Language Arts Curriculum

K-5

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Fairfield Public Schools
Fairfield, Connecticut

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FOREWORD

This K-5 Integrated Language Arts Curriculum provides a framework for language arts instruction in the Fairfield Public Schools. The language arts consist of reading, writing, listening, speaking, viewing and visually representing. Strands have been listed separately for each grade level but in practice, they are recursive. Six strands continue to influence and reinforce each other throughout the learning process.

This curriculum is supported by current research and effective classroom instructional practices. The Standards for the English Language Arts, published this year by the International Reading Association and The National Council of Teachers of English, has also been reflected in the document. Goals and objectives have been carefully sequenced and articulated by the K-5 Language Arts Curriculum Committee. These goals and objectives are also aligned with the Connecticut Mastery Test, Connecticut Academic Performance Test and Fairfield's curriculum framework document. The curriculum gives constancy and structure to the language arts program, while encouraging creative and innovative teaching within its framework.

The language arts are both a subject and a communicative process. Objectives state the knowledge, comprehension, application, analysis, synthesis and evaluative skills essential for active literacy development. Although all students receive instruction on the objectives stated for their grade level, it is understood that students come from diverse backgrounds and progress at different rates. The recursive nature of the curriculum allows students to develop to their fullest potential.

This document is part of a five year curriculum development cycle endorsed by the Fairfield Board of Education. As an active curriculum document, the guide will be reviewed and revised in response to new research, teacher experience and student performance. Ongoing, quality professional development will also be provided for curriculum implementation.

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PHILOSOPHY

Language arts is the vehicle for communication. As students make sense of the world around them and communicate their understanding with others, they create new meaning. Growth in language arts is nourished by participation in language communities from the family, to the school, to the larger society. Diverse language communities exist; therefore, students should be provided with learning opportunities which respect cultural experiences, gender, multiple intelligences, and individual learning styles. The language arts curriculum is committed to providing equal educational opportunities with high expectations for all students.

Language arts consist of reading, writing, listening, speaking, viewing and visually representing. All six strands of literacy are active, constructive processes and must be taught as interrelated and interdependent. The language arts curriculum is best presented through differentiated seamless instruction where the strands are interactive and integrated.

Literacy development fosters life-long learning, thinking and communicating. Students' literacy development is greatest when written, spoken and visual communication are taught in context. Students should be active learners who are flexible and prepared to change and grow as they organize, analyze, revise and evaluate information. Students will be encouraged to develop an appreciation and respect for all forms of literacy. They will engage in challenging activities that teach and reinforce process within a knowledge framework so that process will be internalized and concepts remembered.

Students must be prepared for the literacy requirements of the present as well as the future. The purpose of the language arts curriculum is to enable all students to use the language arts proficiently as productive members of society.

GOALS

Overreaching Goal: Students will use the language arts to be life long learners. They will use the six strands of language arts to communicate effectively as readers, writers, listeners, speakers, viewers and visual creators.

Students will:

- understand and appreciate that they learn through all forms of literacy.

- comprehend what they read, hear, and see at both literal and critical levels. (receptive)

- clearly communicate their ideas through writing, speaking, and visually representing.(expressive)

- use technology for receptive and expressive communication.

- make connections between what they read, hear, write and view with their own lives and the human experience.

- understand that they use the language arts for a variety of purposes and will apply appropriate strategies for comprehension, evaluation, and communication depending on purpose.

- appreciate the beauty and power of language.

- recognize and appreciate quality literature.

- set goals for themselves and develop criteria by which to evaluate their own work.

- know that by communicating ideas, opinions and feelings a person can make a difference.

TYPES OF LITERATURE IN EACH GRADE LEVEL

It is expected that students will have many opportunities to read a variety of literature throughout the year. Each grade will highlight specific types of literature (bolded) for shared and guiding reading instruction.

