

## Elementary Reading Curriculum Framework Overview

At the elementary level, students should be presented with a wide range of reading experiences involving print and non-print materials encompassing the four assessed areas of reading: literary, informational, persuasive, and practical/workplace. These experiences should be provided to students in kindergarten through fifth grade during read aloud, shared reading, guided reading (when appropriate), and independent reading. The FCPS Recommended Curriculum Map provides a suggested sequence for introducing the four assessed genres of reading. Intentional connections have been made between the parallel processes of reading and writing, as well as other content areas, specifically, but not exclusively, Drama. In this way, the reading of authentic texts becomes a springboard for real, authentic writing, across the curriculum. The Recommended Curriculum Framework combines the instructional sequence, which ensures explicit instruction in each of the four assessed genres several times throughout the year, with identified core content and skills that have critical relationships with each reading genre.

In the Curriculum Framework, the essential core content is listed in the Content column. This column identifies **what** students need to **know** in relation to each of the four assessed genres of reading. All Academic Expectations, Demonstrators, and related Program of Studies skills are listed under the Demonstrators column. These Demonstrators are what students need to be able to **do** with the essential core content.

In the area of reading, there are many skills and processes that students apply across all types of reading. These skills and processes have been identified and organized in the *revised* FCPS Competency Assurance document. These skills and processes have been organized into the following strands from Program of Studies: Meaning of Text, Word Attack Strategies (vocabulary and word patterns), Concepts of Print, Experience with Text, Monitoring Strategies, Retelling, Summarizing, Text Structure, Comprehension and Fluency. The Core Content skills identified as RD-E-x.01, etc. have likewise been incorporated into the *revised* document. Many of these skills have **not** been identified in the curriculum framework, due to the nature of the process of reading. Students develop in their acquisition of reading at different rates. Assessment should be the foundation for what drives instruction. Diagnostic assessments listed in the assessment flowchart will help to determine when skills and processes will be taught to students.

Speaking, listening, and observing skills are used to communicate information for a variety of authentic purposes, situations, and audiences across all types of reading. Likewise, the integration of inquiry skills and technology across all types of reading allows students to discover and communicate ideas and information. While these skills are not specifically addressed within the framework, they are embedded in a complete curriculum. It is essential to use the

competency assurance documents, along with the reading curriculum framework, in order to provide students with a comprehensive reading program.

Term	Definition
<b>Academic Expectations</b> A E	From <i>Transformations: Kentucky's Curriculum Framework</i>
<b>Demonstrators</b>	What students should be able to do with the content they have learned.
<b>Core Content for Assessment</b> CC  (e.g. RD-E-1.0.7)	<b>RD</b> —Reading <b>E</b> —Elementary <b>Content Category Number</b> —1 (Literary), 2 (Informational), 3 (Persuasive), 4 (Practical/Workplace) <b>Item Number</b> —Item number within a group
<b>Program of Studies</b> POS  (e.g., POS-ELA-P-R-5)	<b>POS</b> —Program of Studies <b>ELA –English/Language Arts</b> <b>Level</b> —P (Primary), 4 (4 <sup>th</sup> Grade), 5 (5 <sup>th</sup> Grade) <b>Content Category</b> —R- Reading <b>Item Number</b> —Item number within a category
<b>Competency Assurance</b> CA	Fayette County Public Schools' standards document