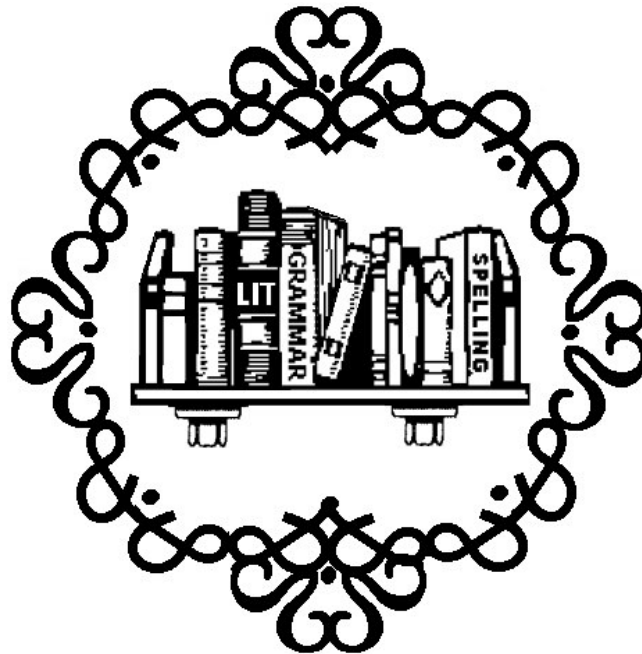


CURRICULUM GUIDELINES

Language Arts



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Diocese of Covington
Department of Catholic Education
TABLE OF CONTENTS

Preface

Introduction And Philosophy1

Writing Handbook2

Reading Recommendations.....14

Kindergarten.....15

First Grade18

Second Grade22

Third Grade.....26

Fourth Grade30

Fifth Grade34

Sixth Grade38

Seventh Grade42

Eighth Grade.....46

INTRODUCTION

This curriculum is designed to provide a fluent scope and sequence for grades K-8. It is the responsibility of the individual classroom teacher to follow their particular curriculum guidelines to insure that content gaps and overlaps do not exist. Many of the writing objectives are new to the Diocese, having been adapted from the Kentucky State Program of Studies and National Standards. Writing pieces in grades 3-8 are supposed to be student driven and contain authentic, “real world” audiences and purposes. This will give students ownership of pieces and make them more relevant to them. Schools may need to provide in-service to teachers to train them on “The writing Process” as discussed on the following pages.

PHILOSOPHY

The Language Arts Curriculum Guide exists to develop skills and instill an appreciation for the fundamental tool of human communication and interaction – language. The student will acquire a command of language necessary for the understanding and expression of ideas. Skill development and appreciation take place throughout the years of schooling in an ever-increasing sophistication and level of integration.

The Language Arts Curriculum provides a variety of experiences to allow for individual differences and interests as well as challenging each student to reach his or her potential and develop the power to be a discriminating reader and viewer.

“Language” includes literature, reading, writing, spelling, listening, speaking, and thinking skills. Through a command of language, the student is able to interpret personal experiences as well as others’ experiences and cultures.

Kentucky Writing Teacher Development Handbook Excerpts

The following pages were taken from the Writing Teacher Handbook developed by the Kentucky Department of Education. This information is important in putting into practice the curriculum guidelines that follow. Teachers should be trained in the writing process and other forms of writing that take place within the classroom. For the complete Handbook, go to www.kde.state.ky.us.

In all classrooms students should be provided opportunities to experience three kinds of classroom writing:

- **Writing to learn**
- **Writing to demonstrate learning**
- **Writing for real audiences for real purposes**

All of this writing can be directly relevant to learning in a unit of study and all of these categories of writing can support students in developing Portfolio-appropriate work. However, it is important to note that each of the three is usually driven by different instructional purposes with different audiences for the student to consider. An examination of each of these kinds of writing will demonstrate how each fits into classroom instruction across the curriculum.

WRITING TO LEARN

Students use this kind of writing in order to process information, develop thinking, learn new content, and synthesize new concepts. Since the purpose of writing to learn is to assist students in assimilating and remembering information, the audience for these pieces is the learner himself. There are other factors to keep in mind, however. Writing to learn...

- often is a response to a prompt provided by the teacher, but sometimes is a writing “prompted” by the individual student (that is, the student determines what he or she will focus on in the response).
- is intended to promote the student’s understanding of content and ability to think; to apply concepts, skills, and principles; to enhance reading comprehension; to make connections; to raise and address questions; to identify and discuss problems, etc. Writing to learn is used to promote learning and also may be used to assess learning; however, assessment is not the primary purpose of the writing.
- indicates how well students understand what has been taught, how well they can think and apply concepts, and how well they can communicate their understanding of subject matter relevant to the study area and their lives.
- even if teacher prompted, usually is “open” to an individual student’s choice and requires thinking.
- usually is a brief, single-draft writing, is not completed in a “real-world” form, and is not intended for an “authentic” readership.

Writing-To-Learn Strategies

Writing-to-learn practices help students to learn, to internalize the content, to think, and to reflect on their learning through metacognitive activities embedded throughout the instructional units. In general, metacognitive activities cause students to think about their thinking and learning. Teachers can use writing-to-learn strategies to promote learning and thinking in all study areas. The following strategies can be adapted to any setting for any age level.

Writer's Notebook: responses that encourage students to see the world around them as writers do. Students record the people, events, quotes, poems, words, reminders, clippings, etc., that are the seeds of genuine pieces of writing. Writer's notebooks often contain many of the elements listed in the journal types below.

Reading Response Journal: entries that allow students to respond to their reading, extend their thinking, support their ideas, and promote their understanding of materials read.

Learning Log: a collection of writings recording and promoting students' active learning, thinking, and application of skills. The log may include a variety of the strategies noted in this section.

Class Journal: a daily record of class activities, reflections about the learning in class, opinions about the issues brought up in class, questions, even notes. The CJ can be a cumulative record that the entire class keeps or an individual record of student learning.

Dialogue Journal: a written conversation between learners. Two partners write comments, questions, or notes to each other in relation to something being read or studied in class. This works especially well with two students reading the same book or working on a similar project.

Opinion Journal: a way to get students to think about issues and support for their opinions. In social studies, students may be asked to read the newspaper for current events or controversial issues. Students could clip out articles, tape them into their journals, write their opinions and then leave the entries for others to respond to, agree with, or refute. As students see others' responses, they may learn to provide more support in order to strengthen their arguments.

Sketch Journal: a journal that combines art and writing. By including sketches of students' rooms for family and consumer science, flowers in a science study, maps in social studies, and geometric figures found in the real world, sketch journals provide opportunities for students to demonstrate multiple intelligences.

Personal Journal: a journal that allows students to write about what is happening in their lives, events they want to memorialize, sad times they need to reflect on, happy times they want to share. This is a good place for memories to work into personal writing. Maintaining students' privacy and building a sense of trust are essential with these journals.

Grammar Notebook: a record of students' own grammatical strengths and weaknesses. Students learn valuable lessons as they record their own personal hints and reminders in their notebooks and, as a result, get a personalized grammar book by which to evaluate their own progress with grammar. This can also be a record of personal spelling demons and vocabulary lists.

Observation Logs: a record of students' observations. Students keep records as they watch classroom videos, observe people, follow a scientific process, write poetic descriptions, hear intriguing conversations, find oddities or paradoxes, or take a nature walk. On field trips, on the school property, at a local mall, during a science experiment – all areas of curriculum are appropriate for observation logs.

Double Entry Logs: entries allow for students not only to see but also reflect on what they see. Students draw a vertical line down the middle of the page. On the left, they record what they have actually seen, read, heard, observed, etc. On the right, they record their opinions, reflections, connections, concerns, questions, or reactions. This practice works well when students are reading a chapter or story, watching a video, or taking notes on a lesson or presentation.

Traveling Logs: an offshoot of the class log. Each day a different student records class notes and activities. The log is especially valuable for use by students who have missed class time due to other activities or absences.

Entrance (Admit) or Exit Slips: Entrance slips are completed before class and are brought in as the students enter the door. Exit slips are the students' passes out of the classroom. This writing- to-learn strategy can be used across the curriculum for many purposes:

- Focusing student attention on the lesson to be taught the next day
- Setting the tone for the class lesson
- Pre-thinking
- Pre-writing
- Accessing background knowledge
- Troubleshooting
- Reflecting

WRITING TO DEMONSTRATE LEARNING TO THE TEACHER

This type of writing is necessary in every classroom in order for a teacher to ascertain whether or not students understand the content and/or concepts being taught. Regularly asking students to think and write at the higher levels of Bloom's Taxonomy (i.e., analysis, synthesis, evaluation) can help students not only think through the content but also reveal what they know in more depth. Since students are demonstrating their knowledge, the teacher is the audience. Some qualities of writing to demonstrate learning follow. This kind of writing

- is a response to a school exercise, question, prompt, or teacher assignment.
- demonstrates to the teacher that the student has completed assigned work.
- is intended to indicate how well the student has learned what has been taught; in short, it assesses learning.
- often expects all students to address the assignment in the same way, for example, by giving the correct answer or by showing understanding through standard explanations. Typically this writing does not require much "ownership."
- is usually a single-draft writing, is not completed in a "real-world" form, and is not intended for an "authentic" readership.