KINDERGARTEN:
Nursery Rhymes, Wordless Picture Books, Picture Books (Fiction and Non-Fiction), Easy Reader Books, Fairy Tales

FIRST GRADE:
Easy Readers, Fairy Tales, Picture Books (Fiction and Nonfiction), Plays, Rhyming Poetry,
Nursery Rhymes, Wordless Picture Books

SECOND GRADE:
Fable, Poetry, Nonfiction, Plays, Realistic Fiction,
Easy Readers, Fairy Tales,
Picture Books (Fiction and Non-Fiction),
Plays, Rhyming Poetry

THIRD GRADE:
Folk Tales, Free Verse Poetry, Haiku, Mysteries,
Fairy Tales, Picture Books (Fiction and Non-Fiction),
Plays, Rhyming Poetry

FOURTH GRADE:
Historical Fiction, Journal (Diary), Tall Tales,
Folk Tales, Free Verse Poetry, Haiku, Mysteries,
Fairy Tales, Picture Books (Fiction and Non-Fiction),
Plays, Rhyming Poetry

FIFTH GRADE:
Biography, Fantasy,
Historical Fiction, Journal (Diary), Tall Tales,
Folk Tales, Free Verse Poetry, Haiku, Mysteries,
Fairy Tales, Picture Books (Fiction and Non-Fiction),
Plays, Rhyming Poetry

SCOPE AND SEQUENCE: LISTENING

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
listen to literary selections read aloud.	listen to literary selections read aloud.	listen to literary selections read aloud.
actively listen to the person who is speaking.	actively listen to the person who is speaking.	actively listen to the person who is speaking.
wait for an appropriate turn to speak.	wait for an appropriate turn to speak.	wait for an appropriate turn to speak.
listen for a purpose and predict possible outcomes.	listen for a purpose and predict possible outcomes.	listen for a purpose and predict possible outcomes.
distinguish the intent of an oral message.	distinguish the intent of an oral message.	distinguish the intent of an oral message.
identify features of language such as rhyme, alliteration, blending and segmentation (i.e., phonemic awareness).	Identify features of language such as rhyme, alliteration, blending and segmentation (i.e., phonemic awareness).	identify features of language such as rhyme, alliteration, blending and segmentation (i.e., phonemic awareness).
identify the B-M-E of a story.	identify the B-M-E of a story.	identify the setting, character, problem, events, and resolution within the narrative framework.
follow oral directions.	follow oral directions.	follow oral directions.
receive and remember information.	receive, remember and evaluate information.	receive, remember and evaluate information.
	distinguish relevant from irrelevant information.	distinguish relevant from irrelevant information.
demonstrate comprehension of literary selections read aloud.	demonstrate comprehension of literary selections read aloud.	demonstrate comprehension of literary selections read aloud.

SCOPE AND SEQUENCE: LISTENING

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
listen to literary selections read aloud.	listen to literary selections read aloud.	listen to literary selections read aloud.
actively listen to the person who is speaking.	actively listen to the person who is speaking.	actively listen to the person who is speaking.
listen and respect insights of others.	listen and respect insights of others.	listen and respect insights of others.
wait for an appropriate turn to speak.	wait for an appropriate turn to speak.	wait for an appropriate turn to speak.
listen for a purpose (**e.g., main idea, supporting details, sequence of events, making inferences, predicting possible outcomes).**	listen for a purpose (e.g., main idea, supporting details, sequence of events, making inferences, predicting possible outcomes).	listen for a purpose (e.g., main idea, supporting details, sequence of events, making inferences, predicting possible outcomes).
distinguish and respond to the intent of an oral message.	distinguish and respond to the intent of an oral message.	distinguish and respond to the intent of an oral message.
identify figurative language and literary elements (e.g., descriptive language, simile, metaphor, onomatopoeia).	identify figurative language and literary elements (**e.g., exaggeration, flashback, foreshadowing, personification, simile, metaphor).**	identify figurative language and literary elements (e.g., exaggeration, flashback, foreshadowing, personification, simile, metaphor).
identify the setting, character, problem, events and resolution within the narrative framework.		
begin to identify organizational patterns for expository texts (e.g., time order/sequence, compare/contrast, cause/effect).	identify organizational patterns for expository texts (e.g., time order/sequence, compare/contrast, cause/effect).	identify organizational patterns for expository texts (e.g., time order/sequence, compare/contrast, cause/effect).
follow oral directions.	follow oral directions.	follow oral directions.
receive, remember and evaluate complex information.	receive, remember and evaluate complex information.	receive, remember and evaluate complex information.
distinguish relevant from irrelevant information.	distinguish relevant from irrelevant information.	distinguish relevant from irrelevant information.
demonstrate comprehension and appreciation of literary selections read aloud.	demonstrate comprehension and appreciation of literary selections read aloud.	demonstrate comprehension and appreciation of literary selections read aloud.

