

Language Arts
Pre-Kindergarten

PURPOSE:

The purpose of language arts in pre-kindergarten is to help students develop skills in communicating, thinking, speaking, listening, reading, and writing. Students are introduced to the concept that letters have sounds and that their sounds make up words. Students will develop an awareness that words are put together to express their thoughts and ideas. All pre-kindergarten curriculum activities offer the opportunity for language and literacy development in students.

OUTCOMES:

A. Language

a. Discussion

The students will:

- Learn how to follow agreed-upon rules for discussion such as raising one's hand, waiting one's turn and speaking one at a time

b. Questioning, Listening, and Contributing

The students will:

- Contribute knowledge to class discussion in order to develop a topic for a class project

c. Oral Presentation

The students will:

- Share feelings about personal experiences or interests

d. Vocabulary and Concept Development

The students will:

- Identify and sort common words into various classifications
- Describe common objects and events in general and specific language

e. Structure and Origins of Modern English

The students will:

- Learn how to use language to express spatial and temporal relationships such as: up, down, before, after
- Recognize that the names of things can also be the names of actions such as fish, dream and run
- Identify correct capitalization for names and places

B. Reading and Literature

a. Beginning Reading

The students will:

- Demonstrate understanding of the forms and functions of written English:
- recognize that printed materials provide information or entertaining stories
- know how to handle a book and turn the pages
- identify the covers and title page of a book
- recognize that, in English, print moves left to right across the page and from top to bottom
- identify upper and lower case letters
- recognize that written words are separated by spaces
- recognize that sentences in print are made up of separate letters that form words
- Demonstrate orally that phonemes exist and that they can be isolated and manipulated
- understand that a sound is a phoneme or one distinct sound
- understand that words are made up of one or more sounds
- recognize and produce rhyming words
- identify the initial sounds of a word
- blend sounds to make words
- Use letter and sound knowledge to identify unfamiliar words in print and gain meaning
- know that there is a link between letters and sounds
- recognize letter and sound matches by naming and identifying each letter of the alphabet
- understand that written words are composed of letters that represent sounds

b. Understanding a Text

The students will:

- Make predictions using prior knowledge and pictures for imaginative and literary text
- Retell a main event from a story heard or read aloud for imaginative and literary text
- Ask questions about the important characters, settings, and events for imaginative and literary text
- Make predictions about the content of the text using prior knowledge and pictures for informational and expository text
- Retell important facts from a text heard

c. Making Connections

The students will:

- Identify similarities in plot, setting, and character among the works of an author or illustrator
- Identify different interpretations of plot, setting, and character in the same work by different illustrators

d. Genre

The students will:

- Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction, and dramatic literature

e. Theme

The students will:

- Relate themes in works of fiction and nonfiction to personal experiences

f. Fiction

The students will:

- Identify the elements of plot, character, and setting in a favorite story

g. Nonfiction

The students will:

- Identify and use knowledge of common titles and pictures
- Make predictions about the content of a text using prior knowledge, text, and graphic features
- Explain whether predictions about the content of a text were true or false
- Restate main ideas and important facts from a text heard or read

h. Poetry

The students will:

- Be introduced to beat and similarities of sounds in words
- Respond to rhythm and rhyme in poetry and song

i. Style and Language

The students will:

- Identify the words appealing to the five senses in literature and spoken language

j. Myth, Traditional Narrative and Classical Literature

The students will:

- Listen to familiar stories read aloud
- Orally retell or dramatize stories
- Listen to recurring sounds in literature

k. Dramatic Literature

The students will:

- Understand that dialogue is a conversation

l. Dramatic Reading and Performance

The students will:

- Practice role playing

C. Composition

a. Writing

The students will:

- Draw pictures to tell a story for imaginative and literary writing
- Dictate sentences for a story

b. Revising

The students will:

- After hearing or creating a story, identify sounds heard in the dictation

c. Standard English Conventions

The students will:

- Print upper-case letters of the alphabet

d. Organizing Ideas in Writing

The students will:

- Arrange events in order using pictures
- Arrange pictures in a way that makes sense

TEACHING STRATEGIES

- Teacher directed lessons
- Small group learning
- Cooperative group learning
- Whole group learning
- Modeling behavior
- Modeling language
- Encourage oral language
- Daily routines
- Daily prayers
- Calendar and weather charting
- Sharing time
- Reading aloud to children from high-quality children's literature
- Encourage an appreciation for literature
- Define sequence of events
- Brainstorming, observations, recording, and graphing
- Sharing personal experiences
- Use of props such as puppets, posters, and pictures

- Children are given many opportunities for speaking, listening, reading, and writing
- Hands-on centers (reading, listening-books on tape, writing, music, mathematics, art, sand, dramatic play, science, social studies)
- Alphabet and sight word manipulative toys
- Alphabet cards
- Alphabet floor puzzles
- Visual literature
- Big book literature
- Storytelling
- Poems and rhymes
- Flannel board stories
- Chalk board stories
- Finger play and chants
- Audio tapes with books
- Music
- Print awareness (literature, letter recognition, bulletin boards, labeling)
- Large writing chart
- Outside play

ASSESSMENT

- Observations
- Class projects
- Performance assessment of hands-on activities
- Children's dictation of their thoughts, ideas, and feelings
- Interaction with peers and adults
- Assessment tools
- Progress reports

RESOURCES:

- Early Childhood News
- Pre-K Curriculum Guides
 - I Am! I Can!* by Grace Mitchell and Harriet Chmela
 - A Practical Guide to Early Childhood Curriculum* by Claudia Eliason and Loa Jenkins
- School library
- Art supplies
- Music – MacMillan Program Sing and Learn
- Fiction and nonfiction literature
- Satellite library
- Special visitors such as grandparents, librarian, fire and police officials
- Literature
 - Franklin in the Dark* by Paulette Bourgeois

Franklin Goes to School by Paulette Bourgeois
Franklin's Neighborhood by Paulette Bourgeois
Franklin Wants a Pet by Paulette Bourgeois
Franklin's New Friend by Paulette Bourgeois
Franklin is Bossy by Paulette Bourgeois
Franklin is Lost by Paulette Bourgeois
Franklin Rides a Bike by Paulette Bourgeois
Franklin's Valentine by Paulette Bourgeois
Hurry Up Franklin by Paulette Bourgeois
Good Night Moon by Margaret Wise Brown
The Runaway Bunny by Margaret Wise Brown
The Diggers by Margaret Wise Brown
Big Red Barn by Margaret Wise Brown
The Very Hungry Caterpillar by Eric Carle
The Very Busy Spider by Eric Carle
The Lonely Firefly by Eric Carle
The Grouchy Ladybug by Eric Carle
The Honeybee and the Robber by Eric Carle
The Art Lesson by Tomie dePaola
Andy That's My Name by Tomie dePaola
Charlie Needs A Cloak by Tomie dePaola
Pancakes for Breakfast by Tomie dePaola
Mice Squeak, We Speak by Tomie dePaola
The Bubble Factory by Tomie dePaola
Country Angel Christmas by Tomie dePaola
The Snowy Day by Ezra Jack Keats
A Letter To Amy by Ezra Jack Keats
Goggles! by Ezra Jack Keats
Peter's Chair by Ezra Jack Keats
I Spy School Days by Jean Marzollo
I Spy Little Animals by Jean Marzollo
I Spy Little Letters by Jean Marzollo
Eating the Alphabet by Lois Ehlert
26 Letters and 99 Cents by Tana Hoban
On Market Street by Arnold Lobel
The Letters are Lost by Lisa Campbell Ernst
Amazing Grace by Mary Hoffman
Corduroy by Don Freeman
Dinosaur Roar! by Paul & Henrietta Stickland
Five Little Monkeys Jumping on the Bed by Eileen Christelow
Where the Wild Things Are by Maurice Sendak
The Kissing Hand by Audrey Penn
Lazy Ozzie by Michael Coleman
I'm a Little Teapot by Iza Trapani
The Hat by Jan Brett

The Mitten by Jan Brett
Officer Buckle and Gloria by Peggy Rathmann
The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear by Audrey and Don Wood
There Was an Old Lady Who Swallowed a Fly by Simms Taback
The Doorbell Rang by Pat Hutchins
The Wind Blew by Pat Hutchins
A Pair of Socks by Stuary J. Murphy
School Bus by Donald Crews
Barnyard Banter by Denise Fleming
I Heard Said the Bird by Polly Berrien Berends
Ice Cream Bear by Jez Alborough
Good Night Gorilla by Peggy Rathmann
Inside a Barn in the Country by Alyssa S. Capucilli
Is Your Mama a Llama? by Deborah Guarino
Miss Mary Mack by Mar Ann Hoberman
One Duck Stuck by Phyllis Root
Tikki Tikki Tembo by Arlene Mosel
We're Making Breakfast for Mother by Shirley Neitzel
Caps for Sale by Esphyr Slobadkina
The Enormous Potato by Aubrey Davis
Stone Soup by Ann McGovern
Families Are Different by Nina Pellegrini
Jonathan and His Mommy by Irene Smalls-Hector
Quick as a Cricket by Audrey Wood
Grandmother and I by Helen Buckley
Grandfather and I by Helen Buckley
Mama, Do You Love Me? by Barbara Joosse
Mama Cat has Three Kittens by Denise Fleming
At the Library by Christine Loomis
Happy Birthday Martin Luther King by Jean Marzollo
Owl Moon by Jane Yolan
Sing A Song of Mother Goose
Make Way For Ducklings by Robert McCloskey
Here Comes Tagalong by Anne Mallett
Miss Suzy by Miriam Young
Stellaluna by Janell Cannon
Fables by Arnold Lobel

Language Arts Kindergarten

PURPOSE:

The purpose of language arts in kindergarten is to engage students in activities that develop their knowledge and skills in reading, writing, listening, speaking, viewing and visually representing. Students will advance their inquiry skills as they begin to view language arts as an exchange of information. The students are provided with a language rich environment where they are immersed in letter knowledge, conversation, literature, and literary experiences.