EXAMPLES OF WRITING TO DEMONSTRATE LEARNING

- Answer to Open-Response Prompt
- Test Answer
- Summary of Reading
- Explanation or Summary of an Activity
- Book, Research, or Library Report
- Lab Report
- Essay for a Quiz

WRITING FOR AUTHENTIC PURPOSES AND AUDIENCES (Portfolio-appropriate Writing)

Authentic writing is a classification of writing that asks students to synthesize, analyze, or evaluate what they have learned in order to communicate with a wider audience, usually outside of the classroom. Writing which suits this category

- may be written in response to a prompt provided by the teacher but also may be defined to some extent by the individual student.
- is written with a specific, authentic purpose, with awareness of authentic readers, in real-world forms.
- is intended to help students develop skills in communication and to promote their learning and thinking. Authentic writing assesses skills in communication and may assess understanding of content in the study area along with students' abilities to apply learning and experiences to accomplish authentic purposes.
- indicates how well students communicate ideas about their learning, experience, and inquiry.
- reveals student ownership: purposes, ideas, methods of support, use of learning and experiences, choices about readers and forms, etc.
- shows students' thinking; is not merely a summary, transcription, or record of an activity, or answer to test question.
- usually is taken through a full writing process – prewriting, drafting, revising, editing, publishing; sometimes is written in “on-demand” conditions.

Authentic writing is the **only** kind of writing that is appropriate for Kentucky's Writing Portfolio. Pieces appropriate to include in the portfolio are produced for an authentic audience and purpose. Ideally, students make decisions about audience, purpose, and/or form based on their interests, experiences, and inquiry. These Portfolio-appropriate pieces are more successful when the writers pay careful attention to Kentucky's criteria for scoring writing, to the writing process for depth of thought, and to the content of the classroom for the subject matter.

Important features of Portfolio-appropriate writing:

- Specific, authentic purpose
- Authentic writing is driven by purpose – what the student wishes to accomplish through the piece. Whether the piece is written to share human experience, to make a point through fiction, or to persuade a readership to take an action, the writer has an authentic reason for writing.
- Well-developed ideas
- In order to fulfill a purpose, a student must include well-developed, focused ideas which reflect the student's thinking, understanding of content, and when appropriate in reflective writing explain for readers the content of the class in which the piece originated.
- Relevant, specific support for ideas and purpose
- Well-founded ideas are based on a student's learning, experience, reading, inquiry, and ability to think about the needs of readers.
- Awareness of authentic readers
 - In creating audience awareness, writers help readers by
 - providing details.
 - conveying ideas of relevance.
 - providing background information.
 - revealing critical thinking to anticipate readers' needs.
 - employing appropriate tone.
 - organizing .

- Real-world form suited to the purpose and the audience
This also includes the purposeful use of the characteristics of the selected form.
- Student ownership
When students make decisions about their own piece, when they use their own ideas, purposes, approach, experience, learning, inquiry, organization, etc., then they are truly taking ownership of the writing.

Sample “Real-world” Forms:

Articles (Various Publications)	Proposals	Memoirs
Editorials	Reviews	Poems
Text for Speeches	Chapters for a Book	Short Stories
Letters	Manuals	Plays, Scripts
Memos	Picture Books for Children	
	Personal Narratives	

Sample Purposes

Evaluate, Analyze, Interpret, Defend an idea, Solve a problem, Propose a change, Explain a procedure
Draw conclusions from, Support an idea, Clear up a misconception, Provide/explain needed information,
Persuade readers, Provide useful news, Present a needed plan, Inquiry

Sample Readers

An individual, A group, Classmates, Readers of a publication, People concerned about a problem,
People interested in a hobby, Citizens, Members of the community, Parents, Public officials,
People who requested a report, People who can act on a proposal, People with a certain view or
position on an issue, People interested in literature, Readers of literary magazines, People
interested in ideas about human experience

AUTHENTICITY IN PORTFOLIO-APPROPRIATE WRITING

In general, when we think of *authentic*, words like *original*, *realistic*, *genuine* come to mind, and, applied to writing, *authentic* means that the work is the student’s own, done for a realistic purpose and readership and in a realistic form that logically fits the purpose and audience or situation. The writing reveals a genuine effort to communicate with others (it is not merely an academic exercise). Though a variety of kinds of writing may be done in our schools, some writing should be *authentic*, and this kind of writing should be included across the grade levels and study areas to help students learn, develop as writers, and prepare a variety of samples of writing, some of which are submitted in the assessment writing portfolio.

Authentic purpose for writing means that

- the purpose is one that reflects the student’s ownership, individuality, choices, decisions.
- the purpose is specific. (It’s not realistic to write generally about a topic, with no specific purpose.)
- the purpose is realistic, one students actually have or logically could have in their lives.
- the purpose is genuinely *needed* by readers; the purpose is a justifiable one; the purpose is to accomplish something that makes sense, is significant.
- the purpose is not merely to complete an exercise or test question for the reader and is not merely to complete a kind of writing. (The writer is genuinely trying to convey ideas to readers for a meaningful, realistic purpose.)

Authentic audience and audience awareness mean that

- the writer has in mind a realistic readership(s) for whom the writing is especially important, needed.
- the writing is developed throughout with an awareness of readers (“target” readers and critical readers).
- the writing reveals awareness of a critical reader who expects careful, thoughtful writing.
- the writer shows awareness of the interests, needs, and general expectations of readers of a particular kind of writing (e.g., poetry, technical writing, or academic articles).
- the reader is someone logically and realistically appropriate for the writer’s purposes, not merely the teacher as a tester of the student’s learning.
- the writer takes steps to interest and help readers, including providing appropriate support and explanation.

Authentic (“real-world”) form means that

- the form chosen logically fits the writer’s purpose and audience.
- the form is realistic, like one done in the “real world”; the writing looks realistic.
- the student shows ability to apply characteristics of the selected form (e.g., poem, short story, editorial, article).
- the writing is not merely a fill-in-the-blank or other such exercise.

THE WRITING PROCESS

Quality writing instruction is anchored in the use of the writing process. Writers often work in the writing process in different ways, but the following are fundamental in the writing process.

Prewriting

In prewriting, a writer explores subjects and experiences, determines a focused purpose for writing, begins to consider the needs of an audience, selects ideas and support for the purpose, and begins to organize these ideas. Teachers should assist students by

- creating opportunities in the classroom for students to inquire, learn, and think critically as they investigate topics.
- providing written models and instruction in analyzing writers’ forms, purposes, audience awareness, idea development, and organizational strategies.
- providing whole class instruction and practice in a variety of prewriting strategies and activities from which students can choose those that best suit their particular needs.
- guiding students as they determine their realistic purpose and audience and real-world form in order to develop their selected topics.
- allowing for some student choice and not depriving students of either ownership of their writing or opportunities to improve their writing abilities.

Drafting

In drafting, a writer begins to compose the work by drafting sentences and paragraphs connecting one thought to another. Writers concentrate on creating their meaning, developing thoughts, providing relevant support, addressing their reader's needs, and organizing their work. Teachers should assist students by

- maintaining a supportive environment that allows for different learning styles, provides rich resources, and gives ample drafting time in and out of class.
- respecting the writer's ability to make choices about purpose, audience, form, content, and length.
- encouraging students to draw appropriately on their experience, learning, reading, and inquiry to accomplish their authentic purposes as writers.

Conferencing

During conferencing, writers acquire feedback concerning their writing, interacting with teachers, peers, and others. **Conferencing may occur at all stages of the writing process.** It is essential that (during these conferences) the student writer retain ownership of his/her writing. While responders (teachers, peers, or others) may ask questions and offer suggestions, the writer will decide what to incorporate and what to reject. Responders should assist students by:

- questioning rather than dictating.
- coaching rather than correcting.
- suggesting rather than imposing.
- critiquing rather than criticizing.
- guiding rather than directing.

Revising

In revising, the writer begins to make appropriate changes to a draft. Revision is, in a sense, rethinking or "re-visioning" ideas. During revision, the writer reshapes and reorders the text to match it as closely as possible with the new ideas in his or her head. The general guideline in revision is that the students will make decisions about what to add, delete, or change. Teachers and others may provide response but should ensure that authors have the final say in the revisions they make in their writing. Teachers may use a variety of strategies to promote revision including

- raising questions to clarify the student's purpose, audience, meaning, content, ideas, and organization.
- modeling and discussing revision while preserving author's ownership.
- teaching students how to review their writing with each other and to talk about possible changes.
- providing class time for revision.
- allowing peers to read each other's writing and offer suggestions for the author to consider.
- encouraging students to read/reread examples of writing to help make decisions about their own writing.
- designing revision checklists for students to use with their own writing and when conferencing with peers.
- allowing students to talk and write about their revisions and the rationale behind them reflecting upon their work and progress as writers.
- encouraging student to inquire and learn more about their selected topic, drawing on this learning to accomplish their purposes.

