



Our Savior Christian Academy

Curriculum Framework for:

Literacy

Our Savior Christian Academy's "Curriculum Framework for Literacy" is designed as a tool that will follow the same format for all grades Pre K-4. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions.

Our Savior Christian Academy's "Curriculum Framework for Literacy" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.

✠ PHILOSOPHY ✠

God reveals Himself through language. The study of language enables us to gain knowledge, explore ideas, and communicate effectively. It is an integrated study of literature, reading, writing, listening, and speaking. Through the study of language we strengthen our relationship with God and are able to communicate His message to others.

Our Savior Christian Academy Broad Goals

Our Savior Christian Academy's Literacy goals include:

- Incorporating Jesus Christ in all core areas of Literacy.
- Providing the children with a wide range of knowledge, skills, and related activities that help him/her to develop an understanding of the physical world and social exchanges.
- Encouraging the children to be confident and to communicate effectively through reading, writing, speaking, and listening.
- Providing learning experiences in which students will recognize, develop, and apply effective communication skills at or above grade level in the areas of reading, writing, speaking, and listening across the curriculum,
- Showing students strategies on how to be knowledgeable and proficient thinkers who will make positive Christ-like contributions to society.

Our Savior Christian Academy obtains this through:

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.
- Fascinating and significant Language Art experiences through multi-sensory activities
- Applying Language Arts to other core areas of learning
- Adapting other subjects to add valuable perspectives to the Language Arts curriculum.
- Teaching on an individual basis with the knowledge that children acquire an understanding of Literacy in an uneven way.
- Continuous assessment for analysis and planning in Literacy.
 - Focuses on the identification of the children's existing knowledge and strategies.
 - Updating curriculum to meet changing state standards along with student needs.
 - Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mastery.
- Work samples and results that are shared with the parents, congregants, and community.

Missouri Early Learning Standards for Literacy

I. Symbolic Development

- 1. *Represents feelings and ideas in a variety of ways - integrating faith through understanding what scripture says about feelings (1 Cor 10:13), and that faith is not a feeling (Romans).***

Indicators	Examples The child ...
a. Represents feelings and ideas through pretend play.	<input type="checkbox"/> Pretends to be a firefighter, doctor, mother, father, ect. <input type="checkbox"/> Cooperates during play with others (e.g. children work together to build the Ark, or put puzzles together or build a farm with house, animal and blocks) <input type="checkbox"/> Attaches emotion to pretend play.
b. Represents feelings and ideas through movement.	<input type="checkbox"/> Pretends to move, run, jump, crawl and hop like animals, airplanes and ect. <input type="checkbox"/> Expresses feelings through movement (e.g. jumps with excitement and stomping feet in frustration)
c. Represents feelings and ideas through music.	<input type="checkbox"/> Joins in singing favorite songs, saying rhymes, finger plays, ect. <input type="checkbox"/> Creates music and songs (play pretend instruments and changes words to favorite tunes.) <input type="checkbox"/>
d. Represents feelings and ideas through art and construction.	<input type="checkbox"/> Draws or paints pictures and tell others about his/her pictures. <input type="checkbox"/> Build with blocks, Lego's, ect. And say, "I made) <input type="checkbox"/> Responds to others when asked to tell about a drawing.

II. Speaking/Expressive Language

1. Uses language to communicate - integrating faith through understanding how prayer is communicating with God. Psalm 17:6, Isaiah 38:5

Indicators	Examples The child ...
a. Communicates in home language and is understood by others.	<input type="checkbox"/> Communicates personal needs, preferences and feelings
b. Initiates and responds appropriately in conversation and discussions with adults and children.	<input type="checkbox"/> Responds to how others feel and expresses concern. <input type="checkbox"/> Shares information and gives directions, especially during play. <input type="checkbox"/> Engages in turn-taking conversations. <input type="checkbox"/> Ask why, what, when, where questions.

2. Uses expanded vocabulary - integrating faith through various definitions of Biblical terms including the need to learn what original Biblical languages were used.

Indicators	Examples The child ...
a. Uses language to pretend or create.	<input type="checkbox"/> Pretends with words or actions to be a story/TV character. <input type="checkbox"/> Makes up rhymes of songs <input type="checkbox"/> Tell real or make believe stories. <input type="checkbox"/> Tells and laughs at exaggerated stories. <input type="checkbox"/> Act out various Biblical stories.
b. Uses complete sentences of varying length.	<input type="checkbox"/> Uses descriptive language (e.g. color words, shapes, sizes). <input type="checkbox"/> Acquires new vocabulary. <input type="checkbox"/> Asks and answers question for information <input type="checkbox"/> Uses new vocabulary during play. <input type="checkbox"/> Understand what a scroll is, the term Bible, and Hymn.