OUTCOMES:

A. Language

a. Discussion

The students will:

- Follow agreed upon rules for discussion

b. Questioning, Listening, and Contributing

The students will:

- Contribute knowledge to class discussion in order to develop a topic for a class project

c. Oral Presentation

The students will:

- Participate in oral presentations about personal experiences using clear enunciation and adequate volume
- Maintain focus on the topic

d. Vocabulary and Concept Development

The students will:

- Identify and sort common words into various classifications
- Describe common objects and events in general and specific language
- Determine meaning of words and begin using a dictionary

e. Structure and Origins of Modern English

The students will:

- Use language to express spatial and temporal relationships
- Realize that the names of things can also be the names of actions
- Begin to identify correct capitalization for names and places
- Begin to identify appropriate end marks

- Begin to identify the correct use for commas and apostrophes

f. Formal and Informal English

The students will:

- Begin to understand formal and informal language in stories, poems, and plays

B. Reading and Literature

a. Beginning Reading

The students will:

- Understand forms and functions of written English
- Continue to recognize that printed materials provide information or entertaining stories
- Understand how to handle a book and turn the pages
- Identify the covers and title page of the book
- Recognize that print moves left to right across the page and from top to bottom
- Identify upper and lower case letters
- Recognize that written words are separated by spaces
- Recognize that sentences in print are made up of separate words
- Demonstrate orally that phonemes exist
- Understand that a sound is a phoneme, or one distinct sound
- Understand that words are made up of one or more syllables
- Recognize and produce rhyming words
- Identify the initial, medial, and final sounds of a word
- Blend sounds to make words
- Apply letter-sound knowledge to identify unfamiliar words in print and gain meaning
- Know that there is a link between letters and sounds
- Recognize letter-sound matches by naming and identifying each letter of the alphabet
- Understand that written words are composed of letters that represent sounds
- Apply letter-sound matches to decode simple words

b. Understanding a Text

The students will:

- Make predictions using prior knowledge, pictures, and text in imaginative/literary text
- Retell a main event from a story heard or read in imaginative/literary text

- Ask questions about the important characters, settings, and events in imaginative/literary text
- Make predictions about the content of the text using prior knowledge and text features
- Retell important facts from a text heard or read

c. Making Connections

The students will:

- Discover similarities in plot, setting, and character among the works of an author or illustrator
- Discover different interpretations of plot, setting, and character in the same work by different illustrators

d. Genre

The students will:

- Begin to understand differences among the common forms of literature: poetry, prose, fiction, nonfiction, and dramatic literature

e. Theme

The students will:

- Relate themes in works of fiction and nonfiction to personal experiences

f. Fiction

The students will:

- Begin to identify the elements of plot, character and setting in a favorite story

g. Nonfiction

The students will:

- Begin to identify and use knowledge of common textual and graphic features
- Make age appropriate predictions about the content of a text using prior knowledge, text, and graphic features
- Explain whether predictions about the content of a text were confirmed or not, and why
- Restate main ideas and important facts from a text heard or read

h. Poetry

The students will:

- Begin to recognize a regular beat in rhyming words

i. Style and Language

The students will:

- Identify words that illustrate the use of one of the senses

j. Myths, Traditional Narrative and Classical Literature

The students will:

- Become acquainted with forms of traditional literature read aloud
- Retell or dramatize literature
- Familiarize themselves with recurring phrases in traditional literature

k. Dramatic Literature

The students will:

- Identify the elements of dialogue and use them in informal plays

l. Dramatic Reading and Performances

The students will:

- Practice and role play for an audience using eye contact, volume, and clear enunciation appropriate to the selection

C. Composition

a. Writing

The students will:

- Draw pictures and/or use letters or phonetically spelled words to tell a story for imaginative/literary writing
- Dictate sentences for a story and collaborate to put the sentences in order for imaginative/literary writing
- Draw pictures and/or use letters or phonetically spelled words to give others information for informational/expository writing
- Dictate sentences for a letter or directions and collaborate to put sentences in order for informational/expository writing

b. Consideration of Audience and Purpose

The students will:

- Use a variety of forms or genres when writing for different purposes

c. Revising

The students will:

- Begin to identify words that could be added to make the thought clearer or more expressive

d. Standard English Conventions

The students will:

- Print upper and lower case letters

e. Organizing Ideas in Writing

The students will:

- Arrange events in order when using pictures and short phrases
- Arrange ideas in a way that makes sense

f. Research

The students will:

- Generate questions and gather information from several sources in a classroom, school, or public library

g. Evaluating Writing and Presentations

The students will:

- Support judgments about classroom activities or presentations

TEACHING STRATEGIES

- Teacher directed lessons
- Whole class activities
- Small group activities
- Working with a partner
- Individual activities
- Brainstorming
- Modeling
- Show and Tell
- Book Buddies

ASSESSMENT

- Performance during various activities
- Unit and Benchmark Assessments
- Theme Assessment from the Activity Book
- Activity worksheets
- Observations
- *John Collins Writing Program*
- *Letter Book* homework
- Class projects
- Art projects

RESOURCES

- *Treasures* Macmillan/McGraw-Hill
- *Practice Book* Macmillan/McGraw-Hill

- *Interactive Read-Aloud Anthology* Macmillan/McGraw-Hill
- *Teacher's Resource Book Treasures* Macmillan/McGraw-Hill
- *Home-School Connection* Macmillan/McGraw-Hill
- *Sing, Talk, Rhyme Chart* Macmillan/McGraw-Hill
- Student Activity Book
- Decodable Readers
- Trade Books
- Leveled Readers
- Big Books
- Alphabet Sound/Spelling Cards
- Oral Vocabulary Cards
- Retelling Cards
- High Frequency Word Cards
- Photo Cards
- Sound Box
- Fiction and nonfiction literature
- *Learning Basic Skills Through Music* by Hap Palmer
- CDs and tapes
- Technology
- *ABC Sing-Along Flip Chart and Tape* by Scholastic
- Poetry Charts
- Satellite library
- Art supplies
- Smart Board

Language Arts
Grade One

PURPOSE:

The purpose of teaching language arts in grade one is to help students develop the ability to think clearly and communicate with precision. The students are provided with a rich vocabulary that enables them to understand what they read and to speak and write with precision. The students will use a variety of strategies for acquiring and using new vocabulary.

