



All You Really Need to Know You Learned in Kindergarten

Kindergarten in the Common Core Era



- Welcome
 - Introductions
 - Committee Overview
- AASD Kindergarten Philosophy
 - Where We've Been & Where We're Going....
 - Play in Kindergarten
 - Philosophy Statement
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 - What & How
 - Aha's
- CCSS- English Language Arts
 - Gradual Release of Responsibility/Workshop
 - Curriculum Companion
- "Thinking Ahead"...Next Steps





Important Questions in CCSS Era...

- ***What is it we want students to learn?***
 - *Common Core Standards*
 - *Wisconsin Model Early Learning Standards (WMEELS)*
- ***How will we know if each student has learned it?***
 - *Frequent, team developed, common formative assessments*
- ***How will we respond when some students don't learn it?***
 - *Timely, directive, systematic intervention*
- ***How can we extend and enrich the learning for students who have demonstrated proficiency?****
 - *Timely enriched content, ~~extended activities~~*
- ***What is the process for facilitating the learning?***
 - *Developmentally appropriate practices*


- *DuFour et al. 2010. *Learning by doing*, 2nd Ed., p. 119. Solution Tree.



What is Not Covered by the Standards (DPI CCSS, p. 32)

The Standards define what all students are expected to know and be able to do, not how teachers should teach.

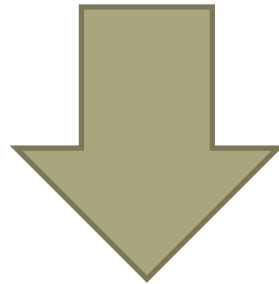




Relationship between “the WHAT” and “the HOW”

CCSS (the WHAT)

Non-negotiable



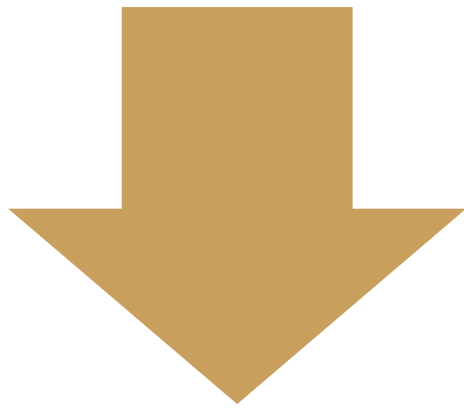
TEACHING And LEARNING

(the HOW)

Negotiable



CCSS and Kindergarten



Opportunities



Challenges





Let's talk about definitions of PLAY

“Unfortunately, however, the definition of “play “has been somewhat elusive in the literature.”

- Hirsch-Pasek et. al. (2009). A Mandate for Playful Learning in Preschool

Sorting out the nuances in the meaning of play:

- Free play
- Play-based learning
- Playful learning





AASD KINDERGARTEN PHILOSOPHY STATEMENT



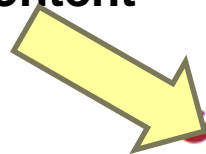
- What & How
- Aha's

CCSS- MATHEMATICS

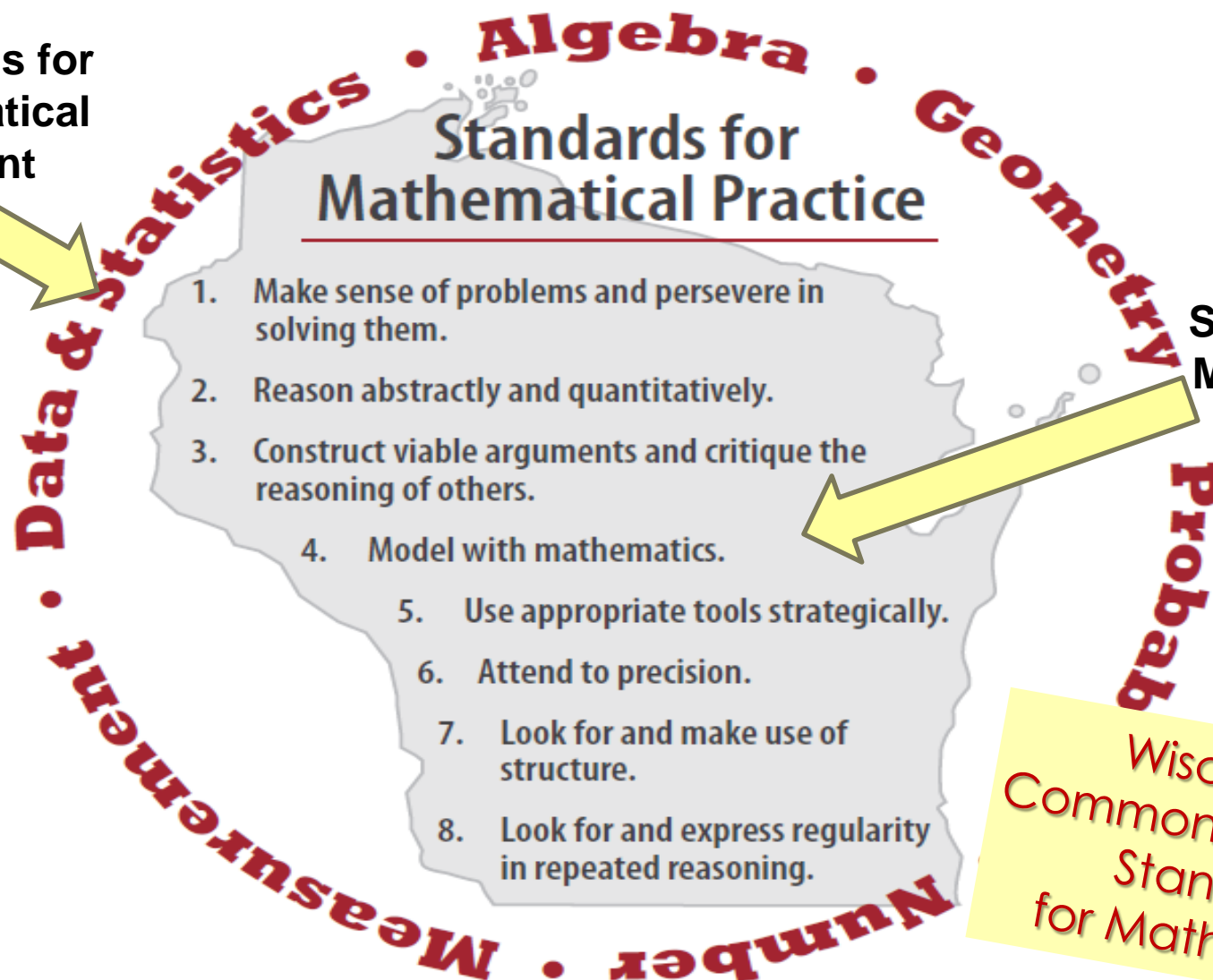
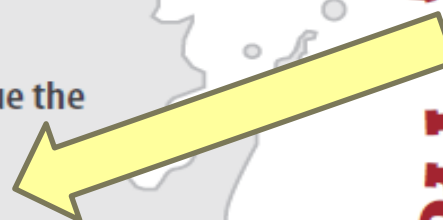


