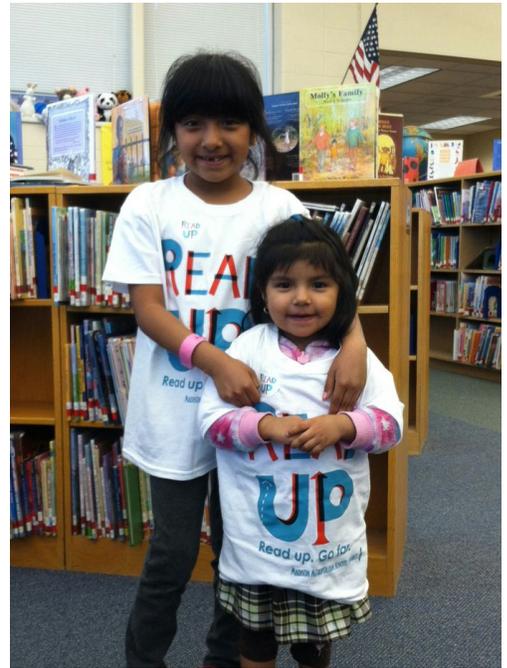


MMSD Literacy Curriculum

Children in grades K-5 have a literacy block with a recommended 120-minutes of daily instruction. During this time, children are reading, writing, speaking, listening, and working with language within a workshop model, in which a skill or concept is introduced and practiced until children can do it independently.

Reading Instruction

During reading instruction, children learn what it means to be a reader - how readers apply their early reading skills and strategies to understand what they are reading. Children engage in shared reading experiences of grade-level texts where both the teacher and the children are reading the text together. Teachers also work with small groups of children with similar reading instructional needs. These groups are flexible and change as a result of how the children are doing. During independent reading, children self-select and practice reading texts on their own or with a partner in order to practice applying both known and developing skills and concepts. Children have the opportunity to read for pleasure, be independent problem solvers, and improve reading fluency. We use *Mondo Bookshop* as our core resource.



Writing Instruction

During writing instruction, children learn what it means to be a writer - how writers think, plan, draft, revise, edit, and publish their work. Children use the writing process to develop and strengthen their writing when thinking about what it is they are writing, for whom they are writing, and what their purpose is for writing. Children engage in shared writing experiences where both the teacher and the children are writing together. Teachers also work with small groups of children with similar writing instructional needs. These groups are flexible and change as a result of student need. During independent writing, children self-select and practice writing on their own or with a partner in order to practice applying both known and developing skills and concepts. Children have the opportunity to write for multiple purposes, be independent problem solvers, and improve writing stamina. We use *The Common Core Writing Book* by

Gretchen Owocki and mentor texts as our core resource and *Units of Study for Writing* by Lucy Calkins as our supplemental resource.

Speaking, and Listening, and Language Instruction

Speaking, listening, and language use are essential parts of literacy learning, and they are integrated within reading and writing instruction. Teachers provide safe and nurturing environments in which children are encouraged to participate effectively in a range of conversations and collaborations with multiple partners, using language to express their own ideas and build on the ideas of others. To support children’s speaking and listening skills, we use *Mondo Bookshop* “Let’s Talk About It” resource.

Early Literacy Skills Instruction

In Grades K-1, early literacy skills instruction is divided into small-group and whole-group instruction. During this time, teachers teach new skills and then provide opportunities for teacher guided and peer practice for skills mastery. Our core resource, *Mondo Bookshop Phonics*, follows a scope and sequence that introduces new skills along with reviewing cumulative skills in order to support children’s early reading. For children who need continued support with early literacy skills in Grades 2-5, they receive small group instruction where teachers explicitly teach new skills and then provide opportunities for teacher guided and peer practice for skill mastery. We use either *Fountas and Pinnell* or *Mondo Phonics Intervention* based on the intensity of need.

Handwriting Instruction

Handwriting instruction is sequenced by first introducing letters that are easier to form followed by grouping letters that are formed in similar ways. Teachers provide children with immediate feedback through supported practice. Practice pages with models and visual prompts indicate how to form letters. Our core resource is Print Path.