OUTCOMES:

A. Language

a. Discussions

The students will:

- Follow classroom rules/courtesies for discussion

b. Questioning, Listening and Contributing

The students will:

- Pose questions, listen to ideas of others, and contribute their own information or ideas

c. Oral Presentation

The students will:

- Give oral presentations about personal experiences or interests using clear speaking voices
- Be given opportunities to plan presentations to class

d. Vocabulary and Concept Development

The students will:

- Review and sort common words into conceptual categories
- Identify base words and their inflectional forms
- Identify the relevant meaning for a word with multiple meanings using its context
- Introduce common antonyms and synonyms
- Use knowledge of the meaning of individual words to predict the meaning of compound words
- Determine meanings of words by using a dictionary
- Identify and apply the meanings of the following terms: antonym, synonym, and homophone

e. Structure and Origins of Modern English

The students will:

- Use language to express spatial and temporal relationships
- Recognize that the names of things can also be the names of actions
- Understand the correct capitalization for Proper nouns
- Identify the appropriate end marks and use them in a sentence

f. Formal and Informal English

The students will:

- Understand formal and informal language in stories, poems, and plays

B. Reading and Literature

a. Beginning Reading

The students will:

- Understand alphabetical order
- Match oral words to printed words
- Recognize correct spellings of words
- Use the correct spelling of high-frequency words
- Recognize the distinguishing features of a sentence and a paragraph
- Identify the author and the title of a book, and use a table of contents
- Generate the sounds for all the letters and letter patterns, including consonant blends, long and short vowel patterns, and combine these sounds into recognizable words
- Use knowledge of vowel diagraphs, vowel diphthongs, and r-controlled vowels
- Recognize common irregularly spelled words by sight
- Accurately decode phonetically regular one-syllable and multi-syllable words
- Apply knowledge of letter patterns to identify syllables
- Accurately read many irregularly spelled words, special vowel spellings, and common word endings
- Know and apply word families for appropriate grade level
- Read words with several syllables
- Read aloud with fluency and comprehension at grade level

b. Understanding a Text

The students will:

- Make predictions about what will happen next in a story
- Introduce sequencing in a story
- Distinguish cause from effect

- Make predictions about the content of a text using prior knowledge and text features, and explain why they exist in the text
- Introduce the concept of main ideas

c. Making Connections

The students will:

- Recognize that every story has a plot, setting, and character among works of an author or illustrator

d. Genre

The students will:

- Recognize differences among the common forms of literature: poetry, prose, fiction, and nonfiction

e. Theme

The students will:

- Recognize that themes exist in works of fictions and nonfiction

f. Fiction

The students will:

- Recognize the elements of plot, character, and setting in a favorite story

g. Nonfiction

The students will:

- Recognize and use knowledge of common textual features
- Make age appropriate predictions about the context of a text using prior knowledge
- Explain whether predictions about the content of a text were confirmed or disconfirmed and why, for appropriate grade level
- Restate main ideas and important facts from a text heard or read

h. Poetry

The students will:

- Identify similarities of sounds in words in responding to rhythm and rhyme in poetry

i. Style and Language

The students will:

- Correctly use words that illustrate or describe the senses implied in words appealing to the senses in literature and spoken language

j. Myth, Traditional Narrative, and Classical Literature

The students will:

- Listen to familiar forms of traditional literature read aloud
- Retell or listen to traditional literature
- Understand that recurring phrases exist in traditional Literature

k. Dramatic Literature

The students will:

- Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed
- Identify the elements of dialogue and use them in informal plays

l. Dramatic Reading and Performance

The students will:

- Rehearse and perform stories, plays, and poems for an audience

C. Composition

a. Writing

The students will:

- Write stories that have a beginning, middle, and end
- Write short poems
- Write letters, directions, or short accounts of personal experiences that follow a logical order
- Write asking questions

b. Consideration of Audience and Purpose

The students will:

- Use a variety of forms of writing for different purposes

c. Revising

The students will:

- Identify words or phrases that could be added to make the sentence clearer, more logical and more expressive

d. Standard English Conventions

The students will:

- Print upper and lower case letters legibly to form words
- Separate words with spaces

- Understand and apply rules for capitalization at the beginning of a sentence, for names and places, and capitalizations and commas in dates
- Use correct spelling of sight words and spelling words for appropriate grade level
- Use appropriate end marks

e. Organizing Ideas in Writing

The students will:

- Arrange events in order when writing or dictating
- Arrange ideas in a way that makes sense

f. Research

The students will:

- Obtain information from a written passage

g. Evaluating Writing and Presentation

The students will:

- Evaluate classroom activities or presentations

h. Analysis of Media

The students will:

- Identify ways the media convey information to the public

i. Media Production

The students will:

- Listen to audio tapes or video tapes for display

TEACHING STRATEGIES

- Teacher directed lessons
- Cooperative group work
- Partner work
- Oral reading
- Oral presentations
- Home/Family Connection
- Chapter book reports with oral presentation
- Field trips
- Word wall
- Author's Corner
- Monthly poetry lessons
- Smart Board lessons

ASSESSMENT

- Traditional testing
- Quizzes
- Story maps
- Graded chapter assessments
- Journaling
- Daily edits
- *John Collins Writing Program*

RESOURCES

- Fiction and nonfiction reading books
- Textbooks- *Treasures* MacMillan/McGraw-Hill
- Leveled readers
- *Charlotte's Web* by E.B.White
- *Anthology with Plays* MacMillan/McGraw-Hill
- *My Father's Dragon* by Ruth Shles Gannett
- *Elmer and the Dragon* by Ruth Shles Gannett
- *Dragons of Blueland* by Ruth Shles Gannett

Language Arts
Grade Two

PURPOSE:

The purpose of teaching language arts in grade two is to give students the tools to effectively participate by active listening, staying on topic, engaging in group discussions, considering the ideas, taking turns, accepting and offering helpful criticism, taking command of the floor, and using agreed upon rules for these discussions. These group discussions will lead students to greater complexity of thought as they help to expand on the ideas of others, refine initial ideas, pose hypotheses, and work towards resolutions, conclusions, and solutions to intellectual problems. The students will gain a deeper understanding of self as they reflect upon and orally express their own ideas in relation to that of others.

OUTCOMES:

A. Language

a. Discussions

The students will:

- Follow agreed upon rules for discussion

b. Questioning, Listening, and Contributing

The students will:

- Contribute knowledge and opinion to class discussion in order to develop a topic for a class project

c. Oral Presentation

The students will:

- Give oral presentations about personal experiences and interests using clear enunciation and adequate volume
- Give oral presentations on class projects and written reports using clear enunciation and adequate volume
- Memorize and recite a monthly poem to the class using clear enunciation, expression and clarity
- End of the school year Poetry Recital
- While being videotaped, give an oral presentation of a five day meteorological forecast using proper clarity, volume, expression, and appropriate body language for dramatic effect

d. Vocabulary and Concept Development

The students will:

- Describe common objects and events in general and specific language
- Identify and sort common words into various classifications

- Identify base words and all forms the word may take
- Identify the meaning for a word with multiple meanings using its context
- Use common antonyms, synonyms, and homonyms
- Use knowledge of the meaning of individual words to predict the meaning of compound words
- Identify the meaning of common prefixes and suffixes
- Find and identify meanings of words using a beginning dictionary and thesaurus
- Determine meaning of word choices using a beginning dictionary and apply the terms antonym, synonym, and homophone

e. Structure and Origin of Modern English

The students will:

- Identify the four basic kinds of sentences
- Know what kind of punctuation or end mark comes at the end of a sentence
- Use correct capitalization and punctuation
- Know when to use commas in dates
- Identify when capitals need to be used in a sentence
- Identify the four basic parts of speech
- Use language to express spatial and temporal relationships

f. Formal and Informal English

The students will:

- Use formal and informal language in stories, poems, and plays

B. Beginning Reading

a. Understanding a text

The students will:

- Make predictions about what will happen next in a story and explain whether they were confirmed or disconfirmed and why
- Retell a story's beginning, middle, and end
- Distinguish and give examples of cause and effect
- Make predictions about the content of a text using prior knowledge and text features, and explain whether they were confirmed or disconfirmed and why
- Restate main ideas

b. Making Connections

The students will:

- Begin to identify similarities in plot, setting, and character among the works of an author or illustrator

- Flat Stanley Chapter Book Series – Comprehension packets and character analysis
- Begin to identify different interpretations of plot, setting, and character in the same work by different illustrators

c. Genre

The students will:

- Begin to identify differences among the common forms of literature poetry, fiction, nonfiction, and dramatic literature

d. Theme

The students will:

- Relate themes in works of fiction and nonfiction to personal experience

e. Fiction

The students will:

- Identify the elements of plot, character, and setting in a favorite story

f. Nonfiction

The students will:

- Identify and use knowledge of common textual features
- Identify and use knowledge of common graphic features
- Make age appropriate predictions about the content of a text using prior knowledge and graphic features
- Explain, at appropriate grade level, whether predictions about the content of a text were confirmed or disconfirmed and why
- Identify main ideas and important facts from a text heard or read

g. Poetry

The students will:

- Identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry
- Memorize and give oral presentation of a monthly poem
- Maintain poetry binder
- Poems n' Punch Poetry Recital

h. Style and Language

The students will:

- Identify the senses implied in words appealing to the senses in literature and spoken language

i. Myth, Traditional Narrative, and Classical Literature

The students will:

- Identify and use familiar forms of traditional literature read aloud
- Retell or dramatize traditional literature
- Identify and use recurring phrases in traditional literature

j. Dramatic Literature

The students will:

- Identify the elements of dialogue and use them in informal plays

k. Dramatic Reading and Performance

The students will:

- Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection

C. Composition

a. Writing

The students will:

- Write or dictate stories that have a beginning, middle, and end
- Write or dictate short poems
- Write or dictate letters, directions, or short accounts of personal experience that follow a logical order
- Write or dictate research questions

b. Consideration of Audience and Purpose

The students will:

- Use a variety of forms or genres when writing for different purposes

c. Revising

The students will:

- Identify words and phrases that could be added to make the thought clearer, more logical, or more expressive after writing or dictating a composition

d. Standard English Conventions

The students will:

- Use upper and lower case letters to write words
- Use invented spelling to write a sentence
- Correctly use rules for capitalization at the beginning of a sentence, for names and places, and capitalization and commas in dates

- Using correct spelling of sight and spelling words at grade level
- Using appropriate end marks
- Write legibly in cursive, leaving space between letters in a word, and between words in a sentence

e. Organizing Ideas in Writing

The students will:

- Sequence ideas or events when writing or dictating

f. Research

The students will:

- Generate questions and gather information from several sources in a classroom, school, or public library

g. Evaluating, Writing, and Presentations

The students will:

- Support judgments about classroom activities or presentations
- Develop and use criteria for assessing final versions of students compositions or research projects

D. Media

a. Analysis of Media

The students will:

- Identify techniques used in television and use knowledge of these techniques to distinguish between facts and misleading information

b. Media Production

The students will:

- Create cue cards or video tapes for display or transmission
- Videotape meteorologist presentations
- Videotape Poetry Recital

TEACHING STRATEGIES

- Teacher directed lessons
- Story transparencies
- Story cards
- Picture walk
- Peer reading
- Oral group reading
- Word wall

- Reading corner with comfortable, child size chairs, bookcase, lamp, spy glasses, audio tapes, and satellite library
- Book Club
- Independent Reading Incentive Program
- White boards
- Smart Boards

ASSESSMENT

- Teacher generated tests and quizzes
- Oral reading
- Reading assessment booklets
- Practice books
- Oral presentations
- Art work
- Book reports
- Journals
- Daily edit
- *John Collins Writing Program*
- Research projects
- Wordly Wise
- Small group work
- Cereal box reports on Famous People/Biography
- Independent Reading Program
- Reading and comprehension packets for *Flat Stanley*

RESOURCES

- *Treasures*, Macmillan McGraw-Hill
- *High Interest Reading* by Renee Cummings
- *Reading Comprehension Skills* by Kelley Wingate Publications
- Phonics games
- *The War Between the Vowels and the Consonants* by Priscilla Turner
- *The Clear and Simple Thesaurus* by Harriet Wittels and Joan Greismen
- *Write Away* by Houghton Mifflin
- *Words I Use When I Write* by Alana Trisler and Patric Home Cardrel
- *Guided Writing* by Patricia Howard
- Satellite library
- *Flat Stanley* Chapter Books
- Smart Board
- Poetry books:
 - If Kids Ruled the School* by Bruce Lansky
 - Where the Sidewalk Ends* by Shel Silverstein

Something Big Has Been Here by James Stevenson
No More Homework No More Tests by Bruce Lansky
A Poem a Day by Helen H. Moore

Language Arts
Grade Three

PURPOSE:

The purpose of teaching language arts in grade three is to give students the necessary skills in order to effectively, clearly, and concisely express their ideas in formal and informal group discussions. The students will acquire new vocabulary and learn to recognize the four basic parts of speech. In reading, the students will use letter-sound knowledge to decode new words. They will learn to identify the main idea, plot, characters, and setting as well as sensory details and figurative language in grade level text. The students will deepen their understanding of a literary and nonliterary work by relating to its contemporary context or historical background. Students will be taught how to develop a paragraph with a main idea and supporting details. They will learn to edit by improving word choice, adding details, and rearranging text.

OUTCOMES:

A. Language

a. Discussion

The students will:

- Follow agreed upon rules for class discussion and introduce ways to carry out assigned roles in self-run small group discussions

b. Questioning, Listening, and Contributing

The students will:

- Participate in class discussions in order to develop ideas for class projects and generate interview questions to be used as parts of projects

c. Oral Presentation

The students will:

- Learn to stay focused on the topic
- Adapt language to persuade, to explain, or to seek information at grade level
- Give oral presentations maintaining eye contact, proper place, clear pronunciation, and adequate volume
- Make informal presentations that have a recognizable structure or organization to them
- Express an opinion of a literary work in an organized way
- Use teacher-developed assessment criteria to prepare their presentations at grade level

d. Vocabulary and Concept Development

The students will:

- Recognize that words are constructed of many parts: letters, syllables, root words, prefixes, and suffixes
- Recognize that prefixes can change the meanings of root words
- Identify roots of words
- Recognize that many English words have Greek or Latin roots
- Recognize that some words and phrases have both a literal and a nonliteral meaning
- Identify riddles, crossword puzzles, and tongue twisters
- Determine the meaning of unknown words by using their context
- Use the context of the sentence to determine the correct meaning of a word with multiple meanings
- Determine the meanings of words using a beginning dictionary
- Identify and apply the meanings of the terms antonym, synonym, and homophone at grade level

e. Structure and Origins of Modern English

The students will:

- Distinguish between a statement and a question
- Identify four basic parts of speech: adjective, noun, verb, adverb
- Identify correct mechanics, correct usage, and correct sentence structure
- Recognize dialect in conversational voices in American folk tales when they are read aloud
- Recognize the subject-predicate relationship in sentences

f. Formal and Informal English

The students will:

- Recognize dialect in conversational voices in Native American folk tales when they are read aloud
- Identify formal and informal language used in advertisements that are read, heard, or seen

B. Reading and Literature

a. Beginning Reading

The students will:

- Use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled
- Recognize the distinguishing features of a sentence and a paragraph

- Identify the author and title of a book, and use a table of contents
- Demonstrate orally that phonemes exist
- Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations to read words
- Recognize common irregularly spelled words by sight
- Use letter-sound knowledge to decode written English
- Read words with several syllables
- Read aloud with fluency and comprehension at grade level
- Read grade level imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression

b. Understanding a Text

The students will:

- Identify foreshadowing clues as the parts of a text that assist the reader in predicting what will happen later in the story
- Identify sensory details in literature
- Identify the speaker or narrator of a story
- Identify narrative elements of character, setting, and plot
- Form questions about a text, and locate facts/details in order to answer those questions
- Recognize the difference between cause and effect
- Distinguish fact from fiction or opinion
- Identify main ideas and supporting details
- Make predictions using prior knowledge, picture, and text
- Retell a main event from a story heard or read
- Ask questions about the important characters, settings, and events
- Make judgments about setting, characters, and events and support them with evidence from the text

c. Making Connections

The students will:

- Understand the differences and similarities in characters and real life situations

d. Genre

The students will:

- Understand the many different kinds of literature including but not limited to: legends, folk tales, and poetry
- Understand and differentiate mystery, fiction, non-fiction, science fiction, and historical fiction

e. Theme

The students will:

- Identify themes as lessons in folktales and fables at grade level

f. Fiction

The students will:

- Identify the elements of fiction and analyze how major events lead from problem to solution
- Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities

g. Nonfiction

The students will:

- Identify knowledge of common textual features
- Identify knowledge of common graphic features
- Form questions about the text and locate facts/details in order to answer those questions
- Distinguish cause from effect at grade level
- Distinguish fact from fiction at grade level
- Identify main ideas and supporting details

h. Poetry

The students will:

- Identify poetic elements
- Identify terminology for structural elements of poems

i. Style and Language

The students will:

- Recognize sensory words or words involving direct comparisons in literature and spoken language

j. Myth, Traditional Narrative, and Classical Literature

The students will:

- Identify natural events explained in American folk tales

k. Dramatic Literature

The students will:

- Identify elements of plot and character presented through dialogue in scripts that are read, viewed, listened, or performed

l. Dramatic Reading and Performance

The students will:

- Memorize and perform speeches and plays for an audience using dramatic gestures and expressive speech

C. Composition

a. Writing

The students will:

- Write stories that have a beginning, middle, and end containing details of setting
- Write short poems that contain simple sense details
- Write brief summaries gathered through research
- Write a brief interpretation or explanation
- Write an essay or story taken from personal experience that has clear focus and meaning

b. Consideration of Audience and Purpose

The students will:

- Use appropriate language for different audiences

c. Revising

The students will:

- Identify words that will make compositions clearer, more logical, or more expressive
- Improve word choices using dictionaries and thesauruses
- Rearrange the text of compositions to improve organization

d. Standard English Conventions

The students will:

- Learn correct letter formation in cursive
- Introduce the use of subject /verb agreement and sentence structure
- Eliminate fragments when writing
- Use phonetic awareness to ascertain correct spelling
- Learn homophones

e. Organizing Ideas in Writing

The students will:

- Learn how to organize plot of a story in an order that leads to a climax
- Organize ideas for a brief response to writing
- Organize ideas for an account of personal experience in a way that makes sense

f. Research

The students will:

- Identify and apply steps in conducting and reporting research
- Formulate open-ended research questions
- Formulate a plan for collecting resource material
- Identify important information from assignment resources

