportunities to read in and out of school • Can name and explain the genre or author they most enjoy • Recognize when comprehension breaks down and use strategies to address confusion • Are eager to 	<ul style="list-style-type: none"> • Can explain what students need to know, understand, and do by the end of the year • Use a balance of whole group, small group, and partner groupings to meet individual needs of students • Are readers and writers

			<p>explore new texts</p> <ul style="list-style-type: none"> • Cite text evidence when proposing an argument or forming a conclusion about a text • Ask and answer questions while reading • Build stamina in independent reading and writing • Draw connections between one or more texts • Can share their reading level and growth goals at all times, including strategies they're using to make progress towards goal • Use precise and concise language to explain thinking out loud and in writing • Engage in the stages of the writing process to produce a final product 	<p>themselves, developing their own content knowledge and understanding of what good readers and writers do</p> <ul style="list-style-type: none"> • Closely read and intimately know the texts they put in front of students • Use formal and informal assessment data to track student progress, inform future lesson content, and determine intervention and extension strategies • Utilize rigorous, interdisciplinary think-alouds to model depth of thinking required by students • Expose students to texts written by diverse authors and texts that feature diverse characters • Regularly inform students and their families of student progress towards reading goals.
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