SCOPE AND SEQUENCE: SPEAKING

KINDERGARTEN	GRADE ONE	GRADE TWO

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
begin to monitor and adjust volume and tone of voice for various activities.	monitor and adjust volume and tone of voice for various activities.	monitor and adjust volume and tone of voice for various activities.
stay on topic when conveying information or speaking to others.	stay on topic when conveying information or speaking to others.	stay on topic when conveying information or speaking to others.
speak in complete sentences.	speak in complete sentences.	speak in complete sentences.
use structure of language correctly.	use structure of language correctly.	use structure of language correctly.
speak with fluency.	speak with fluency.	speak with fluency.
accurately convey a simple oral message to another person.	accurately convey an oral message to another person.	Accurately convey an oral message to another person.
retell a story, recalling the sequence of events.	retell a story, recalling the sequence of events and details.	retell a story, recalling the sequence of events and details.
engage in an oral exchange of ideas.	engage constructively in an oral exchange of ideas.	engage critically and constructively in an oral exchange of ideas.
engage and respond appropriately in conversation with peers and adults.	engage and respond appropriately in conversation with peers and adults.	engage and respond appropriately in conversation with peers and adults.
respond appropriately to verbal requests.	respond appropriately to verbal requests.	respond appropriately to verbal requests.
participate in class discussions.	participate in class discussions.	Participate in class discussions.
ask a question to solve an information problem.	ask a question to solve an information problem.	ask a question to solve an information problem.
	formulate and answer questions correctly and concisely.	Formulate and answer questions correctly and concisely.
		begin to speak with an understanding of purpose and audience.
		begin to listen for and paraphrase essential information.

SCOPE AND SEQUENCE: SPEAKING

KINDERGARTEN	GRADE ONE	GRADE TWO
dramatize a story, event or character.	dramatize a story, event or character.	dramatize a story, event or character.
create rhymes, riddles and songs in response to text and personal experiences.	create rhymes, riddles and songs in response to text and personal experiences.	create rhymes, riddles and songs in response to text and personal experiences.
recite short songs and short poems from memory.	recite short songs and short poems from memory.	
begin to demonstrate an awareness of audience.	begin to demonstrate an awareness of audience.	demonstrate an awareness of audience.
begin to share thoughts and ideas in a logical sequence.	share thoughts and ideas in a logical sequence using suitable vocabulary.	share thoughts and ideas in a logical sequence using suitable vocabulary.
begin to use expression and intonation to enhance presentations.	use expression and intonation to enhance presentations.	use expression and intonation to enhance presentations.
		explain processes and activities and/or give sequential directions (e.g., how to play a game).

Students will:

SCOPE AND SEQUENCE: SPEAKING

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
use appropriate volume and tone of voice for various activities.	use appropriate volume and tone of voice for various activities.	use appropriate volume and tone of voice for various activities.
stay on topic when conveying information or speaking to others.	stay on topic when conveying information or speaking to others.	stay on topic when conveying information or speaking to others.
speak in complete sentences.	speak in complete sentences.	speak in complete sentences.
use structure of language correctly.	use structure of language correctly.	use structure of language correctly.
speak with fluency.	speak with fluency.	speak with fluency.
accurately convey an oral message to another person.	accurately convey an oral message to another person.	accurately convey an oral message to another person.
summarize a story.	summarize and **begin to critique a story.**	summarize and critique a story.
engage critically and constructively in an oral exchange of ideas.	engage critically and constructively in an oral exchange of ideas.	engage critically and constructively in an oral exchange of ideas.
engage and respond appropriately in conversation with peers and adults.	engage and respond appropriately in conversation with peers and adults.	engage and respond appropriately in conversation with peers and adults.
respond appropriately to verbal requests.	respond appropriately to verbal requests.	respond appropriately to verbal requests.
begin to express and discuss opinions with supporting evidence.	express and discuss opinions with supporting evidence.	express and discuss opinions with supporting evidence.
begin to speak with an understanding of purpose and audience.	speak with an understanding of purpose and audience.	speak with an understanding of purpose and audience.
begin to respond by selecting examples, ideas and reasons that will support ideas.	respond by selecting examples, ideas and reasons that will support ideas.	respond by selecting examples, ideas and reasons that will support ideas.
participate in class discussions.	participate in class discussions.	participate in class discussions.
ask a question to solve an information problem.	ask a question to solve an information problem.	ask a question to solve an information problem.
formulate and answer questions correctly and concisely.	formulate and answer questions correctly and concisely.	formulate and answer questions correctly and concisely.
speak with an understanding of purpose and audience.	speak with an understanding of purpose and audience.	speak with an understanding of purpose and audience.
listen for and paraphrase essential information.	listen for and paraphrase essential information.	listen for and paraphrase essential information.

SCOPE AND SEQUENCE: SPEAKING

GRADE THREE **GRADE FOUR** **GRADE FIVE**

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
dramatize a story, event or character.	dramatize a scene.	dramatize an interpretation of a scene.
discuss and show understanding of viewed dramatization.	begin to critique viewed dramatization.	critique viewed dramatization.
begin to develop and deliver clear oral presentations with an understanding of purpose and audience.	develop and deliver clear oral presentations with an understanding of purpose and audience.	develop and deliver clear oral presentations with an understanding of purpose and audience.
demonstrate an awareness of audience.	demonstrate an awareness of audience.	demonstrate an awareness of audience.
share thoughts and ideas in a logical sequence using suitable vocabulary.	share thoughts and ideas in a logical sequence using suitable vocabulary.	share thoughts and ideas in a logical sequence using suitable vocabulary.
begin to use expression and intonation to enhance presentations.	use expression and intonation to enhance presentations.	use expression and intonation to enhance presentations.
explain processes and activities and/or give sequential directions (e.g., how to play a game).	explain processes and activities and/or give sequential directions (e.g., how to play a game).	explain processes and activities and/or give sequential directions (e.g., how to play a game).

SCOPE AND SEQUENCE: READING

CONCEPTS ABOUT PRINT

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
recognize parts of a book.	use features of a book and other reference materials (e.g., table of contents and illustrations).	use features of a book and other reference materials (e.g., table of contents, glossary and illustrations).
recognize that print moves from top to bottom on the page.	read print from top to bottom on the page.	
recognize that print moves left to right on the page.	read print from left to right on the page.	
recognize a word as a unit of meaning.	recognize a word as a unit of meaning.	
identify upper case letters by name.	identify upper case letters by name.	
identify lower case letters by name.	identify lower case letters by name.	
demonstrate a 1:1 correspondence between the spoken and written word.	demonstrate a 1:1 correspondence between the spoken and written word.	
begin to demonstrate phonological awareness (i.e., sound/symbol correspondence).	demonstrate phonological awareness (i.e., sound/symbol correspondence).	demonstrate phonological awareness (i.e., sound/symbol correspondence and syllabication).
begin to develop an awareness of punctuation.	demonstrate attention to punctuation.	demonstrate attention to punctuation.
		identify paragraph structure.