Mathematics--WI LOGO

Standards for
Mathematical
Content



Standards for
Mathematical
Practice

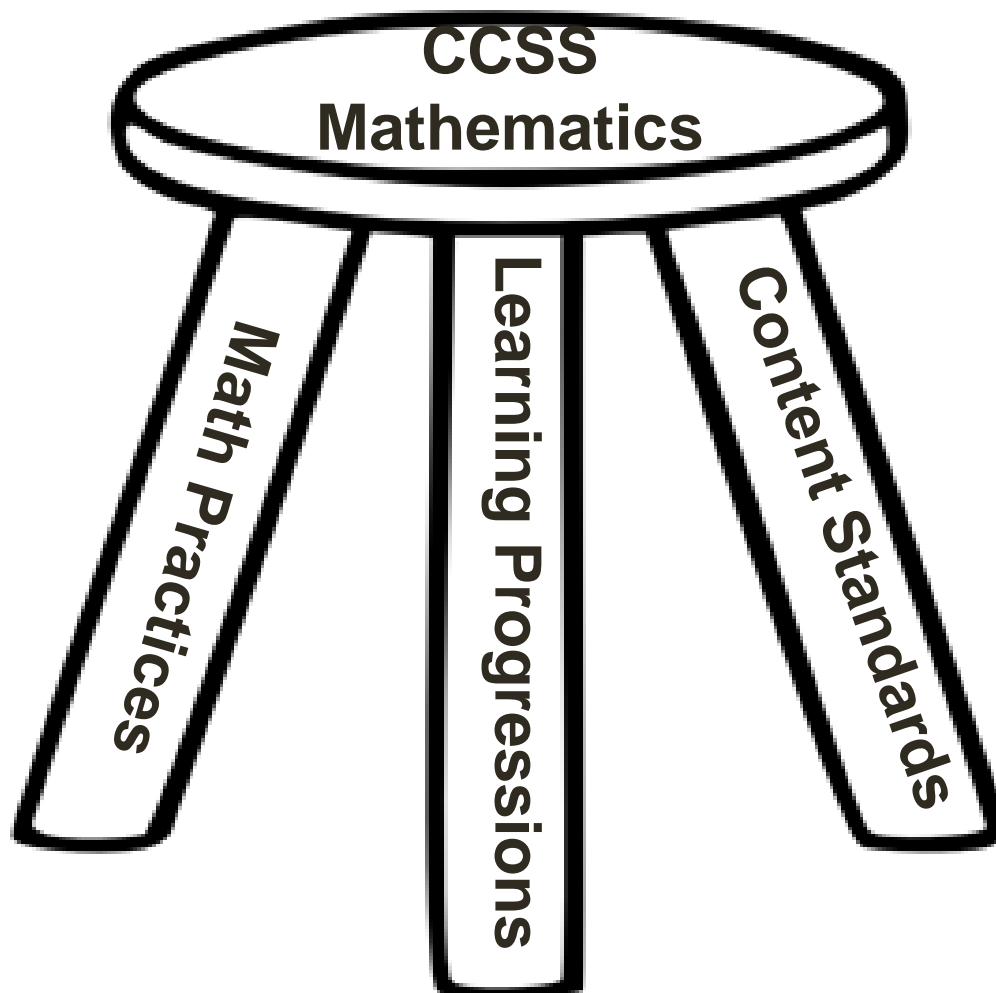


Wisconsin's
Common Core State
Standards
for Mathematics



COMMON CORE
STATE STANDARDS INITIATIVE

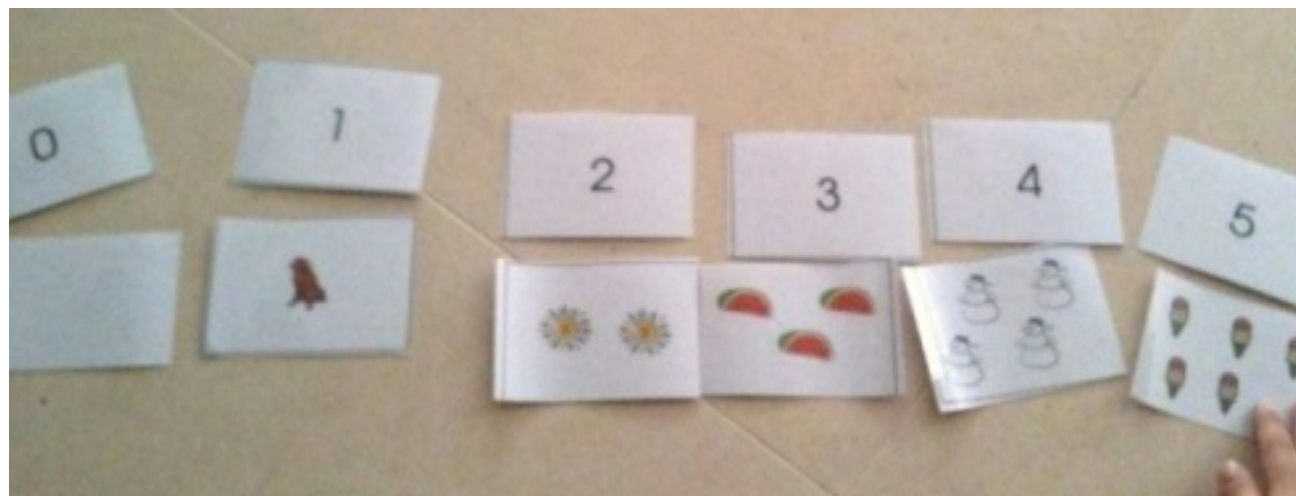
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER





CCSSM **Content** Standards

WHAT we do in mathematics



Mathematics Domain Distribution

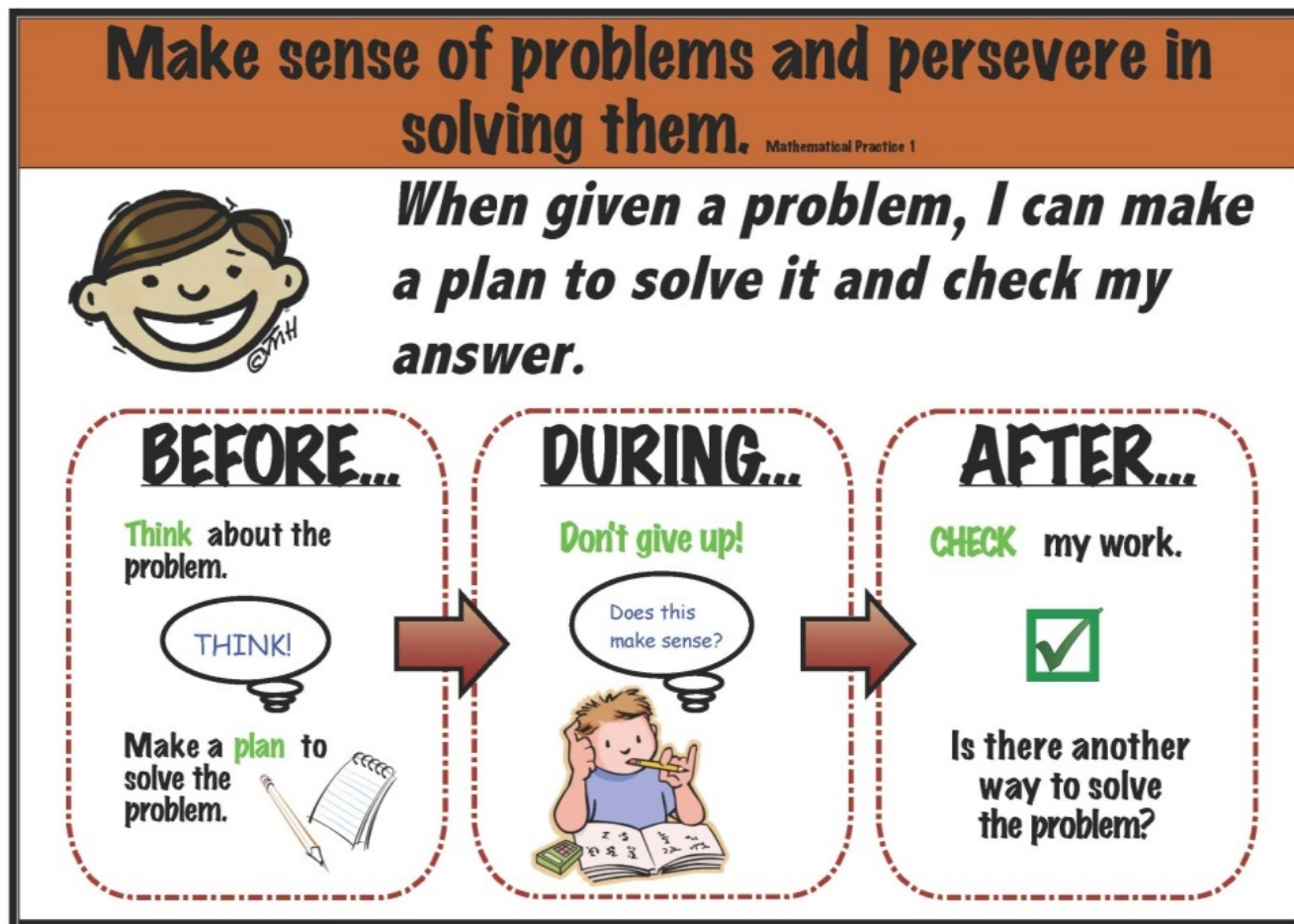
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Counting and Cardinality									
Numbers and Operations in Base 10				Numbers and Operations in Base 10 and Fractions		Number System		Number and Quantity	
						Ratio and Proportional Relationships			
Operations and Algebraic Thinking						Expressions and Equations		Algebra	
								Functions	
Measurement and Data						Statistics and Probability			
Geometry									

