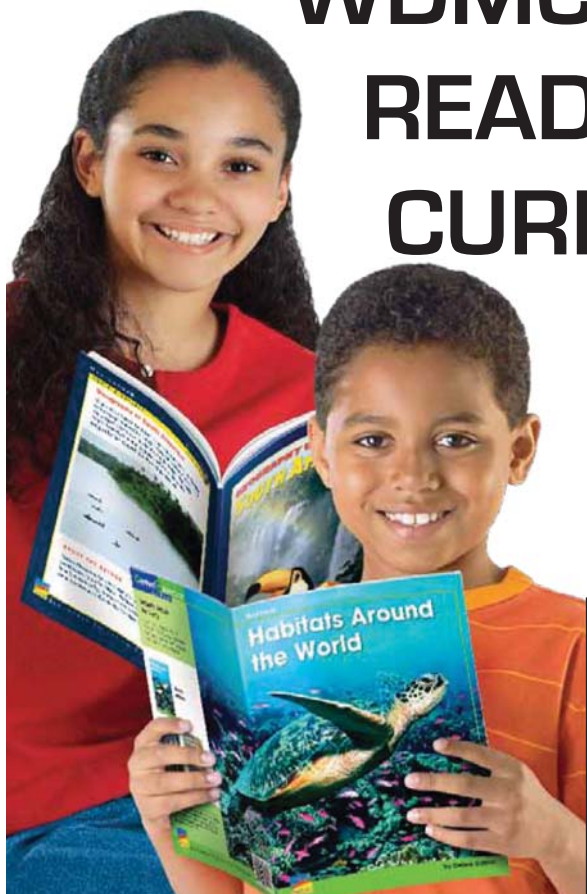


# WDMCS READING CURRICULUM



This year your child will experience new materials in their reading instruction. These materials are called Benchmark Literacy and will build on all the essentials of literacy including:

- Speaking and listening
- Phonics and word study
- Vocabulary
- Fluency
- Comprehension
- Writing skills

## THE STANDARDS

All teachers, as required by the state of Iowa, have a set of standards they will use to guide instruction. These standards outline what each child should know, understand, and be able to do by the end of the year. You will also notice we have revised our Pupil Progress Report Statements for all elementary grade levels, so they match the Iowa standards. The new Pupil Progress jackets have also been revised to let parents know what it takes to be proficient by the end of the year. For more information on the Iowa Core Literacy Standards you can visit [www.educateiowa.gov](http://www.educateiowa.gov).

## What will your child's daily literacy instruction look like?

INSTRUCTION	DESCRIPTION	INSTRUCTIONAL GOALS
<b>Read-Aloud</b>	Your child's teacher will select a favorite book to read aloud to the class. While reading, the teacher models how good readers think about and analyze a text.	<ul style="list-style-type: none"> <li>• Develop the love of reading</li> <li>• Model good reader strategies</li> </ul>
<b>Mini-Lessons</b>	Each day, the teacher will introduce and model specific reading skills and strategies using tools such as posters, big books and interactive whiteboard resources. Your child will participate in group and partner discussions, reading experiences, and shared writing experiences.	<ul style="list-style-type: none"> <li>• Teach good reader strategies</li> <li>• Develop students' vocabularies</li> <li>• Build reading fluency</li> <li>• Introduce text and graphic features</li> <li>• Build genre and literary analysis skills</li> <li>• Model writing strategies</li> </ul>
<b>Small-Group &amp; Independent Reading</b>	The teacher meets with 4 to 6 students at a time who have similar reading needs. Each small group reads books matched to their levels and the teacher observes and supports students' reading strategies. While the teacher meets with one group, other students read independently, partner read, write about reading, listen to reading, or phonic/vocabulary work.	<ul style="list-style-type: none"> <li>• Practice reading strategies</li> <li>• Provide feedback and support</li> <li>• Build comprehension</li> <li>• Extend reading vocabulary</li> <li>• Introduce text types and genres</li> </ul>
<b>Phonics &amp; Word Study</b>	During this part of the day, students focus on specific phonics or word study skills appropriate to their grade levels. This instruction helps students become more fluent readers and teaches them strategies to expand their vocabularies.	<p>K-2:</p> <ul style="list-style-type: none"> <li>• Build sound/symbol relationships</li> <li>• Teach students to decode and blend</li> <li>• Build sight word knowledge</li> </ul> <p>3-6:</p> <ul style="list-style-type: none"> <li>• Extend phonics instruction</li> <li>• Teach word origins</li> <li>• Build vocabulary strategies</li> </ul>