Editing

In editing, the writer strives to create a correct piece of writing. The writer's goal in editing is to produce the best possible paper according to his/her developmental level. Arranging for a specific time for editing can help students spot errors and correct them. Teachers should emphasize the role of students as owners of their work in making final decisions. Teachers can use a variety of strategies to promote editing including:

- monitoring students' writing development to discover patterns of error and to determine students' critical needs and developmental level in order to plan instruction designed to address specific grammar, spelling, punctuation, and usage needs.
- supporting students in self-assessing and making final editing decisions.
- providing mini-lessons and encouraging students to apply lessons to their own writing.
- encouraging students to use appropriate resources such as handbooks, dictionaries, thesauri (print and electronic), spell checkers, or computer writing programs.

Following are some appropriate strategies to use with students when you focus on the editing process.

- **Mini-Lessons:** Brief lessons on common editing problems can be of immediate benefit to students when they are taught as part of an editing workshop. After a short lesson at the beginning of an editing session, students can immediately apply the lessons to their own writing, reinforcing new information about correctness through meaningful use rather than isolated exercises. Mini-lessons can be used with smaller groups of students experiencing similar, specific problems.
- **Peer Editing:** Students pair off and edit one another's drafts, pointing out the positions of any errors they see. **Each student makes his/her own corrections preserving author's ownership.**
- **Class Experts:** Students skilled in a specific editing area check the drafts of peers for errors. Often, a student can explain a point in terms a classmate can understand.
- **Transparency Editing:** Make a transparency of a student draft from **a previous year** and ask the class to identify editing needs. As students identify and correct errors, the teacher corrects each on the transparency and then asks students to apply these same editing strategies to their own pieces of writing. If this model is followed regularly, students receive numerous short lessons focusing on mechanics and usage, and have many opportunities to apply new strategies.
- **Minimal Mark:** During an editing conference, the teacher places a dot or check mark in the margin of a line containing an editing error. Students must find and correct the error. Teachers should be careful not to mark all errors during a conference, but instead focus on one or two specific skills during the session.
- **Modeling:** Teachers should be sure that every piece of their own writing that they share with students is as accurately edited as possible. When errors do occur in teacher models, these errors should be used to facilitate a mini-lesson focusing on the specific skill.

Publishing

In publishing, students make their writing public for others. For assessment purposes, 4th grade students will publish four pieces and 7th and 12th grade students will publish five pieces from their classroom folders. Students determine the point at which their writing is ready to be published. Following are some guidelines for the publishing stage:

- Many forms of publishing are acceptable (bound books, pamphlets, brochures, illustrated works, regular manuscripts), but the work should be a size that will fit the standard writing assessment portfolio.
- The writing should be neat and legible. Students may use many methods to produce published pieces (pen or pencil, printing or cursive, word processors or typewriters). Regardless of the method selected, the students must write, type, or word process by themselves unless otherwise noted on an IEP.

Forms of Writing

PERSONAL EXPRESSIVE WRITING

The personal expressive category includes several types of writing, each of which focuses on the life experiences of the writer. These types include personal narratives, memoirs, and personal essays. The characteristics of the form and the strategies for developing ideas may be different for each kind of writing included here.

- **Personal Narratives** are focused on a **single** significant incident from the writer's life and are supported by details that emphasize the significance of the experience. While a personal narrative may relate any incident that the writer feels is significant, the success of the narrative lies in the writer's ability to provide the reader with an understanding of the events and feelings that make the incident important and the author's ideas and interpretation of the experience. This is accomplished through the inclusion of specific details, organization that emphasizes the importance of the event, and voice/tone that communicates the writer's ideas and feelings about the incident.
- **Memoirs** are focused on the significance of a **relationship** and are supported by memories of specific experiences. While a memoir may focus on any individual person, place, animal, or thing, the success of the memoir lies in the writer's ability to provide the reader with an understanding of the importance of the relationship. This is accomplished through the writer's use of details and reflection to create a connection with the reader that shares the critical value of the relationship between the writer and the other individual person, place, animal, or thing.
- **Personal Essays** are focused on a **central idea** about the writer or the writer's life and are supported by a variety of incidents from the writer's life. While a personal essay may focus on any central idea about the writer's life (e.g., the satisfaction of working with the elderly, the role of the oldest sibling in the family, the pain of loss), the success of the essay lies in the writer's ability to describe the central idea and build a framework of support for that idea. This is accomplished through the writer's use of broad reflection enhanced by specific, detailed incidents that are tied to the central idea.

LITERARY WRITING

The literary writing category includes several types of writing, each of which evolves from the imagination and experience of the writer. The success of literary writing is accomplished through the writer's thoughtful expression about human experience, specific and rich use of language, management of literary techniques, and effective organizational strategies to communicate ideas and feelings to the reader. Literary writing includes poems, short stories, and scripts/plays.

- **Poems** are compositions in verse. Poetry may take many forms.
- **Short Stories** are pieces of fiction that contain some, but perhaps not all, of the following elements that are characteristics of the genre: plot (conflict, crisis, resolution), setting, character development, theme, and point of view. Short stories may range in length depending on audience and purpose.
- **Scripts/Plays** are pieces that reflect the third area of literary writing, drama. Drama by nature contains many of the elements of fiction: characters, conflict, rising action, climax, falling action, resolution, etc. Drama also includes conventions specific to its genre (i.e., stage directions, dialogue, setting, cast lists, etc.). Plays may range in length depending on audience and purpose. Plays that contain the elements of drama belong in the literary category in the portfolio. **Scripts of advertisements, news broadcasts, documentaries, or other information-giving forms belong in the transactive category of the portfolio.**

TRANSACTIVE WRITING

Transactive writing, which is written from the perspective of an informed writer to a less informed reader, is functional writing intended to present information and ideas in order to accomplish any one or more of a variety of realistic purposes in “getting things understood and done” in the world. Transactive writing often draws a conclusion, advocates a position, and/or solves a problem. Much of the writing done in academic contexts and in the workplace is transactive writing. In fact, academic writing and technical writing are examples of transactive writing that can be Portfolio-appropriate.

In order to present authentic purposes to real-world critical readers, students may choose from a variety of forms such as: a letter for the local newspaper, an editorial published in the school newspaper, an article for a class or team magazine, or a speech or proposal for the school-based council.

Transactive writing should

- have a focused purpose – an authentic reason for being written besides completing an assignment;
- take the form of writing seen in the world beyond the classroom (e.g., article, letter, editorial, speech, proposal, brochure, manual);
- address a targeted audience besides the teacher as an assessor;
- engage the reader with an interesting beginning – one which gives some context/reason for the information which follows;
- develop ideas with specific, relevant details; and
- move the reader(s) through the piece with logical, appropriate transitional strategies.

Content Area Writing

Content area writing is writing that is produced in a class other than English/language arts classes. At the 12th grade, any class for which a student receives English credit for high school graduation is **not** a content area class, and conversely, any class for which a student does not receive English credit for high school graduation **is** a content area class. At the 4th- and 7th-grade level, classes like reading, writing, communication, spelling and speech count as English/language arts classes and are not acceptable as content area classes. The content piece may be the result of interdisciplinary instruction.

Content area writing should

- be assigned in the content area classroom.
- be developed in the content area classroom (planning, gathering information, drafting).
- be revised for content in the content area classroom (checking for content correctness).
- serve the instructional goals of the classroom.
- relate to the content area being studied.
- reflect authentic content and forms produced in this field (e.g., articles like those found in scientific journals, commentaries on social issues like those found in newspapers).

On Demand Writing

Purposes

The purpose of Kentucky's on-demand writing assessment is to determine if students can independently apply skills and knowledge of writing criteria. The goals of on-demand writing include the following:

- Document students' abilities to apply writing strategies and skills independently on a single task in a limited time
- Promote students' abilities to communicate a single response to a prompt when given an audience, purpose, and form
- Provide data upon which to base ongoing instruction that is responsive to students' needs

On-Demand Writing Tasks

The on-demand writing prompt specifies the audience, purpose and form for the response and deals with ideas, events, or situations familiar to all students.

Students may be asked to

- Narrate an event (for a purpose)
- Persuade
- Respond to text, a graphic, or a chart

In these forms...letter, article, editorial, speech.