- Evaluate the value of collected information
- Effectively use the collected research materials
- Evaluate the research project as a whole

g. Evaluating Writing and Presentations

The students will:

- Support judgments about classroom activities or presentations
- Explain personal standards of quality
- Display projects in classroom
- Present projects orally

D. Media

a. Analysis of Media

The students will:

- Compare written works of literature with the film in print
- Describe similarities and differences in the portrayal of characters
- Describe the differences in plot and setting

b. Media Production

The students will:

- Be exposed to presentations using computer technology

TEACHING STRATEGIES

- Teacher directed lessons
- Cooperative group work
- Partner work
- Oral presentation
- Modeling
- Graphic organizers
- KWL charts
- Classroom posters

ASSESSMENTS

- Chapter tests and quizzes
- *Weekly Assessment* Macmillan/McGraw-Hill
- *Unit and Benchmark Assessment* Macmillan/McGraw-Hill
- *Assessment Handbook* Macmillan/McGraw-Hill
- *Fluency Assessment* Macmillan/McGraw-Hill
- *Screening, Diagnostic Placement Assessment* Macmillan/McGraw-Hill
- Journaling
- Performance assessment
- *John Collins Writing Program*
- Group presentations

- Individual presentations
- Writing rubrics
- Research projects

RESOURCES

- *Developing an Effective Writing Program for the Elementary Grades* Gary B. Chadwell
- *Treasures* Macmillan/McGraw-Hill
- *Reading Workstation Flip Chart* Macmillan/McGraw-Hill
- *Teacher's Resource Book* Macmillan/McGraw-Hill
- *Read Aloud Anthology* Macmillan/McGraw-Hill
- *Leveled Readers* Macmillan/McGraw/Hill
- *Spelling Practice Book* Macmillan/McGraw-Hill
- *Grammar Practice Book* Macmillan/McGraw/Hill
- *Wordly Wise 3000* by Kenneth Hodkinson, Sandra Adams
- *Stone Fox* by John Reynolds Gardiner
- *Hey! Listen to This* Edited by Jim Trelease

Language Arts
Grade Four

PURPOSE:

The purpose of language arts in grade four is to continue development of all strategies that have been previously introduced in earlier grades and to further establish a substantial capacity for correct usage of language in all subject areas. Students will gain additional understanding of language skills, increase their oral and written vocabulary, and communicate in a variety of styles that will heighten their awareness of correct presentation of all aspects of oral and written language.

OUTCOMES:

A. Language

a. Discussion

The students will:

- Develop agreed upon rules for class discussion and carry out assigned roles in self-run small group discussions

b. Questioning, Listening, and Contributing

The students will:

- Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of a project

c. Oral Presentation

The students will:

- Adapt language to persuade, to explain, or to seek information at grade level
- Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation
- Make informal presentations that have a recognizable organization
- Use teacher developed assessment criteria to prepare their presentations at grade level
- Peer critiquing and editing

d. Vocabulary and Concept Development

The students will:

- Identify the meaning of common prefixes
- Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words
- Identify the meaning of common idioms and figurative phrases

- Determine the meaning of unknown words using their context
- Recognize and use words with multiple meanings and be able to determine which meaning is intended from the context of the sentence
- Determine meanings of words and alternate word choice using a dictionary or thesaurus
- Identify and apply the meaning of the terms antonym, synonym, and homophone at grade level

e. Structure and Origins of Modern English

The students will:

- Recognize the subject predicate relationship in sentences
- Identify and apply the four basic parts of speech
- Identify and apply correct mechanics and sentence structure
- Identify words or word parts from other languages that have been adopted into the English language

f. Formal and Informal English

The students will:

- Recognize dialect in the conversational voices of American folk tales not previously covered in third grade
- Use formal and informal language when speaking and writing

B. Reading and Literature

a. Beginning Reading

The students will:

- Use previously learned letter-sound knowledge to decode unfamiliar written English
- Read grade-appropriate imaginative literary and informational text with comprehension
- Read aloud grade-appropriate imaginative, literary and expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression

b. Understanding a Text

The students will:

- Identify and show the relevance of foreshadowing clues
- Identify sensory details and figurative language
- Identify the speaker of a poem or story
- Make judgments about setting, characters, and events and support them with evidence from the text
- Locate facts that answer the reader's questions
- Distinguish cause from effect
- Distinguish fact from opinion or fiction

- Summarize the main ideas and supporting details

c. Making Connections

The students will:

- Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life

d. Genre

The students will:

- Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing

e. Theme

The students will:

- Identify themes as lessons in folktales, fables, and Greek myths at grade level

f. Fiction

The students will:

- Identify and analyze elements of plot, character, and setting in the stories they read and write

g. Nonfiction

The students will:

- Identify and use knowledge of common textual features
- Identify and use knowledge of common graphic features
- Locate facts that answer the reader's questions
- Distinguish cause from effect at grade level
- Distinguish fact from opinion or fictions at grade level
- Summarize main ideas and supporting details

h. Poetry

The students will:

- Identify rhyme and rhythm, repetition, similes, and sensory images in poems
- Students write their own animal poems and recite or sing their own lyrics

i. Style and Language

The students will:

- Identify words appealing to the senses or involving direct comparisons in literature and spoken language and use vivid verbs in their own writing

j. Myth, Traditional Narrative, and Classical Literature

The students will:

- Identify phenomena explained in origin myths
- Identify the adventures or exploits of a character type in traditional literature

k. Dramatic Literature

The students will:

- Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed

l. Dramatic Reading and Performance

The students will:

- Plan and perform readings of selected texts for an audience, using clear diction and voice quality appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations

C. Composition

a. Writing

The students will:

- Continue to write stories that have a beginning, middle and end and contain details of setting in imaginative and literary writing
- Write short poems that contain simple sense details
- Write brief summaries of collected information gathered through research
- Interpret and explain assigned reading using text as support
- Write an account based on personal experience that has a clear focus and sufficient supporting detail

b. Consideration of Audience and Purpose

The students will:

- Continue to use appropriate language for different audiences and purposes

c. Revising

The students will:

- Revise writing to improve level of detail after determining what could be deleted or added
- Improve word choice by using dictionaries

d. Standard English Conventions

The students will:

- Write legibly in cursive, leaving space between letters in a word and between words in a sentence
- Use knowledge of correct mechanics, usage, and sentence structure
- Use knowledge of letter sounds, word parts, word segmentations, and syllabication to monitor and correct spelling
- Spell most commonly used homophones correctly in their writing

e. Organizing Ideas in Writing

The students will:

- Organize plot events in a story in an order that leads to a climax
- Organize ideas in response to literature
- Organize ideas for an account of a personal experience in a way that makes sense
- Correctly sequence a personal experience

f. Research

The students will:

- Define the need for information and formulate open-ended research questions
- Initiate a plan for searching for information
- Locate resources
- Evaluate the relevance of the information
- Interpret, use, and communicate the information
- Evaluate the research project as a whole

g. Evaluating, Writing, and Presentations

The students will:

- Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members

D. Media

a. Analysis of the Media

The students will:

- Analyze story characters by comparing and contrasting their portrayal as seen in written language and in related film adaptations

b. Media Production

The students will:

- Learn to create presentations using computer technology

TEACHING STRATEGIES

- Teacher directed lessons
- Graphic organizers
- Group work
- Personal knowledge
- Class discussion
- Oral reading

ASSESSMENT

- Writing Assessment Book
- Writing rubric
- Book Reports
- Oral Presentations
- *John Collins Writing Program*
- Group Activities

RESOURCES

- Fiction and Nonfiction Literature
- *Treasures* Macmillan McGraw Hill
 - Read Aloud Anthology* Macmillan McGraw-Hill
 - Leveled Readers* Macmillan McGraw-Hill
 - Practice Book* Macmillan McGraw-Hill
 - Grammar Practice Book-* Macmillan McGraw Hill
- *Compare and Contrast* Wendy Roh Jenks
- *Worldly Wise 3000* by Kenneth Hodkinson and Sandra Adams
- Scott Foresman Intermediate Dictionary
- *Roget's Thesaurus*
- Classroom computer
- Computer lab
- Internet

Language Arts
Grade Five

PURPOSE:

The purpose of language arts in grade five is to develop the students' ability to pose questions, listen to the ideas of others, and contribute their own information or ideas in a group discussion in order to acquire new knowledge. They will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed. Students will understand and acquire new vocabulary and use it correctly in reading and writing. Students will analyze standard English grammar and usage and recognize how its vocabulary has developed by other languages. Students will describe, analyze, and use appropriately formal and informal English.