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SCOPE AND SEQUENCE: READING

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
participate in daily guided reading.	participate in daily guided reading.	participate in daily guided reading.
ask questions and make predictions prior to and during reading.	ask questions and make predictions prior to and during reading.	ask questions and make predictions prior to and during reading.
use prior knowledge to set the stage for reading.	use prior knowledge to set the stage for reading.	use prior knowledge to make predictions, establish motivation and create a framework for understanding text.
use pictures to develop meaning from text.	use pictures to develop meaning from text.	use pictures to develop meaning from text.
use titles, author's name and pictures to make predictions.	use titles, author's name and pictures to make predictions.	use titles, author's name and pictures to make predictions.
recognize that letters represent sounds in words.	recognize that letters represent sounds in words.	
recognize sound/symbol correspondence with initial consonants.	recognize sound/symbol correspondence including initial/medial/final sounds, blends, digraphs, and short vowels.	recognize sound/symbol correspondence including, blends, digraphs, long vowels, vowel teams and variant vowels.
recognize that printed words are related to spoken words and spoken words can be written and read.	recognize that printed words are related to spoken words and spoken words can be written and read.	recognize that printed words are related to spoken words and spoken words can be written and read.
begin to demonstrate phonemic awareness (i.e., rhyme, alliteration, blending, and segmentation).	demonstrate phonemic awareness (i.e., rhyme, alliteration, blending and segmentation).	demonstrate phonemic awareness (i.e., rhyme, alliteration, blending and segmentation).
recognize and use words with similar linguistic patterns.	recognize and use words with similar linguistic patterns.	recognize and use words with similar linguistic patterns.
	read for a specific purpose (e.g., fiction and non-fiction).	read for a specific purpose (e.g., fiction and non-fiction).
read for authentic purposes.	read for authentic purposes.	read for authentic purposes.
participate in daily sustained "silent" reading.	participate in daily sustained silent reading.	participate in daily sustained silent reading.
experience daily "read-alouds".	experience daily "read-alouds".	experience daily "read-alouds".

SCOPE AND SEQUENCE: READING

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
	use context and/or decoding skills as a basis for predicting the meaning of unfamiliar words.	use context and/or decoding skills as a basis for predicting the meaning of unfamiliar words.
	use the various cueing systems to identify unfamiliar words: graphophonics (phonics), syntactical (grammatical) and semantic (meaning).	use the various cueing systems to identify unfamiliar words: graphophonics (phonics), syntactical (grammatical) and semantic (meaning).
	cross-check the various cueing systems to obtain meaning: graphophonics, syntactical and semantic.	cross-check the various cueing systems to obtain meaning: graphophonics, syntactical and semantic.
	begin to apply structural analysis to read contractions, compound words, singular and plural forms of words with inflectional endings, and possessives on the student's level.	apply structural analysis to read contractions, compound words, singular and plural forms of words with inflectional endings, and possessives on the student's level.
begin to build vocabulary within context.	build vocabulary within context.	build vocabulary within context using prefixes, endings, root words, synonyms, antonyms and homonyms.
	build and expand sight vocabulary in context.	build and expand sight vocabulary in context.
read to increase vocabulary.	read to increase vocabulary.	read to increase vocabulary.
acquire specific vocabulary necessary to understand content.	acquire specific vocabulary necessary to understand content.	acquire specific vocabulary necessary to understand content.
		begin to improve spelling through reading.
	read aloud using expression that shows understanding of punctuation.	read aloud using expression that shows understanding of punctuation.
engage in think alouds to achieve comprehension and interpretation.	engage in think alouds to achieve comprehension and interpretation.	engage in think alouds to achieve comprehension and interpretation.

SCOPE AND SEQUENCE: READING

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
	begin to reread when necessary for comprehension (i.e., self-monitor, self correct).	reread when necessary for comprehension (i.e., self-monitor, self-correct).
	develop fluency when moving through print.	develop fluency when moving through print.
begin to construct meaning using a variety of appropriate graphic organizers.	**apply strategies to construct meaning using a variety of appropriate graphic organizers.**	apply strategies to construct meaning using a variety of appropriate graphic organizers.
	follow written directions.	follow written directions.
understand that reading is a process of constructing meaning from print.	understand that reading is a process of constructing meaning from print.	understand that reading is a process of constructing meaning from print.
	demonstrate the ability to gain meaning from a variety of types of text.	demonstrate the ability to gain meaning from a variety of types of text.
set purpose for reading.	set purpose for reading.	set purpose for reading.
		begin to vary strategies according to the nature of the material and purpose for reading.
participate in reading familiar texts (e.g., shared reading).	participate in reading familiar texts (e.g., shared reading).	participate in reading familiar texts (e.g., shared reading).
	begin to generate questions before, during and after reading.	generate questions before, during and after reading.
begin to identify the components of a narrative framework (i.e., setting, character, events).	identify the components of a narrative framework (i.e., setting, character, events, problem/resolution, goal/outcome of a story).	identify the components of a narrative framework (i.e., setting, character, events, problem/resolution, goal/outcome of a story).
		begin to identify paragraph structure.
	begin to adjust predictions while reading.	adjust predictions while reading.
react to characters and stories.	react to characters and stories.	react to characters and stories.

