

Young children need excellent models of fluent reading. They should be read aloud to regularly by adults and others who read aloud with accuracy, at a rate appropriate for the text, and with expression that supports understanding. Children also need many opportunities to participate in teacher read alouds or shared reading.

Kindergarteners demonstrate fluency with letter recognition and with decodable and high-frequency sight words both in isolation and in connected text. Good teaching and many opportunities to practice are crucial. Development of accuracy during the early years is paramount to the development of fluency.

For additional guidance on considerations for using the CA CCSS foundational reading skills with EL children, see Figure 3.17 in the Overview of the Span of this chapter. For guidance on teaching foundational literacy skills in Spanish, see the Spanish version of the CA CCSS for ELA/Literacy.

An Integrated and Interdisciplinary Approach

As discussed in the Overview of the Span section, the CA CCSS for ELA/Literacy and the CA ELD Standards call for an integration of reading, writing, speaking, and listening. Furthermore, these two sets of standards are inextricably linked to every area of the curriculum. Learning subject matter demands understanding and using its language to comprehend, clarify, and communicate concepts. The following snapshot illustrates how this integration of ELA with other content areas plays out in kindergarten classrooms.

Snapshot 3.4 Integrated ELA, ELD, Science, and History-Social Science in Kindergarten

The kindergarteners in Miss Kravitz's classroom listen to several informational and literary texts about the importance of caring for the environment and the impact of litter on local habitats. Miss Kravitz guides a discussion about this type of pollution, asking and encouraging the children to ask questions about the information they learned from the texts. Before the children discuss their ideas—first in pairs, and then in the whole group—she reviews some of the general academic and domain-specific vocabulary from the texts that will be useful for their discussions.

After they discuss their ideas, the children work in small groups to draw and label illustrations about what they learned and discussed. They work collaboratively, talking about their understandings and making decisions about their illustrations and the words they will use to label them. The children show and explain their completed works to the entire class, which are then displayed on a bulletin board. The children then identify three areas of the school grounds where they can observe what litter is doing to

their school environment. They identify the drive where students are dropped off and picked up, the outdoor lunch area, and the playground. Each day, teams count (and safely collect and discard) individual items during the final half hour of each of five days and record the count on a chart.

At the end of the week, the children determine which area accumulated the most trash by adding the daily counts. Miss Kravitz leads a discussion about their findings and guides children to think about the consequences of the litter in these places and possible actions they can take to change the amount of litter in them. Some of the children say that the litter makes their school ugly, and others highlight their health and that of the birds and other animals who visit their school as negative consequences. Together, with Miss Kravitz serving as scribe, they jointly craft a letter to the principal, using some of the special terminology used in their discussions and readings, and carefully revising and editing it as a group with teacher assistance. They invite the principal to the class to show their findings and present their letter to her.

CA CCSS for ELA/Literacy: RL.K.1; RF.K.2; W.K.2; SL.K.1; SL.K.6; L.K.6

CA ELD Standards: ELD.PI.K.1-2,5,6,9-11,12b; ELD.K.PII.1,3

Related Next Generation Science Standards:

Performance Expectation

K ESS3-3 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Science and Engineering Practices

Planning and Carrying Out Investigations

Analyzing and Interpreting Data

Related CA History-Social Science:

civic participation

Snapshot 3.5 Integrated ELA and Civics in Kindergarten

Ms. Miller reads aloud the picture book *No David*, by David Shannon, in which a young student breaks the rules, and there is the recurring refrain, “no David!” With support, the children identify and discuss the main ideas of the content at appropriate points.

Ms. Miller asks text-dependent questions to guide the children’s comprehension and critical analysis of the story. She returns to the story with them to locate text that addresses the questions.

- What are the school rules in this book?
- Who is the author? Why does the author think that rules in are important to have school and classroom?
- What does David think of the rules? Does he think they are important?
- What lessons do you think the author wants us to learn about rules that we can apply to our own school?
- Let’s compare the rules in our school with the rules in David’s school. Which are similar and which are different?