

Sioux Center Christian School

Language Arts Framework

Grade Bands	Tk-2	3-4	5-8
Reading	Fountas and Pinnell	Fountas and Pinnell Novel Units	Novel Units Reader's Workshop
Phonics	Really Great Reading	Remedial Support- Really Great Reading Read Naturally	Remedial Support- Really Great Reading Read Naturally
Writing	Lucy Calkins Remedial Support- IEW Writing	Lucy Calkins Remedial Support- IEW Writing	Lucy Calkins Remedial Support- IEW Writing
Handwriting	Handwriting Without Tears	Typing Club Reinforcement- Handwriting Without Tears Dyslexia Support- Cursive HWWT	Typing Club- 5-6 Reinforcement- Handwriting Without Tears Dyslexia Support- Cursive HWWT
Spelling	Really Great Reading	Fountas and Pinnell	Designed by SCCS teachers- Greek and Latin Roots and SpellingPatterns
Grammar	Designed by SCCS teachers- Aligned to F and P and Lucy Calkins	Easy Grammar Aligned to F and P and Lucy Calkins	Grammar for Writing Aligned to Grammar for Writing and Reading Units

Rationale/Additional Information:

Language Arts is a complex and significant part of a student's daily learning experience. This framework provides opportunities for students to learn and grow in each area, while also making connections between content areas and connecting to God's Story throughout their learning.

Reading-

- 1- Fountas and Pinnell provides quality and variety in the texts provided, as well as a flexible framework to continually respond to the reading needs of our students. Texts can easily be shifted in and out of the scope and sequence of instruction,, based on the needs and interests of students.
- 2- The use of Interactive Read Alouds takes place in a whole-class format, inviting kids into a love for reading and a knowledge of comprehension strategies, as well as modeling of fluency skills.
- 3- The use of Guided Reading components take place in small groups based on ability levels, as well as opportunities for grouping based on interests. *Students receive ability-level instruction when developing decoding skills and are reading at less than 100 WPM. Interest-based groups are utilized more frequently for students who have moved beyond 100 WPM in their fluency development.
- 4- Mini Lessons are used to support and reinforce comprehension and fluency skills, as needed within each group of students, primarily in the whole group format, but may also be used for small group and individual instruction.
- 5- Assessments are used to monitor student progress, as well as identifying skills mastered and skills needing to be reinforced. Assessments are communicated to parents regularly through report cards and conferencing.

Phonics-

- 1- Really Great Reading provides a multisensory approach to developing decoding skills for young readers.
- 2- Assessments are provided to monitor student progress, as well as identifying skills mastered and skills needing reinforcement. Assessments are communicated to parents regularly through report cards and conferencing.

Writing-

- 1- Grades K-8 are aligned to the Iowa Core Curriculum standards, using Lucy Calkins units to teach these concepts.
- 2- Grades K-8 incorporate writing journals and reflections into their instructional expectations consistent with skills taught explicitly, as well as skills taught in previous grade levels. .

Spelling-

- 1- Grades K-2- Really Great Reading spelling words will be used to reinforce spelling patterns. High frequency site words will also be introduced and learned.
- 2- Grades 3-4- Fountas and Pinnell spelling words will be used to reinforce spelling patterns and high frequency site words encountered in reading instruction.
- 3-Grades 5-8- Students will receive reinforcement instruction focused on spelling patterns, as well as instruction on Greek and Latin roots. Students will be expected to incorporate these patterns and roots in their writing.

Grammar-

1-Grades Tk-2- Teachers align and design grammar instruction to the Iowa Core Curriculum and Fountas and Pinnel grammar standards, using the Fountas and Pinnel texts to model the skills and using Lucy Calkins curriculum and student writing journals to demonstrate application of grammar standards.

2- Grades 3-5 also align their grammar instruction to the Iowa Core Curriculum and are using their reading texts (Fountas and Pinnell and novels) to model skills and using Easy Grammar curriculum to reinforce these concepts. Student writing will also demonstrate application of grammar standards.

3- Grades 6-8 also align their grammar instruction to the Iowa Core Curriculum and are using their reading texts (Fountas and Pinnell and novels) to model skills and using Grammar for Writing curriculum to reinforce these concepts. Student writing will also demonstrate application of grammar standards.