OUTCOMES:

A. Language

a. Discussions

The students will:

- Apply understanding of agreed upon rules and individual roles in order to make decisions

b. Questioning, Listening, and Contributing

The students will:

- Learn to gather relevant information for a research project or composition

c. Oral Presentation

The students will:

- Give oral presentations for various purposes with clear diction and maintaining eye contact, and use teacher developed assessment criteria to prepare their presentations
- Use teacher developed assessment criteria to prepare their presentations

d. Vocabulary and Concept Development

The students will:

- Determine the meaning of unfamiliar words using context clues
- Continue to determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes and prefixes
- Continue to determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses

e. Structure and Origins of Modern English

The students will:

- Identify and apply the eight basic parts of speech
- Learn to expand or reduce sentences
- Gain knowledge of verb phrases or verb tenses
- Discover that a word performs different functions according to its position in a sentence
- Identify simple and compound sentences
- Use correct mechanics and correct sentence structure

f. Formal and Informal English

The students will:

- Demonstrate through role-playing the correct use of formal and informal language
- Write stories using a mix of formal and informal language
- Identify differences between oral and written language patterns

B. Reading and Literature

a. Understanding a Text

The students will:

- Learn to recognize and analyze sensory detail and figurative language
- Learn to analyze the author's use of description
- Recognize organizational structures
- Identify and analyze main ideas, supporting ideas, and supporting details
- Identify and draw conclusions from the author's use of sensory details
- Identify and draw conclusions from the author's use of description of setting, characters, and events

b. Making Connections

The students will:

- Begin to understand a literary work and its relation to its setting

c. Genre

The students will:

- Identify the characteristics of various genres

d. Theme

The students will:

- Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated

e. Fiction

The students will:

- Identify and analyze the elements of setting, characterization, and plot including conflict
- Identify personality traits of characters and how their thoughts, words, and actions reveal their personalities
- Describe how main characters change over time

f. Nonfiction

The students will:

- Continue to and use knowledge of common textual features
- Continue to and use knowledge of common graphic features
- Identify main ideas, supporting ideas, and details

g. Poetry

The students will:

- Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry: sound, figurative, and graphics

h. Style and Language

The students will:

- Be exposed to imagery, figurative language, rhythm, or flow when responding to literature
- Be exposed to the importance of shades of meaning in determining word choice in a piece of literature

i. Myth, Traditional Narrative, and Classical Literature

The students will:

- Compare traditional literature from different cultures
- Learn about common structures and stylistic elements in traditional literature
- Compare different versions of the same story from traditional literature
- Identify conventions in epic tales
- Identify and analyze similarities and differences in mythologies from different cultures

j. Dramatic Literature

The students will:

- Identify and analyze structural elements particular to dramatic literature in the plays they read, view, write, and perform
- Identify and analyze the similarities and differences between a narrative text and its film and play version

k. Dramatic Reading and Performance

The students will:

- Develop characters through the use of basic acting skills and self-assess using teacher developed criteria before performing

C. Composition

a. Writing

The students will:

- Write stories or scripts that contain the basic elements of fiction
- Write poems using poetic techniques, figurative language, and graphic elements
- Write brief research reports with a clear focus and supporting detail
- Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion
- Write formal letters to correspondents such as authors, newspapers, business, or government officials

b. Consideration of Audience and Purpose

The students will:

- Learn major differences among fiction, nonfiction, dramatic literature, and poetry and use these genres selectively when writing for different purposes

c. Revising

The students will:

- Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text
- Improve word choice by using dictionaries or thesauruses

d. Standard English Conventions

The students will:

- Build knowledge of correct mechanics, correct sentence structure and correct Standard English spelling when writing, revising, and editing

e. Organizing Ideas in Writing

The students will:

- Learn the placement of descriptive details about settings, characters, and events in stories
- Group related ideas and place them in logical order when writing summaries or reports
- Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a conclusion

f. Research

The students will:

- Learn to understand the steps for attaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects
- Use an expanded range of print sources
- Follow established criteria for evaluating information
- Locate specific information within resources by using indexes, tables of contents, and electronic search key words
- Organize and present research using the grade 5-6 Learning Standards in the Composition Strand as a guide for writing
- Provide appropriate documentation in a consistent format

g. Evaluating Writing and Presentations

The students will:

- Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience

D. Media

a. Analysis of the Media

The students will:

- Learn techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrations of print materials

b. Media Production

The students will:

- Create a media production using effective images, text, music, sound effects, or graphics

TEACHING STRATEGIES

- Teacher directed lessons
- Graphic organizers
- Transparencies
- Writing theme poems
- Personal knowledge
- Lectures
- Visuals
- Art
- Oral reading

ASSESSMENT

- *John Collins Writing Program*
- Traditional testing
- Research projects
- Presentations
- Book reports
- *Writing Assessment Book*
- Writing rubric
- Poster project

RESOURCES

- Fiction and nonfiction Literature
- *Wordly Wise 3000* by Kenneth Hodkinson and Sandra Adams
- *Read-Aloud Anthology* Macmillan McGraw-Hill
- *Practice Book* Macmillan McGraw-Hill
- *Poetry Patterns* Evan Moor Corp.
- *Roget's Thesaurus*
- *Grammar Practice Book* Macmillan McGraw-Hill
- *Treasures* Macmillan McGraw-Hill
- *The Sign of the Beaver* by Elizabeth George Speare
- *Language Usage and Practice 5* Harcourt Achieve
- *Reading Skills for Grade 5* Harcourt

Language Arts
Grade Six

PURPOSE:

The purpose of teaching language arts in grade six is to have students describe and connect essential ideas, arguments, and perspectives of a text by using their knowledge of text structure, organization, and purpose. In writing, the students exhibit their awareness of the audience and its purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students' progress through the stages of the writing process as needed. Students deliver focused, coherent presentations that convey ideas clearly, and relate to the background and interests of themselves, and the audience. Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

OUTCOMES:

A. Language

a. Discussion

The students will:

- Design and develop understanding of agreed-upon rules and individual roles in order to make decisions

b. Questioning, Listening, and Contributing

The students will:

- Gather relevant information for a research project or composition through interviews and personal knowledge

c. Oral Presentation

The students will:

- Give oral presentations for various purposes, showing appropriate changes in delivery and using language for dramatic effect
- Use teacher-developed assessment criteria to prepare their presentations
- Peer critique for positive criticism

d. Vocabulary and Concept Development

The students will:

- Begin to determine the meaning of unfamiliar words using context clues
- Begin to understand that they can determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes

- Begin to determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses

e. Structure and Origins of Modern English

The students will:

- Continue to learn, apply, and identify the eight basic parts of speech
- Build upon knowledge of how to correctly expand or reduce sentences
- Identify verb phrases and verb tenses
- Recognize that a word performs different functions according to its position in the sentence
- Examine simple and compound sentences
- Identify correct mechanics
- Recognize prepositions and prepositional phrases

f. Formal and Informal English

The students will:

- Continue to demonstrate, through role-playing, appropriate use of formal and informal language
- Write stories and poems using a mix of formal and informal language
- Identify and apply differences between oral and written language patterns

B. Reading and Literature

a. Understanding a Text

The students will:

- Identify and analyze sensory details and figurative language in imaginative and literary texts
- Identify and analyze the author's use of dialogue and description in imaginative and literary texts
- Recognize organizational structures in informational and expository texts
- Identify and analyze main ideas, supporting ideas and supporting details in informational and expository texts

b. Making Connections

The students will:

- Relate a literary work to information about its setting

c. Genre

The students will:

- Identify and analyze the characteristics of various genres

d. Theme

The students will:

- Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated
- Identify themes in various short stories

e. Fiction

The students will:

- Identify and analyze the elements of setting, characterization and plot

f. Nonfiction

The students will:

- Identify and use knowledge of common textual features
- Identify and use knowledge of common graphic features
- Identify and use knowledge of common organizational structures in reading and writing
- Identify and analyze main ideas, supporting ideas, and details

g. Poetry

The students will:

- Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry

h. Style and Language

The students will:

- Be introduced to imagery, figurative language, rhythm or flow when responding to literature
- Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature

i. Myth, Traditional Narrative, and Classical Literature

The students will:

- Compare traditional literature from different cultures
- Identify common structures and stylistic elements in traditional literature

j. Dramatic Literature

The students will:

- Identify and analyze structural elements particular to dramatic literature in plays they read, view, write, and perform

- Identify and analyze the similarities and differences between a narrative text and its film or play version

k. Dramatic Reading and Performance

The students will:

- Develop characters through the use of basic acting skills and self-assess using teacher-developed criteria before performing

C. Composition

a. Writing

The students will:

- Write stories or scripts containing the basic elements of fiction for imaginative and literary writing
- Write poems using poetic techniques for imaginative and literary writing
- Write brief research reports with clear focus and supporting detail for informational and expository writing
- Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion for informational and expository writing
- Write formal letters to correspondents such as authors, newspapers, and businesses or government officials for informational and expository writing

b. Consideration of Audience and Purpose

The students will:

- Make distinctions among fiction, nonfiction, dramatic literature, and poetry and use these genres selectively when writing for different purposes

c. Revising

The students will:

- Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text
- Improve word choice by using dictionaries or thesauruses

d. Standard English Conventions

The students will:

- Use additional knowledge of correct mechanics, correct sentence structure, and correct standard English spelling when writing, revising, and editing

e. Organizing Ideas in Writing

The students will:

- Accurately place descriptive details about setting, characters, and events in stories
- Sequence ideas and place them in logical order when writing summaries or reports
- Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting details, and a concluding sentence

f. Research

The students will:

- Apply steps for obtaining information from limited sources, organizing information, documenting sources, and presenting research in individual and group projects
- Provide appropriate documentation in a consistent format

g. Evaluating Writing and Presentations

The students will:

- Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience

h. Analysis of Media

The students will:

- Identify techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print material

i. Media Production

The students will:

- Produce a media production using effective images, text, music, sound effects, or graphics

TEACHING STRATEGIES

- Teacher directed
- Whole class work

- Small group work
- Partner work
- Individual work
- Brainstorming
- Modeling
- *John Collins Writing Program*
- Outlining
- Centers for small group instruction

ASSESSMENT

- Traditional testing
- Journaling
- Book logs
- Oral testing
- *John Collins Writing Program*
- Teacher conferences
- Peer conferences
- Rubrics
- Comprehension discussions
- Vocabulary Bingo
- Spelling Bee
- Workbook pages
- Diagramming sentences

RESOURCES

- *Grade 6: Writer's Choice Grammar and Composition* by Glencoe/McGraw Hill
- *Grade 6: Grammar Practice Book* by Glencoe/McGraw Hill
- *Treasures* Macmillan McGraw Hill
- *Treasures Workbook* Macmillan McGraw Hill
- Nonfiction Literature
 - Biographic novels or short stories
 - Autobiography novels or short stories
- Fiction Literature
 - Fantasy novels or short stories
 - Folk-tale novels or short stories
 - Poetry
 - Mystery/suspense novels or short stories
 - Realistic fiction novels or short stories
 - Historical fiction novels or short stories
- Technology
 - Books on tape
 - Interactive games
 - Video/movies
- *Reading Comprehension: Grade 6* by Norm Sneller
- *Teaching Poetry: Yes, You Can!* by Jacqueline Sweeney

- *240 Vocabulary Words 6th Grade Kids Need to Know* by Linda Ward Beech
- *Writing for the Real World* by Dr. Ruth Fennick, Dr. Elaine Dion, Mary Peters
- *Writer's Workshop* by Denise Bieniek
- *Capitalization and Punctuation* by Frank Schaffer Publications
- Websites

Language Arts Grade Seven

PURPOSE:

The purpose of teaching language arts in grade seven is for students to value, appreciate, and demonstrate literacy through expressive and receptive language skills, and to understand and investigate the self, others, culture, and the environment. Students learn to synthesize and use information from a variety of sources. Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Students develop and practice language for the purpose of effectively communicating through listening, viewing, speaking, and presenting.

OUTCOMES:

A. Language

a. Discussion

The students will:

- Apply understanding of agreed-upon rules
- Know and apply rules for formal discussions

b. Questioning, Listening, and Contributing

The students will:

- Actively participate in on-going group discussions
- Integrate relevant information gathered from group discussions and interviews for reports

c. Oral Presentation

The students will:

- Present an organized interpretation of a literary work, film, or dramatic production
- Peer critic through positive criticism

d. Vocabulary and Concept Development

The students will:

- Continue to understand the meaning of unfamiliar words using context clues
- Continue to understand that they can determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes
- Continue to determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses

e. Structure and Origins of Modern English

The students will:

- Recognize the basic patterns of English sentences
- Recognize the makeup and function of prepositional phrases
- Write and identify complex sentences
- Recognize appropriate use of pronoun reference
- Identify correct mechanics
- Use grammar to combine, include, reorder, and reduce sentences

f. Formal and Informal English

The students will:

- Apply the language styles of different characters in literary works

B. Reading and Literature

a. Understanding a Text

The students will:

- Use knowledge of genre characteristics to analyze imaginative and literary texts
- Interpret mood and tone and give supporting evidence in imaginative and literary texts
- Interpret a character's traits, emotions or motivation and give supporting evidence from imaginative and literary texts
- Identify plot and make observations
- Distinguish between the concepts of theme in a literary work and author's purpose in an expository text

b. Making Connections

The students will:

- Relate a literary work to real life situations, personal accounts, other literary works, and identify its purpose

c. Genre

The students will:

- Identify and analyze the characteristics of various genres as forms with distinct characteristics and purposes

d. Theme

The students will:

- Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic

e. Fiction

The students will:

- Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict

f. Nonfiction

The students will:

- Continue to identify and use knowledge of common textual features
- Continue to identify and use knowledge of common graphic features
- Continue to identify and use knowledge of common organizational structures
- Recognize use of arguments for and against an issue
- Identify evidence used to support an argument
- Introduce differences and begin to distinguish between the concepts of theme in a literary work and author's purpose in an expository text

g. Poetry

The students will:

- Respond to the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry
- Become familiar with figurative language

h. Style and Language

The students will:

- Begin to identify figurative language
- Identify how an author's use of words creates tone and mood

i. Myth, Traditional Narrative, and Classical Literature

The students will:

- Learn to recognize conventions in epic tales
- Identify similarities and differences in mythologies from different cultures

j. Dramatic Literature

The students will:

- Identify elements of setting, plot, and characterization in the plays that are read, viewed, and/or performed

- Identify the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films

k. Dramatic Reading and Performance

The students will:

- Develop and present characters through the use of basic acting skills, explain the artistic choices made and use a scoring guide with teacher-developed categories to create scoring criteria for assessment

C. Composition

a. Writing

The students will:

- Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail in imaginative and literary writing
- Write poems using poetic techniques, figurative language in imaginative and literary writing
- Write reports based on research that include quotations, footnotes or endnotes, and a bibliography for informational and expository writing
- Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion in informational and expository writing
- Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure in informational and expository writing

b. Consideration of Audience and Purpose

The students will:

- Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader

c. Revising

The students will:

- Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used and the economy of writing
- Improve word choice by using a variety of references

d. Standard English Conventions

The students will:

- Use grade level knowledge of types of sentence, correct mechanics, correct usage, sentence structure, and standard English spelling when writing and editing

e. Organizing Ideas In Writing

The students will:

- Integrate the use of organizing techniques that break up strict chronological order in a story
- Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion
- Use maps and webs to organize ideas for writing comparison-and-contrast essays

f. Research

The students will:

- Continue to apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects

g. Evaluating Writing and Presentations

The students will:

- As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects

h. Analysis of Media

The students will:

- Understand the effect on the reader's or viewer's emotions of text and image in print journalism, images, and sound, distinguishing techniques used in each to achieve these effects

i. Media Production

The students will:

- See media presentations and written reports on the same subject and compare the differences in effects of each medium
- Use criteria to assess the effectiveness of media presentations

TEACHING STRATEGIES

- Teacher directed

- Whole class work
- Small group work
- Individual work
- Brainstorming
- Story webs
- Maps
- Modeling
- Outlining
- Centers for small group instructions

ASSESSMENT

- Traditional testing
- Journaling
- Book logs
- Oral testing
- *John Collins Writing Program*
- Essay writing
- Compare and contrast essays
- Projects
- Presentations
- Student/Teacher conferences
- Peer conferences
- Rubrics
- Short-answer questions
- Comprehension discussions
- Vocabulary Bingo
- Spelling Bee
- Workbook pages
- Diagramming sentences

RESOURCES

- *Grade 7 Writer's Choice Grammar and Composition* Glencoe/McGraw Hill
- *Grammar Practice Book* Glencoe/McGraw Hill
- *Literature Course Two* Glencoe McGraw Hill
- Non-fiction Literature
 - Biography novels and short stories
 - Autobiography novels and short stories
- Fiction Literature
 - Fantasy novels or short stories
 - Folktale novels of short stories
 - Poetry
 - Mystery and Suspense novels or short stories
 - Realistic fiction novels or short stories
 - Historical fiction novels or short stories

- Technology
 - Books on tape
 - Interactive games
 - Videos and movies
- *Reading Comprehension* by Norm Sneller
- *Getting the Knack: Poetry Writing Exercises* by Stephen Dunning and William Stafford
- *Capitalization and Punctuation* by Frank Schaffer Publications
- *Reading Comprehension* by Frank Schaffer Publications
- *Writer's Workshop* by Denise Bieniek
- *Writing for the Real World* by Dr. Ruth Fennick, Dr. Elaine Dion, and Mary Peters
- *Teaching Poetry: Yes You Can* by Jacqueline Sweeney
- *Short Plays for the Classroom* by Juanita Bryson

Language Arts
Grade Eight

PURPOSE:

The purpose of language arts in grade eight is to have students use oral language, written language, and other media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also express individual perspectives through analysis and personal response, critically analyze print and non-print communication, and interpret and evaluate a wide range of literature. They continue to refine their study of language and grammar in order to speak and write effectively. They use effective sentence construction and edit for improvements in sentences formation, usage, mechanics, and spelling.