III. Listening/Receptive Language

1. Listens for different purposes - integrating faith by understanding how we can study the Bible, pray and worship.

Indicators	Examples The child ...
a. Follows simple directions.	<ul style="list-style-type: none"> follows 2-step directions, "Put away your crayons and go to the door." follows 3-step directions, "Push chair in, put papers in folder and set on rug."
b. Listens responsively to books and stories.	<ul style="list-style-type: none"> responds to books and stories with facial and body gestures (smiling, laughing, etc.). responds verbally to the story or text.
c. Listens to and engages in conversations with others	<ul style="list-style-type: none"> responds appropriately to the words of another in an exchange of ideas, comments, or questions. Communication: Listening to God Comprehension: Understanding what God says. Confidence: Trusting in what God says. Change: Being transformed by what God says.
d. Responds to questions.	<ul style="list-style-type: none"> answers simple questions (e.g., "What month are we in?" "What season are we in?" "What is the weather like outside?" ect.) The parable of the sower - Mark 4:18-19.

IV. Reading

1. Applies early reading skills - integrating faith by recognizing where various books of the Bible are located - using the Holy Scripture as the ultimate means of literature.

Indicators	Examples The child ...
a. Shows interest in reading and books.	<ul style="list-style-type: none"> chooses to "read" or look at books. responds to and talks about the pictures in books. Access daily to the Bible as a book that is read and used.
b. Exhibits book-handling skills.	<ul style="list-style-type: none"> holds a book upright and turns pages in the book, front to back. begins to scan pages from top to bottom and left to right. knows a book is for "reading."
c. Pretends to read easy or predictable books or tries to read along during his/her favorite part of stor	<ul style="list-style-type: none"> may "read" beginning books, wordless books, familiar rhyming books, and/or predictable books by recreating the story from memory and/or picture cues. uses pictures and/or context to construct meaning. joins in with predictable phrases

<p>d. Comprehends and responds to text.</p>	<ul style="list-style-type: none"> • makes predictions and may use the pictures as a guide • talks about or expresses emotion in reaction to text. • uses the voice of a character • identifies known objects in illustrations.
<p>e. Develops a sense of story.</p>	<ul style="list-style-type: none"> • tells a story from pictures. • predicts outcomes of stories. • tells stories with beginnings, middles, and ends. • recalls information about settings, characters, events in a story.

2. Uses concepts of print - integrating faith through using the written Word to understand that God writes His words on our heart.

Dt. 6:6

Indicators	Examples The child ...
<p>a. Reads environmental print and symbols.</p>	<ul style="list-style-type: none"> • recognizes fast food and store signs (e.g., McDonald's, Wal-Mart). • recognizes product logos (e.g., Cheerios, Barbie, Lego's) • recognizes environmental signs (e.g., STOP, MEN, WOMEN, EXIT). • Recognizes the Holy Bible.
<p>b. Identifies some alphabet letters</p>	<ul style="list-style-type: none"> • identifies some letters in his/her name. • may identify letters in other personally significant words (e.g., "c" for cookie, "d" for dog, "m" for mom).
<p>c. Recognizes that print represents spoken words</p>	<ul style="list-style-type: none"> • recognizes first name in print. • knows that the label "chair" on a chair means chair. • recognizes that a letter is different from a word.

3. Attends to sounds in language - integrating faith in understanding that we can use sound and song to praise and worship God.

(Phonological Awareness)

Indicators	Examples The child ...
<p>a. Repeats rhymes, simple songs, poems and finger plays.</p>	<ul style="list-style-type: none"> • says or sings nursery rhymes such as Humpty Dumpty. • sings simple songs such as Month of the year or Days of the Week. • says poems and finger plays such as Itsy Bitsy Spider. • Sing hymns to learn and memorize scripture.
<p>b. Participates in word games.</p>	<ul style="list-style-type: none"> • claps along with syllables of words (e.g., claps names and rhythms). • participates in rhyming games (e.g., going on a bear hunt and find something that rhymes with sock).
<p>c. Discriminates some sounds in words.</p>	<ul style="list-style-type: none"> • attends to books that focus on specific sounds (e.g., JAMBERRY, FOX IN SOCKS, WHO'S IN THE SHED). • perceives differences between similar sounding words (e.g., coat and goat, three and free). • experiments with language sounds (like

	ssssssssnake, hisssssss, buzzzzzzzzz). • attends to some beginning sounds in familiar words
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V. Writing

***1. Uses writing as a means of expression/communication - integrating faith through understanding the importance of the written Word.
2 Peter 1:21***

Indicators	Examples The child ...
a. Experiments with writing tools and materials.	<ul style="list-style-type: none"> • shows beginning control of writing, drawing, and art tools (e.g., uses a paint brush, pencil or marker with a functional grasp, uses dry-erase markers or chalk on board, uses tools for play-dough).
b. Uses scribbles, shapes, pictures and letters to write	<ul style="list-style-type: none"> • attempts to write for a variety of purposes (e.g., lists, messages, stories). • writes something and then asks someone else to read it. • scribbles letter-like symbols and some letters in writing. (Post office)
c. Tells others about intended meaning of drawings and writings	<ul style="list-style-type: none"> • uses writing to communicate ideas and information. • uses symbols or drawings to express thoughts, feelings, and ideas. Child may draw or “write” about an experience.(Post Office)
d. Uses a variety of resources to facilitate writing	<ul style="list-style-type: none"> • may ask others for help in writing. • attempts to copy letters or words from the environment