Below are a couple of examples of On-Demand writing exercises. All on-demand writing tasks have three essential parts:

On-Demand Writing Prompt #1

- | | |
|---|---|
| 1. Situation or context for the student that engages the student with background information | Your class won \$25.00 for having the best attendance last fall. Your teacher said you can use the money to buy a classroom pet. Decide what pet you want to buy. |
| 2. Task statement specifying the audience, purpose, and form | Write a letter to your teacher. Persuade your teacher to purchase the pet you choose. |
| 3. Reminder of the scoring criteria | See below |

On-Demand Writing Prompt #2

- | | |
|---|--|
| 1. Situation or context for the student that engages the student with background information | There are many new families moving into our county. We want to be sure these families know that our school is special. |
| 2. Task statement specifying the audience, purpose, and form | Write an article for the local newspaper narrating an event that made our school special to you. |
| 3. Reminder of the scoring criteria | See Below |

SCORING CRITERIA	
PURPOSE/AUDIENCE: The degree to which the writer maintains a focused purpose to communicate with an audience by:	
<ul style="list-style-type: none"> - narrowing the topic to establish a focus - analyzing and addressing the needs of the intended audience 	<ul style="list-style-type: none"> - adhering to the characteristics (e.g., format, organization) of the form - employing a suitable tone - allowing a voice to emerge when appropriate
IDEA DEVELOPMENT/SUPPORT: The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using:	
<ul style="list-style-type: none"> - logical, justified, and suitable explanation - relevant elaboration 	<ul style="list-style-type: none"> - related connections and reflections - idea development strategies (e.g., bulleted lists, definitions) appropriate for the form
ORGANIZATION: The degree to which the writer creates unity and coherence to accomplish the focused purpose by:	
<ul style="list-style-type: none"> - engaging the audience and establishing a context for reading - placing ideas and support in a meaningful order 	<ul style="list-style-type: none"> - guiding the reader through the piece with transitions and transitional elements - providing effective closure
SENTENCES: The degree to which the writer creates effective sentences that are:	
<ul style="list-style-type: none"> - varied in structure and length - constructed effectively 	<ul style="list-style-type: none"> - complete and correct
LANGUAGE: The degree to which the writer demonstrates:	
<ul style="list-style-type: none"> - word choice - strong verbs and nouns - concrete and/or sensory details - language appropriate to the content, purpose, and audience 	<ul style="list-style-type: none"> - concise use of language - correct usage/grammar
CORRECTNESS: The degree to which the writer demonstrates:	
<ul style="list-style-type: none"> - correct spelling - correct punctuation - correct capitalization 	<ul style="list-style-type: none"> - appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)

RECOMMENDATIONS FOR TEACHING READING

Increase

- Reading aloud to students
- Time for independent reading
- Children's choice of their own reading materials
- Exposing children to a wide and rich range of literature
- Teacher modeling and discussing his/her own reading tastes
- Primary instructional emphasis on comprehension

- Teaching reading as a process:
 - Use strategies that activate prior knowledge
 - Help students make and test predictions
 - Structure help during reading
 - Provide after-reading applications
- Social, collaborative activities with much discussion and interaction
- Grouping by interests or book choices
- Silent reading followed by discussion
- Teaching skills in the context of the whole and meaningful literature
- Writing before and after reading
- Encouraging invented spelling in children's early writing

- Use of reading in content fields (e.g. historical novels in Social Studies)
- Evaluation that focuses on holistic, higher order thinking processes
- Measuring success of reading program by students' reading habits, attitudes, and comprehension

Decrease

- Exclusive Emphasis on whole-class or reading-group activities
- Teachers selection of all reading materials
- Relying on selections in basal reader
- Teacher keeping his/her own reading process and habits private
- Primary instructional emphasis on reading sub-skills such as phonics, work analysis, and syllabication

- Solitary seatwork

- Grouping by reading level
- Round robin oral reading
- Teaching isolated skills in phonics workbooks or drills
- Little or no chance to write
- Punishing pre-conventional spelling in student's early writings
- Segregation of reading to reading time

- Evaluation focuses on individual, low level sub-skills
- Measuring the success of the reading program only by test scores

KINDERGARTEN – LEARNING OBJECTIVES

READING

The Learner Will:

- Acquire basic sight words (number words, color words)

WORD ATTACK/PHONEMIC AWARENESS

The Learner Will:

- Know letter names
- Know letter sounds
- Discriminate visual shapes, forms, letters words
- Use auditory and visual strategies to understand words and their meanings
- Will develop an awareness of sounds and patterns in language including auditory segmenting, blending and rhyming

COMPREHENSION/INTERACTION WITH TEXT

The Learner Will:

- Supply missing words in oral context
- Be able to retell a story sequentially (orally or in drawings) using the beginning, middle and end
- Begin to recall important facts and details from a story
- Begin to make predictions using known information
- Employ concepts of print including directionality and book handling
- Make sense of reading materials using illustrations and word patterns
- Use prior experiences to help make sense of stories

LITERARY CONCEPT SKILLS

The Learner Will:

- Identify characters and setting of stories
- Begin to identify title, author and illustrator
- Begin to distinguish between real and make believe

LITERARY APPRECIATION

The Learner Will:

- Appreciate rhyme, rhythm, repetition, alliteration
- Develop concept of self as a reader
- Experience different literary genres (stories, poems, fairy tales etc.)
- Begin to choose reading materials

WRITING

MECHANICS

The Learner Will:

- Produce pictures, marks and signs that represent print
- Represent words with correctly formed letters for beginning and ending sounds
- Use developmental spelling with correct letter formation

Sentence Structure

- Put words together to write meaningful phrases

Grammar/Usage

- Begin to learn proper use of capital letters

WRITING PROCESS

The Learner Will:

- Use personal experiences as a source for writing
- Produce through drawing, symbols and letters writing that has meaning to the student
- Label pictures and drawings
- Use combinations of pictures, symbols, letters and words to convey meaning

TYPES OF WRITING

The Learner Will:

- Recognize different types of writing
- Recognize that different types of writing have different purposes and audiences

ORAL COMMUNICATION

SPEAKING

The Learner Will:

- Supply missing words in oral context
- Retell a story using beginning, middle and end
- Relate experiences using appropriate vocabulary and complete sentences
- Speak clearly and at an appropriate rate
- Engage in informal communication
- Practice appropriate verbal behaviors for a variety of audiences, purposes, and situations
- Apply appropriate nonverbal techniques (gestures, facial expressions) to enhance communication
- Use visual aids in making oral presentations (show and tell)
- Pose questions to obtain ideas and information for authentic purposes

LISTENING

The Learner Will:

- Follow one step directions
- Understand the meaning of text through the presenter's intonation and inflection
- Display appropriate listening behaviors in various situations and purposes

OBSERVATION

The Learner Will:

- Use senses to observe the world around them for a specific purpose
- Construct meaning from observing nonverbal cues
- Apply listening, speaking and observing skills for a variety of purposes

GRADE ONE – LEARNING OBJECTIVES

READING

VOCABULARY

The Learner Will:

- Read basic sight words at grade level (Dolch)
- Acquire reading vocabulary related to concepts learned
- Alphabetize according to initial letter
- Use beginning dictionary as an aid
- Recognize synonyms, antonyms, and homonyms

WORD ATTACK/PHONEMIC AWARENESS

The Learner Will:

- Associate letter names with letter sounds
- Discriminate visual shapes, forms, letters words
- Use auditory and visual strategies to understand words and their meanings
- Develop an awareness of sounds and patterns in language including auditory segmenting, blending and rhyming
- Use basic phonemic analysis: initial, medial, final consonants; long and short vowels; initial blends
- Use word structure in order to determine meaning of unknown words in context

COMPREHENSION/INTERACTION WITH TEXT

The Learner Will:

- Supply missing words in oral and written context
- Be able to retell a story sequentially using signal words
- Recall important facts and details from a story
- Make predictions using known information
- Employ concepts of print including directionality and book handling
- Students will make sense of reading materials using illustrations and word and sentence patterns
- Use prior experiences to help make sense of stories
- Follow written directions
- Use graphic sources for information: simple maps, globes, diagrams, graphs
- Understand meanings of words in context at grade level
- Identify explicitly stated main idea
- Follow story line involving several characters
- Use syntax and semantics to make sense of text
- Identify basic parts of book: table of contents, glossary, title page

LITERARY CONCEPT SKILLS

The Learner Will:

- Identify character, setting and problem of a story
- Identify the main idea of a nonfiction passage
- Identify title, author and illustrator
- Distinguish between fantasy and fact

LITERARY APPRECIATION

The Learner Will:

- Appreciate rhyme, rhythm, repetition, alliteration
- Develop concept of self as a reader
- Begin to understand the feelings and emotions of characters
- Choose a variety of reading materials that reflect their interests
- Read for enjoyment
- Experience different literary genres; stories, fairy tales, poems, etc.