SCOPE AND SEQUENCE: READING

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
retell a story including the main characters, setting, main ideas and sequence of events using pictures or words.	retell a story including the main characters, setting, main ideas and sequence of events using pictures, words or written text.	retell a story including the main characters, setting, main ideas and sequence of events using pictures, words and written text.
comprehend the main ideas at the literal level and summarize the ideas in their own words.	begin to summarize the events of a story, recalling main characters, setting, main ideas and sequence of events.	summarize the events of a story, recalling main characters, setting, main ideas and sequence of events.
	make generalizations, comparisons and draw conclusions from reading.	make generalizations, comparisons and draw conclusions from reading.
	begin to predict outcomes and draw conclusions using information from a passage.	predict outcomes and draw conclusions using information from a passage.
begin to analyze information by comparing and contrasting.	analyze information by comparing and contrasting.	analyze information by comparing and contrasting.
begin to analyze information by using cause and effect.	analyze information by using cause and effect.	analyze information by using cause and effect.
	begin to make inferences about what is read.	make inferences about what is read.
	begin to distinguish between fact and opinion.	distinguish between fact and opinion.
respond to interpretive questions about text through discussion.	respond to interpretive questions about text through discussion.	respond to interpretive questions about text through discussion and writing.
recognize, respond to and discuss a variety of genres for the purpose of understanding (See Types of Literature p. 4).	recognize, respond to and discuss a variety of genres for the purpose of understanding (See Types of Literature p. 4).	recognize , respond to and discuss a variety of genres for the purpose of understanding (See Types of Literature p. 4).
begin to develop an awareness of the author's purpose.	identify the author's purpose.	identify the purpose of a written piece.
begin to respond to author's craft (e.g., leads/endings and descriptive language).	respond to author's craft (e.g., leads/endings and descriptive language).	respond to author's craft (e.g., leads/endings and descriptive language).

SCOPE AND SEQUENCE: READING

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
contribute appropriate information to class charts, graphs, lists and webs.	contribute appropriate information to class charts, graphs, lists and webs.	contribute appropriate information to class charts, graphs, lists and webs.
		begin to use written notes as a basis for synthesizing and evaluating information (e.g., graphic organizers).
label, classify and categorize (e.g., pictures, words, ideas).	label, classify and categorize (e.g., pictures, words, ideas).	label, classify and categorize (e.g., pictures, words, ideas).
make personal responses to text.	make personal responses to text.	make personal responses to text.
choose books independently.	choose books independently.	choose books independently.
show appreciation for the value of literature.	show appreciation for the value of literature.	show appreciation for the value of literature.
show a positive attitude toward reading.	show a positive attitude toward reading.	show a positive attitude toward reading.
demonstrate an awareness that literature reflects values, customs, ethics and beliefs.	demonstrate an awareness that literature reflects values, customs, ethics and beliefs.	demonstrate an awareness that literature reflects values, customs, ethics and beliefs.
recommend books to others.	recommend books to others.	recommend books to others.