CCSSM Standards for Mathematical Practice

HOW we do in mathematics

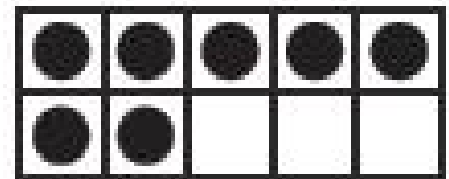
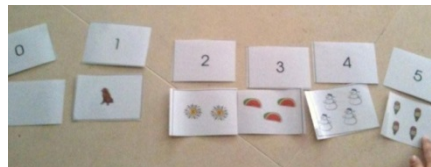


Jordan School District Posters of Mathematical Practice #1



CCSSM Learning Progressions

SEQUENCE of concept development





Gradual Release of Responsibility/Workshop
Curriculum Companion

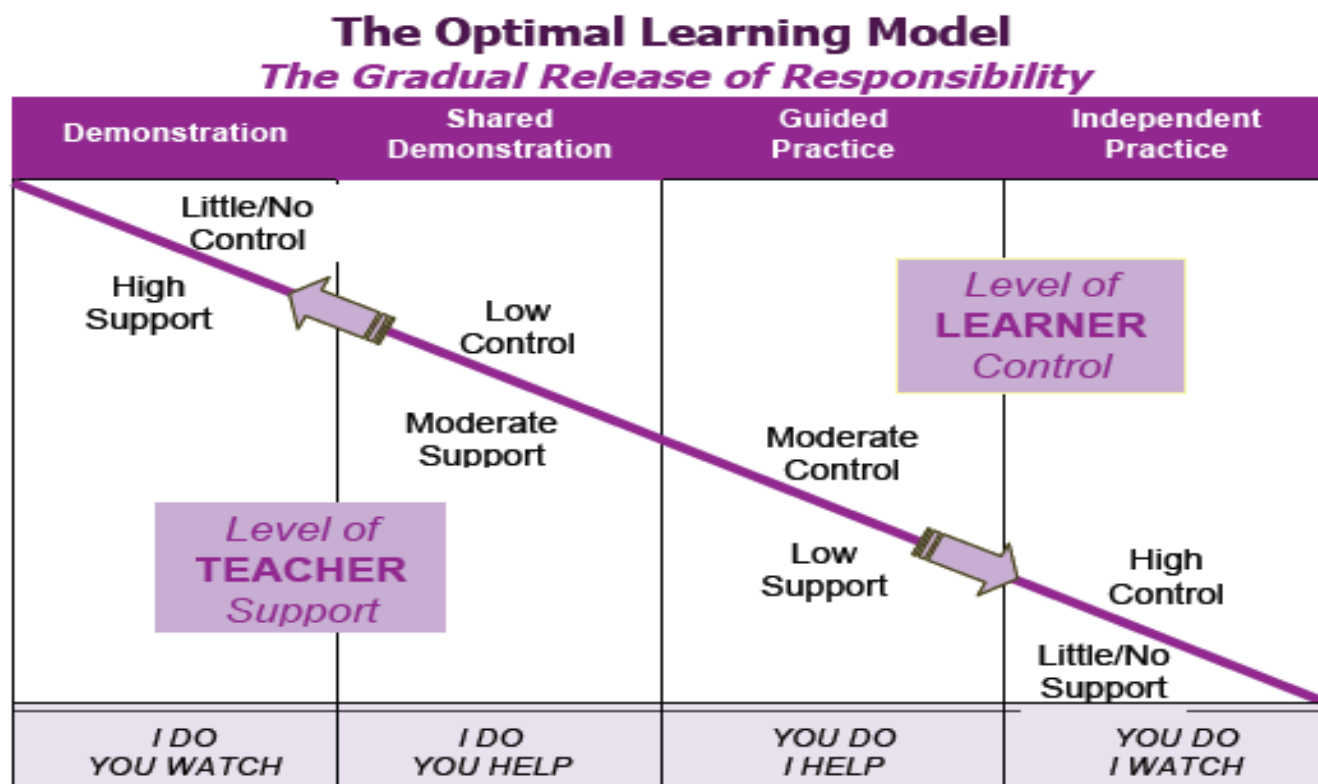
CCSS- ENGLISH LANGUAGE ARTS



Defining “THE HOW” Of Universal Instruction: Gradual Release of Responsibility

Gradual Release of Responsibility Graphic

Retrieved from www.literacyleader.com



Gradual Release of Responsibility Framework – Gr. K-5 Workshop Instructional Model

Gradual Release of Responsibility (GRR)

Sets the “stage” for
learning. . .

Read aloud/Interactive Read aloud Shared Reading/Writing

- Whole Group

Reading Workshop (60-90 min.)

- Whole Group Mini-lesson
- Small Group Guided Practice and Collaborative Work
 - Guided reading/Strategy Groups
 - Literature Discussion Groups/
Book Clubs/Inquiry Groups
- Independent Reading with One-on-One Conferencing
- Whole Group Share Time/Teaching

Writing Workshop (60 min.)

- Whole Group Mini-lesson
- Small Group Guided Practice and Collaborative
 - Guided writing/Strategy Groups
- Independent Writing with One-on-One Conferencing
- Whole Group Share Time/Teaching

Language Workshop (10-20 min.)

Interactive language and literacy
Conventional use of written language
Word study

- Mini Lessons
- Modeled Reading/Writing
- Interactive Vocabulary
- Interactive Edit
- Word Study
- Handwriting

(Fountas & Binnell, Guiding Readers and
Writers, 2001)



AASD Workshop Model

Workshop... is a workshop... is a workshop
(no matter what “model”)

Structure of the Reader’s and Writer’s Workshop

- Whole group minilesson
- Small group guided practice
- Independent practice with conferring
- Closure



Defining “THE WHAT” Of Universal Instruction: Common Core Standards and Curriculum Companion

Gradual Release of Responsibility Framework – Gr. K-5 Workshop Instructional Model