WRITING

MECHANICS

The Learner Will:

- Represent words with correctly formed letters
- Write legible manuscript letters
- Write from left to right and top to bottom on the right side of the page

Sentence Structure

The Learner Will:

- Write complete simple sentences

Grammar/Usage

The Learner Will:

- Use basic conventions of punctuation and capitalization
- Recognize and use the correct forms of singular and plural regular nouns and regular verbs
- Recognize adjectives and pronouns

Spelling

The Learner Will:

- Use developmental spelling with correct letter formation
- Begin to identify and correct simple spelling mistakes

WRITING PROCESS

The Learner Will:

- Label pictures and drawings
- Use combinations of pictures, symbols, letters and words to convey meaning
- Begin to brainstorm to generate writing ideas with a class and individually
- Use a variety of pre-writing ideas as sources for later writing
- Use personal experiences as a source for writing
- Write stories and brief descriptions
- Write a piece that includes a beginning, middle and end
- Produce through drawing, symbols and letters writing that has meaning to the student
- Develop and change ideas in writing in response to peer and teacher feedback
- Enjoy and appreciate one's own and other's writing

TYPES OF WRITING

The Learner Will:

- Recognize different types of writing
- Recognize that different types of writing have different purposes and audiences
- Begin to create simple writing samples

ORAL COMMUNICATION

SPEAKING

The Learner Will:

- Supply missing words in oral context
- Retell a story using beginning, middle and end
- Relate experiences using appropriate vocabulary and complete sentences
- Speak clearly and at an appropriate rate
- Engage in informal communication
- Practice appropriate verbal behaviors for a variety of audiences, purposes and situations
- Apply appropriate nonverbal techniques (gestures, facial expressions) to enhance communication
- Use visual aids in making oral presentations (show and tell)
- Pose questions to obtain ideas and information for authentic purposes
- Contribute ideas and information in group discussions
- Give a short sequence of directions for others to follow
- Present information using appropriate delivery techniques: rate, tone, volume

LISTENING

The Learner Will:

- Follow one and two step directions
- Understand the meaning of text through the presenter's intonation and inflection
- Identify main idea of a speaker's message
- Appreciate and imitate literary devices of rhythm, rhyme, alliteration and onomatopoeia
- Interpret and apply meaning from listening
- Identify and apply appropriate listening behaviors in various situations

OBSERVATION

The Learner Will:

- Use senses to observe the world around them for a specific purpose
- Construct meaning from observing nonverbal cues
- Apply listening, speaking and observing skills for a variety of purposes

GRADE TWO – LEARNING OBJECTIVES

READING

VOCABULARY

The Learner Will:

- Read basic sight words at grade level (Dolch)
- Acquire reading vocabulary related to concepts learned
- Alphabetize according to the first two or more letters of a word
- Understand content area vocabulary in context and isolation
- Use dictionary as an aid to determine word meaning and correct spelling
- Identify synonyms, antonyms, and homonyms

WORD ATTACK

The Learner Will:

- Use complex structural analysis: affixes, root words and contractions to derive word meaning in isolation and context
- Use auditory and visual strategies to understand words and their meanings
- Develop an awareness of sounds and patterns in language including auditory segmenting, blending and rhyming
- Use basic phonemic analysis: initial, medial, final consonants; long and short vowels; initial blends

COMPREHENSION/INTERACTION WITH PRINT

The Learner Will:

- Supply missing words in oral and written context
- Be able to retell a story sequentially using signal words
- Recall important facts and details from a story
- Make predictions using known information
- Make sense of reading materials using illustrations and word and sentence patterns
- Use prior experiences to help make sense of stories
- Follow written directions
- Use graphic sources for information: simple maps, globes, diagrams, graphs
- Understand meanings of words in context
- Identify the main idea of a short piece of writing
- Follow story line involving several characters
- Use syntax and semantics to make sense of text
- Identify and use basic parts of book: table of contents, glossary, title page
- Begin to recognize similarities and differences in text

LITERARY CONCEPTS

The Learner Will:

- Identify character, setting and problem of a story
- Identify the main idea of a nonfiction passage
- Identify title, author and illustrator
- Be introduced to differences between first and third person point of view
- Understand basic story structure
- Distinguish between fact and opinion, fantasy and fiction

LITERARY APPRECIATION

The Learner Will:

- Appreciate rhyme, rhythm, repetition, alliteration
- Develop concept of self as a reader
- Begin to understand the feelings and emotions of characters
- Choose a variety of reading materials that reflect their interests
- Recognize and experience different types of literature: biography, plays, poetry, expository prose and fiction
- Begin to recognize various authors
- Read for enjoyment

WRITING

MECHANICS

The Learner Will:

- Represent words with correctly formed letters
- Write legible manuscript letters and begin to write legible cursive letters

Sentence Structure

The Learner Will:

- Write simple and compound complete sentences
- Form sentences with complex idea

Grammar/Usage

The Learner Will:

- Use basic conventions of punctuation and capitalization
- Recognize and use the correct forms of singular and plural regular nouns and regular verbs
- Recognize and correctly use adjectives, pronouns, possessive nouns, common irregular verbs and the verb 'to be'

MECHANICS (Cont.)

Spelling

The Learner Will:

- Use developmental spelling with correct letter formation
- Begin to identify and correct simple spelling mistakes
- Begin to spell high frequency words correctly

WRITING PROCESS

The Learner Will:

- Use personal experiences as a source for writing
- Write simple, organized, logical paragraphs using appropriate signal words and transitions
- Begin to brainstorm to generate writing ideas with a class and individually
- Students will develop and edit ideas in writing in response to peer and teacher feedback
- Use a variety of pre-writing ideas as sources for later writing
- Enjoy and appreciate one's own and other's writing
- Write a piece that includes a beginning, middle and end
- Develop a single topic using relevant details, explanations and examples
- Recognize that rewriting and editing are done for a particular purpose
- Respond in a clear and organized manner to open-ended questions and writing prompts
- Begin to recognize the need to adapt writing to a particular audience

TYPES OF WRITING

The Learner Will:

- Recognize different types of writing
- Recognize that different types of writing have different purposes and audiences
- Create a variety of simple writing samples that include narrative, expository, poetry

ORAL COMMUNICATION

SPEAKING

The Learner Will Begin To:

- Retell a story using beginning, middle and end and using appropriate signal words
- Relate experiences using appropriate vocabulary and complete sentences
- Speak clearly and at an appropriate rate in a group setting
- Engage in informal communication
- Practice appropriate verbal behaviors for a variety of audiences, purposes and situations
- Apply appropriate nonverbal techniques (gestures, facial expressions) to enhance communication
- Use visual aids in making oral presentations
- Pose questions to obtain ideas and information for authentic purposes
- Contribute ideas and information in group discussions
- Give a short sequence of directions for others to follow
- Present information using appropriate delivery techniques: rate, tone, volume

LISTENING

The Learner Will:

- Follow multi-step directions
- Understand the meaning of text through the presenter's intonation and inflection
- Identify main idea and at least two supporting details of a speaker's message
- Begin to appreciate and imitate literary devices of rhythm, rhyme, alliteration and onomatopoeia
- Interpret and apply meaning from listening
- Identify and apply appropriate listening behaviors in various situations
- Respond to a speaker by asking appropriate questions

OBSERVATION

The Learner Will:

- Use senses to observe the world around them for a specific purpose
- Construct meaning from observing nonverbal cues
- Apply listening, speaking and observing skills for a variety of purposes

GRADE THREE – LEARNING OBJECTIVES

READING

VOCABULARY

The Learner Will:

- apply context clues for word meaning
- relate vocabulary to the content area
- master alphabetizing according to two letters
- use the dictionary to determine the correct definition of multiple meaning words
- begin to use the thesaurus
- classify words as synonyms, antonyms, homophones

WORD ATTACK

The Learner Will:

- Apply structural analysis in order to determine word meaning in isolation and context
- Apply rules of syllabication
- Apply auditory and visual strategies to understand words and their meanings
- Understand the patterns in language including auditory segmenting, blending and rhyming
- Apply basic phonemic analysis; initial, medial final consonants; long and short vowels; initial blends, diphthongs, diagraphs, irregular vowels

COMPREHENSION

The Learner Will:

- Make and confirm predictions to make sense of text
- Integrate prior knowledge and experiences with text to infer, predict and conclude
- Apply skills to determine sequential order of events
- Summarize the events of a story using various methods (drawing, telling, writing)
- use text structure to determine print and non-print (signs, electronic media) materials for authentic purposes
- identify cause and effect relationships
- find similarities and differences between texts
- be introduced to finding the main ideas of a content area text and writing said ideas in outline form

LITERARY CONCEPTS

The Learner Will:

- identify the main components of a story (main idea, characters, setting, conflict, resolution)
- be introduced to simile, metaphor and alliteration
- identify first and third person points of view
- distinguish between fact and opinion, fantasy and fiction

LITERARY APPRECIATION

The Learner Will:

- listen to/read a variety of genres (stories, poetry, biographies, plays, expository, fiction, etc.)
- appreciate rhyme, rhythm, repetition, alliteration
- recognize differences in figurative and literal languages
- choose and read a variety of materials to gain understanding of the world around them and of the nature of texts
- begin to recognize various authors
- read for enjoyment

WRITING

MECHANICS

Sentence Structure

The Learner Will:

- be introduced to varying sentence length and structure
- distinguish between complete sentences, incomplete sentences and run-on sentences; construct complete sentences

Grammar/Usage

The Learner Will:

- identify irregular plurals of nouns correctly
- be introduced to subjective and objective pronouns
- be introduced to subject-verb agreement
- be introduced to irregular verbs
- identify simple tenses of verbs correctly (past, present and future)
- identify simple adjectives
- master capitalization and the following conventions of punctuation (periods, questions marks and exclamation points)
- recognize and use the correct forms of singular and plural regular nouns and regular verbs
- recognize and correctly use adjectives, pronouns, possessive nouns, common irregular verbs and the verb 'to be'

Spelling

The Learner Will:

- spell high frequency words correctly; begin to spell content area words accurately
- begin to spell content area words accurately
- be introduced to basic spelling rules
- be introduced to the dictionary to check spelling

WRITING PROCESS

The Learner Will Begin To:

- narrow topic to establish a focus
- develop ideas to support needs of audiences in writing in response to peer and teacher feedback
- use details, explanations, and examples to support ideas for specific audiences, purposes and real world issues
- use appropriate formats and patterns for various genres
- organize writing logically in paragraphs and through using transition words to move from one paragraph to another
- develop a single topic using relevant details, explanation and examples that support a main idea
- use tools to edit writing for correctness (dictionary, thesaurus, writing resource book, technology)

TYPES OF WRITING

The Learner Will:

- begin to connect reading, listening, observing, and inquiry to personal experience through applying-writing-to-learn strategies in situations such as journals and graphic organizers
- begin to produce a variety of written responses, some of which reflect on self as reader and writer
- begin to write simple forms of poetry (rhyming, patterns and acrostics.)

ORAL COMMUNICATION

SPEAKING

The Learner Will:

- retell a story using beginning, middle and end and using appropriate signal words
- relate experiences using appropriate vocabulary and complete sentences
- speak clearly and at an appropriate rate in a group setting
- engage in informal communication
- practice appropriate verbal behaviors for a variety of audiences, purposes and situations
- apply appropriate nonverbal techniques (gestures, facial expressions) to enhance communication
- use visual aids in making oral presentations
- pose questions to obtain ideas and information for authentic purposes
- contribute ideas and information in group discussions
- give a short sequence of directions for others to follow
- present information using appropriate delivery techniques: rate, tone, volume
- begin to prepare and deliver formal presentations individually and/or collaboratively for specific audiences, purposes and situations

LISTENING

The Learner Will:

- follow more complex multi-step directions
- continue to understand the meaning of text through the presenter's intonation and inflection
- identify main idea and at least three or more supporting details of a speaker's message
- appreciate and imitate literary devices of rhythm, rhyme, alliteration and onomatopoeia
- further interpret and apply meaning from listening
- continue to identify and apply appropriate listening behaviors in various situations
- respond to a speaker by asking appropriate and clarifying questions

OBSERVATION

The Learner Will:

- use senses to observe the world around them for a specific purpose and classify information obtained
- construct meaning from observing nonverbal cues and respond appropriately

GRADE FOUR – LEARNING OBJECTIVES

READING

VOCABULARY

The Learner Will:

- apply a variety of vocabulary strategies in context to understand text
- understand vocabulary in context
- develop alphabetizing skills to more than two letters
- use dictionaries as a key to pronunciation including phonetic spelling
- continue to use the thesaurus to develop better word choices
- select words that are synonyms, antonyms and homophones

WORD ATTACK

The Learner Will:

- comprehend structural analysis (prefixes, suffixes, root words)
- apply rules of syllabication

COMPREHENSION

The Learner Will:

- predict possible outcomes based on previous clues in the text
- integrate prior knowledge and experiences to understand text (infer, predict, conclude, summarize, sequence events)
- identify and understand the multiple causes of a given event or character's actions
- analyze similarities and differences between texts
- recognize authors' opinions and details used to support those opinions
- restate main ideas from content area text in outline form using simple outline or graphic organizers

LITERARY CONCEPTS

The Learner Will:

- explain the main components of a story (main idea, characters, setting, conflict, resolution)
- recognize differences in similes and metaphors; recognize examples of alliteration
- recognize differences in first and third person points of view
- explain the main idea of a non-fiction passage and identify supporting details

LITERARY APPRECIATION

The Learner Will:

- choose and differentiate among genres (stories, poetry, biographies, plays, fiction, non-fiction, etc.)
- differentiate between figurative and literal languages
- understand and respond to a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events
- select and read materials for enjoyment

WRITING

MECHANICS

Sentence Structure

The Learner Will:

- apply conventions of punctuation (commas, semi-colons and, quotation marks)
- begin to vary the length and structure of sentences
- master construction of complete sentences

Grammar/Usage

The Learner Will:

- construct the plurals of irregular nouns correctly
- be introduced to possessive pronouns; use subjective and objective pronouns correctly
- use correct subject-verb agreement
- understand the correct usage of irregular verbs
- determine the correct usage of verb tenses (past, present and future)
- use basic conventions of punctuation and capitalization
- be introduced to different types of adjectives
- be introduced to adverbs, interjections, conjunctions and prepositions

Spelling

The Learner Will:

- use a systematic method to spell words independently
- continue to use the dictionary to check spelling
- know basic spelling rules

WRITING PROCESS

The Learner Will Further:

- narrow the topic to establish a focus
- develop ideas to support needs of audiences in writing in response to peer and teacher feedback
- use details, explanations, and examples to support ideas for specific audiences, purposes and real world issues
- develop organized pieces with introduction, body and conclusion
- use appropriate formats and patterns for various genres
- organize writing logically in paragraphs and through using transition words to move from one paragraph to another
- use tools to edit writing for correctness (dictionary, thesaurus, writing resource book, technology)
- write passages with chronological sequence of events that are supported by details

TYPES OF WRITING

The Learner Will:

- write for authentic purposes and audiences to demonstrate learning based on personal experiences, reading, listening, observing, and/or inquiry.
- be introduced to and write different types of poetry (free verse, haikus, cinquains, limericks, couplets, etc.)
- write personal pieces to communicate ideas
- write responses to literary pieces
- begin to produce paragraphs to answer open response questions
- begin to use technology and other forms of media to produce writing that develops and supports independent ideas

ORAL COMMUNICATION

SPEAKING

The Learner Will:

- be introduced to the idea of planning an oral presentation for a specific audience and make organized oral presentations using charts, graphs and/or diagrams
- continue to present information using appropriate delivery techniques (rate, tone, volume)
- recognize the purpose and effectiveness of both formal and informal presentations; prepare and deliver both types individually and/or collaboratively for specific purposes, audiences and situations
- apply speaking skills to conduct authentic inquiry tasks

LISTENING

The Learner Will:

- begin to recognize main ideas through verbal cues in content area and transcribe them into outline form
- apply listening skills to conduct authentic inquiry tasks
- continue to follow complex multi-step directions
- appreciate literary devices of rhythm, rhyme, alliteration and onomatopoeia within poetry
- differentiate and apply appropriate listening behaviors in various situations
- continue to respond to a speaker by asking appropriate and clarifying questions

OBSERVATION

The Learner Will Continue to:

- use senses to observe the world around them for a specific purpose and classify information obtained
- construct meaning from observing nonverbal cues and respond appropriately

GRADE FIVE – LEARNING OBJECTIVES

READING

VOCABULARY

The Learner Will:

- apply prior knowledge and personal experiences to understand text
- determine the meaning of content area vocabulary
- master alphabetizing skills
- be introduced to word origins and histories through the use of the dictionary
- continue to use the thesaurus to develop a variety of word choices
- apply their knowledge of synonyms, antonyms and homophones

WORD ATTACK

The Learner Will:

- extend knowledge of structural analysis (prefixes, suffixes, root words)

COMPREHENSION

The Learner Will:

- infer logical conclusions
- evaluate and make judgments
- identify and apply information contained in directions and forms to complete authentic tasks
- respond (discuss, write, draw) to a variety of reading materials by summarizing, identifying, sequence, generalizing, comparing and contrasting, and applying previous knowledge and experiences
- construct a simple outline of main ideas from content area text
- begin to recognize various propaganda techniques used in text

LITERARY CONCEPTS

The Learner Will:

- recognize and classify characteristics and elements of different kinds of literary works.
- classify similes, metaphors, and alliteration
- differentiate between first and third person points of view
- recognize the structure and purpose of non-fiction

LITERARY APPRECIATION

The Learner Will:

- choose and classify various genres (prose, poetry, stories, biographies, non-fiction, etc.)
- distinguish between literal and figurative language using the terms literal and figurative
- form opinions about literary works
- identify meaning from a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events
- select and read a variety of materials from various authors and genres
- read for enjoyment

WRITING

MECHANICS

Sentence Structure

The Learner Will:

- continue to apply conventions of punctuation (commas, semi-colons and quotation marks)
- implement varying usage of sentence length and structure

Grammar/Usage

The Learner Will:

- use plurals of irregular nouns correctly
- distinguish between subjective, objective and possessive pronouns and identify the correct usage of each type
- apply use of correct agreement between subjects and verbs
- demonstrate knowledge of usage of irregular verbs
- illustrate correct usage of simple verb tenses (past, present and future)
- distinguish between different types of adjectives
- apply knowledge of adverbs, interjections, conjunctions and prepositions