OUTCOMES:

A. Language

a. Discussion

The students will:

- Know and apply rules for formal discussions
- Continue to practice rules through informal discussions and document specific examples

b. Questioning, Listening, and Contributing

The students will:

- Actively participate in on-going group discussions
- Integrate relevant information gathered from group discussions and interviews for reports
- Formally report findings to group members

c. Oral Presentation

The students will:

- Use rubrics to prepare presentations
- Present an organized interpretation of a literary work, film or dramatic production in groups as well as individual presentations

d. Vocabulary and Concept Development

The students will:

- Consistently know the meaning of unfamiliar words using context clues
- Consistently know the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes and prefixes

- Consistently know pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses

e. Structure and Origins of Modern English

The students will:

- Identify the basic patterns of English sentences
- Distinguish phrases from clauses
- Recognize the makeup and function of prepositional phrases
- Identify simple, compound, and complex sentences
- Recognize appropriate use of pronoun reference
- Use correct mechanics
- Consistently combine, include, reorder, and reduce sentences
- Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English

f. Formal and Informal English

The students will:

- Analyze the language styles of different characters in literary works

B. Reading and Literature

a. Understanding a Text

The students will:

- Continue to use knowledge of genre characteristics to analyze imaginative and literary texts
- Continue to interpret mood and tone, and give supporting evidence in imaginative and literary texts
- Continue to interpret a character's traits, emotions, or motivation and give supporting evidence from imaginative and literary texts
- Recognize organizational structures and use of arguments for and against an issue in informational and expository texts
- Identify evidence used to support an argument in informational and expository texts
- Distinguish between the concepts of theme in a literary work and author's purpose in an expository text
- Identify and analyze themes, symbols, and motifs

b. Making Connections

The students will:

- Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting

c. Genre

The students will:

- Continue to identify and analyze the characteristics of various genre forms with distinct characteristics and purposes

d. Theme

The students will:

- Continue to analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic

e. Fiction

The students will:

- Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict

f. Nonfiction

The students will:

- Identify and use knowledge of common textual features
- Identify and use knowledge of common graphic features
- Identify and use knowledge of common organizational structures
- Form arguments for and against an issue
- Use evidence to support an argument
- Know the difference between the concepts of theme in a literary work and author's purpose in an expository text

g. Poetry

The students will:

- Continue to respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry
- Write poetry using figurative language and stylistic devices

h. Style and Language

The students will:

- Identify and analyze imagery and figurative language
- Identify and analyze how an author's use of words creates tone and mood

i. Myth, Traditional Narrative, and Classical Literature

The students will:

- Identify conventions in epic tales

- Identify and analyze similarities and differences in mythologies from different cultures

j. Dramatic Literature

The students will:

- Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed
- Identify and analyze the similarities and differences in the presentation of setting, character and plot in texts, plays, and films

k. Dramatic Reading and Performance

The students will:

- Continue to develop and present characters through the use of basic acting skills, explain the artistic choices made and use a scoring guide with teacher-developed categories to create scoring criteria for assessment

C. Composition

a. Writing

The students will:

- Continue to write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail in imaginative and literary writing
- Write poems using poetic techniques, figurative language, stylistic devices, and graphic elements in imaginative and literary writing
- Continue to write reports based on research that include quotations, footnotes or endnotes, and a bibliography for informational and expository writing
- Continue to write and justify a personal interpretation of literary, informational or expository reading that includes a topic statement, supporting details from the literature and a conclusion in informational and expository writing
- Continue to write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail and variety in sentence structure in informational and expository writing
- Write compare and contrast essays with support
- Write an autobiography

b. Consideration of Audience and Purpose

The students will:

- Continue to select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader

c. Revising

The students will:

- Continue to revise writing to improve organization diction and purpose after checking the logic underlying the order of ideas, the precision of vocabulary used and the economy of writing
- Continue to improve word choice by using a variety of references

d. Standard English Conventions

The students will:

- Use grade-level knowledge of types of sentence, correct mechanics, correct usage, sentence structure, and standard English spelling when writing and editing

e. Organizing Ideas In Writing

The students will:

- Continue to integrate the use of organizing techniques that break up strict chronological order in a story
- Continue to organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion
- Organize ideas for writing comparison and contrast essays

f. Research

The students will:

- Reinforce steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects

g. Evaluating Writing and Presentations

The students will:

- As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects

h. Analysis of Media

The students will:

- Analyze and apply the effect on the reader's or viewer's emotions of text and image in print journalism, and images, sound and text in electronic journalism, distinguishing techniques used in each to achieve these effects

i. Media Production

The students will:

- Create media presentations and written reports on the same subject and compare the differences in effects of each medium
- Use criteria to assess the effectiveness of media presentations
- Discuss and analyze means and effects of media on their generation

TEACHING STRATEGIES

- Teacher directed
- Whole class work
- Small group work
- Individual work
- Brainstorming
- Story webs
- Maps
- Modeling
- Read aloud
- Outlining
- Centers for small group instruction

ASSESSMENT

- Traditional testing
- Journaling
- Book logs
- Oral testing
- *John Collins Writing Program*
- Essay writing
- Compare and Contrast
- Projects
- Presentations
- Students-Teacher conferences
- Peer conferences
- Rubrics
- Short-answer questions
- Comprehension discussions
- Vocabulary Bingo
- Spelling Bee
- Workbook pages
- Diagramming sentences

RESOURCES

- *Grade 8 Writer's Choice Grammar and Composition* Glencoe/McGraw Hill
- *Grammar Practice Book* Glencoe/McGraw Hill
- *Literature Course 3* Glencoe McGraw Hill
- Nonfiction Literature
 - Biography novels and short stories
 - Autobiography novels and short stories
- Fiction Literature
 - Fantasy novels and short stories
 - Folktale novels and short stories
 - Poetry
 - Mystery/ Suspense novels and short stories
 - Realistic fiction novels and short stories
 - Historical fiction novels and short stories
- Technology
 - Books on tape
 - Interactive games
 - Video/movies
- *Master the Catholic High School Entrance Exams 2006* by Eve P. Steinberg
- *101 Great American Poems* by Dover Thrift Editions
- *501 Reading Comprehension Questions* by Learning Express
- *Literature and Critical Thinking* by Patty Caratello
- *How to Write a Great Research Paper* by Leland Graham and Darriel Ledbetter
- *Words for Power Writing* by Options Inc.
- *Getting the Knack: Poetry Writing Exercises* by Stephen Dunning and William Stafford
- *Writer's Workshop* by Denise Bieniek
- *Writing for the Real World* by Dr. Ruth Fennick, Dr. Elaine Dion, and Mary Peters
- *Teaching Poetry: Yes, You Can!* by Jacqueline Sweeney
- *Short Plays for the Classroom* by Juanita Bryson

Wordly Wise 3000
Grades six, seven, and eight

PURPOSE:

The purpose of teaching Wordly Wise in grades six, seven, and eight is so that students will understand and acquire new vocabulary and use it correctly in reading and in writing. Students will improve and increase this vocabulary yearly. Through work in each lesson and each yearly book in grades six, seven, and eight students will learn words in regard to pronunciation, multiple meaning, parts of speech, spelling, sentence usage, synonyms, antonyms, comprehension, and analogies. The words from each lesson are used in a narrative to illustrate multiple meanings and word usage in context. Isolated meanings are not the focus, but rather contextual meaning is stressed. Students learn to notice relationships among word groups. These relationships revolve around similarities and differences in word meaning.

OUTCOMES:

A. Pronunciation

The students will:

- Learn to use and recognize pronunciation key symbols
- Learn to pronounce lesson words correctly
- Recall pronunciation of lesson words for the midterm exam on lessons 1-10 and the final exam on lessons 11-20.

B. Spelling

The students will:

- Spell each lesson word correctly with increased accuracy
- Recognize incorrect spellings in groups of words

C. Multiple Meanings and Parts of Speech

The students will:

- Recognize that each entry word may have multiple meanings and parts of speech

D. Sentence Usage

The students will:

- Be able to correctly use each lesson word in a sentence that illustrates the correct meaning(s)

E. Synonyms and Antonyms

The students will:

- Be able to give multiple synonyms for each list word
- Be able to give at least one antonym for each list word

F. Comprehension