What level of scaffolding is needed to teach the standard(s)?

Sets the “stage” for learning. . .

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Kindergarten Standards Look Fors:

- Reading Standards for Literature and Informational Text- ***“with prompting and support”***
- Reading Standards: **Foundational Skills**
- Writing & Language Standards- ***“with guidance and support”***

Guiding Question: *How would the teaching and learning of these standards look in kindergarten classrooms?*

- With **prompting and support** could see more class projects/group research and do not expect students to achieve standard independently.
- **Foundational skills** may be the mini lesson focus if all students have same instructional need.
- Literature and informational text standards can be taught in small group vs. whole group mini lesson to help differentiate (same standard, but to different depth based on student ZPD).



Story of Curriculum Companion

- CCSS-ELA began with 12th grade and worked back to Kindergarten; Curriculum Companion began with kindergarten and worked up to 12th grade
 - CESA 7 designed Curriculum Companion Kindergarten modules with developmental appropriateness in mind- using current research and knowing that Kindergarteners can do it!
- If it doesn't feel appropriate, think about the teaching
 - I do it, we do it, you do it
- Themes come from the ELA discipline, not traditional Kindergarten thematic units (oceans, apples, animals)
- Focus Standards and Transfer Standards
 - Never once and done
 - Increasing complexity
 - Reading, writing, speaking and listening, and language standards are integrated

Curriculum Companion: “I can...”

W.K.1 (Opinion Writing)

- *Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book.*
- I can tell the title of a book I have listened to or read.
- I can tell someone my opinion by telling whether I liked the book/topic or not.
- I can use drawings or words to share what I think about the book/title with others.