Spelling

The Learner Will:

- spell increasingly complex words
- utilize the dictionary

WRITING PROCESS

The Learner Will:

- narrow the topic to establish a focus
- develop more elaborated ideas to support needs of audiences in writing in response to peer and teacher feedback
- organize writing logically in paragraphs and through using transition words to move from one paragraph to another
- begin to use more relevant details, explanations, and examples to support ideas for specific audiences, purposes and real world issues
- apply appropriate organizational structures and patterns for various genres
- use tools to edit writing for correctness (dictionary, thesaurus, writing resource book, technology)
- construct writing with chronological sequence of events that are supported by details
- begin to employ proper tone and voice

TYPES OF WRITING

The Learner Will:

- continue to write different types of poetry (free verse, haikus, cinquains, limericks, couplets, etc.) as a reflection of self and ideas
- write more detailed personal pieces, including essays, which reflect on personal experiences and make connections to real-world issues
- write for authentic purposes and audiences to demonstrate learning based on personal experiences, reading, listening, observing, and/or inquiry
- write responses to literary pieces
- produce logical, coherent paragraphs to answer open response questions
- use information from technology and other resources to produce writing that develops and supports independent ideas and contains source situations

ORAL COMMUNICATION

SPEAKING

The Learner Will:

- begin to distinguish between appropriate and inappropriate details in oral communication
- begin to adjust communication based on audience, purpose, and situation for an oral presentation
- use appropriate delivery techniques including correct and appropriate language, nonverbal cues, and visual aides
- begin to apply organizational skills individually or collaboratively to prepare and deliver oral messages with and without technology

LISTENING

The Learner Will:

- differentiate between essential and nonessential elements through verbal cues in content area and transcribe them into outline form
- apply listening skills to conduct and respond to authentic inquiry tasks
- continue to appreciate literary devices of rhythm, rhyme, alliteration and onomatopoeia within poetry
- further differentiate and apply appropriate listening behaviors in various situations
- respond to a speaker by asking relevant questions

OBSERVATION

The Learner Will:

- continue to construct meaning from observing nonverbal cues and respond appropriately

The following skills should have been mastered by fourth grade but will need to be practiced and reviewed as needed:

- alphabetizing to 2 letters
- capitalization
- following conventions of punctuation (period, question mark, exclamation mark)
- contractions
- construction of complete sentences

GRADE SIX – LEARNING OBJECTIVES

READING

VOCABULARY

The Learner Will:

- Understand denotation and connotation of words
- Understand content area vocabulary
- Know meanings of content area vocabulary
- Apply learned vocabulary to practical situations

WORD ATTACK

The Learner Will:

- Use complex structural analysis to determine meaning in context

COMPREHENSION

The Learner Will:

- Arrange events in sequential order and degree of importance
- Use parts of a book: footnotes and appendices to extend the meaning of the text
- Compare and contrast graphic sources for information
- Introduce and use more advanced reference materials to locate information; almanac, atlas, periodicals, internet, electronic card catalog
- Demonstrate understanding of literary elements and their functions
- Identify and distinguish between literal and figurative language in context
- Distinguish between the purpose and structure of fiction and non-fiction

LITERARY APPRECIATION

The Learner Will:

- Become familiar with styles of various authors
- Form and substantiate opinions about literary works
- Recognize how the development of characters, plot, setting, and theme contribute to the overall understanding and enjoyment of the literary work
- Select and read a variety of materials from various authors and genres
- Make sense of a variety of reading materials, making connections to students' lives, to real world issues, and or to current events
- Read for enjoyment

LITERARY CONCEPTS

The Learner Will:

- Differentiate and formulate figurative and literal language
- Recognize different types of fiction including folk literature, legends, and myths
- Recognize and compose personification, simile, metaphor, alliteration, onomatopoeia, hyperbole
- Identify and interpret elements of literature: plot, character, setting, and theme
- Recognize expository, persuasive, descriptive, or narrative style
- Differentiate between first and third person narratives

WRITING

MECHANICS

Sentence Structure

The Learner Will:

- Vary sentence structure and length in paragraphs
- Write clear and complete simple, compound, and complex sentences

Grammar/Usage

The Learner Will:

- use correct agreement between pronouns and antecedents
- use correct nominative, objective, and possessive forms of pronouns
- distinguish between uses of adjectives and adverbs
- use correct agreement between subjects and verbs
- use strong verbs and nouns
- use concrete and sensory details
- use language appropriate to content, purpose, and audience

Spelling

The Learner Will:

- use correct spelling across the curriculum
- Use tools for spelling accuracy

WRITING PROCESS

The Learner Will:

- apply the writing process for a variety of authentic purposes and audiences
- evaluate the content and organization of one's own and others' writing (peer conferencing)
- narrow the topic to establish a focus with audience and purpose in mind
- continue to develop more elaborated ideas to support needs of audiences in writing in response to peer and teacher feedback
- continue to use more relevant details, explanations, and examples to support ideas for specific audiences, purposes and real world issues
- write pieces with effective introduction, body and conclusion
- select appropriate formats and patterns for various genres
- organize writing logically in paragraphs and use transition words and elements to move from one paragraph to another
- implement tools to edit writing for correctness (dictionary, thesaurus, writing resource book, technology)
- construct writing with logical and coherent organization
construct writing which contains sequence supported by details with relevant elaboration
- continue to employ proper tone and voice

TYPES OF WRITING

The Learner Will:

- respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, note taking, journals, and logs and writing-to-demonstrate learning strategies in situations such as graphic organizers, open-response questions, and summaries
- explore technology as a means of communication
- understand that the product is the result of the process

ORAL COMMUNICATION

SPEAKING

The Learner Will:

- distinguish between appropriate and inappropriate details in oral communication
- convey meaning through appropriate delivery techniques (e.g., correct and appropriate language, nonverbal cues, visual aids, projection of voice, pace, and tone)
- apply organizational skills to prepare and deliver oral messages with and without technology
- adapt communication based on audience, purpose and situation for oral presentation
- place emphasis on articulation and enunciation

LISTENING

The Learner Will:

- separate essential and nonessential elements in an oral presentation
- interpret meaning from verbal cues by applying appropriate listening strategies
- take notes from teacher's lecture with some verbal prompts
- follow complex written and oral directions

OBSERVATION

The Learner Will:

- interpret meaning from nonverbal cues by applying appropriate observing strategies

The following skills should have been mastered by fifth grade but will need to be practiced and reviewed as needed:

- alphabetizing to 2 letters
- capitalization
- following conventions of punctuation (period, question mark, exclamation mark)
- contractions
- construction of complete sentences
- alphabetizing

GRADE SEVEN – LEARNING OBJECTIVES

READING

VOCABULARY

The Learner Will:

- Apply knowledge of denotation and connotation to derive meaning from text
- Determine meaning of content area vocabulary
- Apply learned vocabulary to practical situations

WORD ATTACK

The Learner Will:

- Apply knowledge of structural analysis (prefixes, suffixes, root words) to determine word meaning

COMPREHENSION

The Learner Will:

- Restate the meaning of a variety of reading materials, making connections to students' lives, to the real world, and/or to current events
- Recognize the variety of organizational patterns used to organize non-fiction texts
- Use parts of a book: footnotes and appendices to further the meaning of the content
- Use information from graphic sources to enhance the meaning of the text
- Recognize and use advanced reference materials to locate information: almanac, atlas, periodicals, internet, electronic card catalog
- Explain development of major and minor characters
- Recognize the difference in meaning between literal and figurative language

LITERARY APPRECIATION

The Learner Will Continue to:

- Articulate the styles of various authors
- Substantiate and discuss personal opinions about literary works
- Recognize how the development of characters, plot, setting, and theme contribute to the overall understanding and enjoyment of the literary work
- Understand how literary and figurative language in texts influence an author's style
- Discover the meaning from a variety of reading materials, making connections to students' lives, to real world issues, and/or to current events
- Recognize the differences between omniscient, first and third person points of view
- Discuss personal opinion of literary works
- Read a variety of genres for enjoyment

LITERARY CONCEPTS

The Learner Will:

- Respond to and analyze meaning, literary techniques and elements of fiction of different literary genres
- Recognize the use and purpose of more complex figurative language such as imagery and assonance
- Identify the most appropriate resources to accomplish different research tasks

WRITING

MECHANICS

Sentence Structure

The Learner Will:

- Write complete sentences of different types
- Use objects, complements, phrases, and clauses to produce a variety of simple, compound, and complex sentences
- avoid clichés and trite expressions
- Write clear, complete sentences

Grammar/Usage

The Learner Will:

- omit non-agreement and faulty tense changes
- Apply knowledge of grammar, usage, and writing convention rules to proofread, edit and revise one's own and another's written work
- Use correct subject-verb agreement with personal pronouns, indefinite pronouns, and compound subjects
- edit for clarity of language, appropriate word choice and effective sentences
- Differentiate between active and passive voice
- Identify the parts of speech and their functions in speaking and writing

Spelling

The Learner Will:

- Spell words correctly
- Use tools to check accuracy for spelling

WRITING PROCESS

The Learner Will:

- continue to narrow the topic to establish a focus with audience and purpose in mind
- develop and support main idea through use of more elaborate ideas, details, examples and explanations to support needs of audiences in writing in response to peer and teacher feedback
- use more relevant details, explanations, and examples to support ideas for specific audiences, purposes and real world issues

- create pieces with effective introduction, body and conclusion
- Use appropriate formats and patterns for various genres
- organize writing logically and coherently in paragraphs using transition words and elements to move from one paragraph to another
- select and use tools to edit writing for correctness (dictionary, thesaurus, writing resource book, technology)
- develop writing with logical and coherent organization
- construct writing which contains sequence supported by details with relevant elaboration and controlled and varied sentence structure
- Demonstrate appropriate documentation (e.g. citing authors or titles within the text, listing sources) of ideas and information from outside sources
- Understand and identify use of proper tone and voice

TYPES OF WRITING

The Learner Will:

- write for the purposes of persuasion, explanation, description, and narration
- write for authentic purposes and audiences beyond completing an assignment to demonstrate learning, based on inquiry and/or personal experience that show independent thinking and incorporate ideas and information from reading, listening, observing, and inquiry
- use information from technology and other resources to develop independent ideas and support those ideas in writing for authentic purposes and audiences
- Respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, note taking, journals, and logs and writing-to-demonstrate learning strategies in situations such as graphic organizers, open response questions and summaries
- understand that the product is the result of the process

ORAL COMMUNICATION

SPEAKING

The Learner Will:

- use more complex monologue and dialogue for creative speaking
- use appropriate body language to express feelings and ideas in oral presentation
- retell a short story, fable, legend, or myth
- recognize and use forms of persuasion: bandwagon, scare tactics, emotional appeal, and endorsement
- distinguish between appropriate and inappropriate details in oral communication
- Convey meaning through appropriate delivery techniques (e.g. correct and appropriate language, nonverbal cues, visual aids, projection of voice, pace, and tone)
- Apply organizational skills to prepare and deliver oral messages with and without technology
- produce authentic communication based on audience, purpose and situation for oral presentation
- place emphasis on articulation and enunciation

LISTENING

The Learner Will:

- understand the intent of an oral presentation
- adjust listening strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task)
- Separate essential and nonessential elements in an oral presentation
- Take notes from teacher's lecture without verbal prompts
- Follow complex written and oral directions

OBSERVATION

The Learner Will:

- adjust observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task)

The following skills should have been mastered by six grade but will need to be practiced and reviewed as needed:

- alphabetizing to 2 letters
- capitalization
- following conventions of punctuation (period, question mark, exclamation mark)
- contractions
- construction of complete sentences
- alphabetizing
- understanding denotation and connotation of words
- understanding content area vocabulary

GRADE EIGHT – LEARNING OBJECTIVES

READING

VOCABULARY

The Learner Will:

- Apply knowledge of denotation and connotation to derive meaning from text
- Demonstrate an understanding of the meaning of content area vocabulary in context
- Derive meaning from unfamiliar words in text using context
- Understand relationships between and among words-synonyms, antonyms, homonyms, analogies
- Apply learned vocabulary to practical situations

WORD ATTACK

The Learner Will:

- Apply knowledge of structural analysis (prefixes, suffixed, root words) to determine word meaning

COMPREHENSION

The Learner Will:

- Identify and analyze authors' positions, main ideas, and techniques of support and persuasive materials
- Interpret how meaning is influenced by authors' use of language including dialect, word choice, and sentence structure
- Summarize and synthesize the meaning of a variety of reading materials, making connections to students' lives, to the real world, and/or to current events
- Classify and differentiate between the variety of organizational patterns used to organize non-fiction texts
- Use parts of a book: footnotes and appendices to further the meaning of the content
- Apply information from graphic sources to enhance the meaning of the text
- Recognize and use advanced reference materials to locate information: almanac, atlas, periodicals, internet, electronic card catalog
- Distinguish between the style, function, and structure of fiction and non-fiction
- Employ reading strategies to locate and apply information in varied print and non-print (e.g. computers, electronic media, interviews) resources for inquiry projects and other authentic tasks

LITERARY APPRECIATION

The Learner Will:

- Recognize literary tradition of cultural groups
- Articulate and differentiate between the styles of various authors
- Substantiate and discuss personal opinions about literary works

- Analyze and discuss how the development of characters, plot, setting and theme contribute to the overall understanding and enjoyment of the literary work
- Understand how language, including literal and figurative, influences style and meaning of the text
- Extend the meaning from a variety of reading materials, making applications to students' lives, to real world issues, and or to current events
- Recognize the difference between omniscient, first and third person points of view
- Read a variety of genres for enjoyment

LITERARY CONCEPTS

The Learner Will:

- Analyze the effectiveness of various technologies for specific purposes, audiences, and situations
- Respond to and analyze meaning of literary techniques: figurative language, foreshadowing, characterization, and characters, setting, conflict/resolution, theme, point of view of different literary genres-novels, essays, short stories, poetry, drama
- Recognize the use and purpose of more complex figurative language such as imagery and assonance
- Identify the most appropriate resources to accomplish different types of research

WRITING

MECHANICS

Sentence Structure

The Learner Will:

- Use effective and concise language appropriate to content, purpose and audience to write clear, complete sentences
- Use objects, complements, phrases, and clauses to produce a variety of simple, compound, and complex sentences

Grammar/Usage

The Learner Will:

- Apply usage, grammar and writing convention rules when editing, revising, and proofreading one's own and another's written work
- Omit non-agreement and faulty tense changes
- Use correct subject-verb agreement with personal pronouns, indefinite pronouns, and compound subjects
- Edit for clarity of language, appropriate word choice and effective sentences
- Differentiate between active and passive voice
- Identify the parts of speech and their functions in speaking and writing

Spelling

The Learner Will:

- Spell words correctly
- Use tools to check accuracy of spelling

WRITING PROCESS

The Learner Will:

- Establishes a purpose and maintains clear focus; strong awareness of audience; evidence of distinctive voice and/or appropriate tone
- develop more elaborated ideas with depth and complexity to support needs of audiences in writing in response to peer and teacher feedback
- Employ the writing process (brainstorm, choose topic, pre-write, organize and compose, proofread, edit, revise, rewrite, publish) to all forms of writing
- Develop relevant details, explanations, examples, precise and/or rich language to support ideas for specific audiences, purposes and real world issues
- Demonstrate ability to write pieces with effective and engaging introduction, body and conclusion
- Apply appropriate formats and patterns for various genres
- Compose writing logically and coherently in paragraphs and use transition words and elements to move from one paragraph to another
- Apply knowledge of language tools to edit writing for correctness (dictionary, thesaurus, writing resource book, technology)
- Design writing with logical and coherent organization
- Create writing which contains sequence supported by details with relevant elaboration and controlled and varied sentence structure with proper tone and voice

TYPES OF WRITING

The Learner Will:

- analyze informational, practical/workplace, and persuasive material to create responses through addressing issues, confirming predictions, paraphrasing information to support ideas, and formulating/supporting opinions
- gather information from primary and secondary sources; use quotes, paraphrase material, and summarize to write a technical or research report
- write expository, narrative, persuasive and descriptive pieces for authentic purposes and audiences
- Make distinctions between the types of writing; expository, narrative, persuasive, and descriptive
- Respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, note taking, journals, and logs and writing-to-demonstrate learning strategies in situations such as graphic organizers, open response questions and summaries
- understand that the product is the result of the process

ORAL COMMUNICATION

SPEAKING

The Learner Will:

- Interpret information from observing, speaking, and listening
- Prepare and deliver messages and products for authentic purposes and audiences
- Convey meaning through appropriate delivery techniques (e.g. correct and appropriate language, non-verbal cues, visual aids, projection of voice, pace, and tone)
- Apply organizational skills to prepare and deliver oral messages with and without technology
- Communicate with others through the effective use of technology (e.g., videos, computers, TV, radio, and public address announcements)
- place emphasis on articulation and enunciation

LISTENING

The Learner Will:

- Analyze effectiveness and purposes of oral messages and audience responses
- Separate essential and nonessential elements in an oral presentation
- Interpret meaning from verbal cues by applying appropriate listening strategies
- Take notes from teacher's lecture without verbal prompts
- Follow complex written and oral directions

OBSERVATION

The Learner Will:

- continue to adjust observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task)

The following skills should have been mastered by seventh grade but will need to be practiced and reviewed as needed:

- alphabetizing to 2 letters
- capitalization
- following conventions of punctuation (period, question mark, exclamation mark)
- contractions
- construction of complete sentences
- alphabetizing
- understanding denotation and connotation of words
- understanding content area vocabulary