SCOPE AND SEQUENCE: READING

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
participate in daily guided reading.	participate in daily guided reading.	participate in daily guided reading.
ask questions and make predictions prior to and during reading.	ask questions and make predictions prior to and during reading.	ask questions and make predictions prior to and during reading.
use prior knowledge to make predictions, establish motivation and create a framework for understanding text.	use prior knowledge to make predictions, establish motivation and create a framework for understanding text.	use prior knowledge to make predictions, establish motivation and create a framework for understanding text.
use titles, authors' names, pictures, summaries and chapter headings to make predictions.	use titles, authors' names, pictures, summaries and chapter headings to make predictions.	use titles, authors' names, pictures, summaries and chapter headings to make predictions.
apply their knowledge of sound/symbol correspondence (e.g., clusters, vowel digraphs, variant vowels) to read unfamiliar words in context.	apply their knowledge of sound/symbol correspondence (e.g., clusters, vowel digraphs, variant vowels) to read unfamiliar words in context.	apply their knowledge of sound/symbol correspondence (e.g., clusters, vowel digraphs, variant vowels) to read unfamiliar words in context.
apply knowledge of linguistic patterns to read similar words.	apply knowledge of linguistic patterns to read similar words.	apply knowledge of linguistic patterns to read similar words.
read for a specific purpose (e.g., fiction and non-fiction).	read for a specific purpose (e.g., fiction and non-fiction).	read for a specific purpose (e.g., fiction and non-fiction).
read for authentic purposes.	read for authentic purposes.	read for authentic purposes.
participate in daily sustained silent reading.	participate in daily sustained silent reading.	participate in daily sustained silent reading.
experience daily "read-alouds".	experience daily "read-alouds".	experience daily "read-alouds".

SCOPE AND SEQUENCE: READING

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
use context and/or decoding skills as a basis for predicting the meaning of unfamiliar words.	use context and **word structure** as a basis for predicting the meaning of unfamiliar words.	use context and **word structure** as a basis for predicting the meaning of unfamiliar words.
use the various cueing systems to identify unfamiliar words: graphophonics (phonics), syntactical (grammatical) and semantic (meaning).	use the various cueing systems to identify unfamiliar words: graphophonics (phonics), syntactical (grammatical) and semantic (meaning).	use the various cueing systems to identify unfamiliar words: graphophonics (phonics), syntactical (grammatical) and semantic (meaning).
cross-check the various cueing systems to obtain meaning: graphophonics, syntactical and semantic.	cross-check the various cueing systems to obtain meaning: graphophonics, syntactical and semantic.	cross-check the various cueing systems to obtain meaning: graphophonics, syntactical and semantic.
apply structural analysis to read compound words, **open/closed syllables and suffixes/prefixes (i.e., multisyllabic words).**	apply structural analysis to read compound words, open/closed syllables and suffixes/prefixes (i.e., multisyllabic words).	apply structural analysis to read compound words, open/closed syllables and suffixes/prefixes (i.e., multisyllabic words).
build vocabulary within context using prefixes, endings, root words, synonyms, antonyms and homonyms.	build vocabulary within context using prefixes, endings, root words, synonyms, antonyms and homonyms.	build vocabulary within context using prefixes, endings, root words, synonyms, antonyms and homonyms.
build and expand sight vocabulary in context.	build and expand sight vocabulary in context.	build and expand sight vocabulary in context.
read to increase vocabulary.	read to increase vocabulary.	read to increase vocabulary.
acquire specific vocabulary necessary to understand content.	acquire specific vocabulary necessary to understand content.	acquire specific vocabulary necessary to understand content.
improve spelling through reading.	improve spelling through reading.	improve spelling through reading.
read aloud using expression and fluency.	read aloud using expression and fluency.	read aloud using expression and fluency.
begin to demonstrate and explain strategies and thought processes used to construct meaning from text.	demonstrate and explain strategies and thought processes used to construct meaning from text.	demonstrate and explain strategies and thought processes used to construct meaning from text.

SCOPE AND SEQUENCE: READING

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
monitor their reading for understanding (e.g., adjust rate, context cues, rereading, self-questioning).	monitor their reading for understanding (e.g., adjust rate, context cues, rereading, self-questioning).	monitor their reading for understanding (e.g., adjust rate, context cues, rereading, self-questioning).
continue to develop fluency when moving through print.	demonstrate fluency when moving through print.	demonstrate fluency when moving through print.
begin to select and use appropriate graphic organizers to organize information for the purpose of understanding.	select and use appropriate graphic organizers to organize information for the purpose of understanding.	select and use appropriate graphic organizers to organize information for the purpose of understanding.
use visuals to develop meaning from text.	use visuals to develop meaning through text.	use visuals to develop meaning through text.
follow written multi-step directions.	follow written multi-step directions.	follow written multi-step directions.
demonstrate the ability to gain meaning from a variety of types of text.	demonstrate the ability to gain meaning from a variety of types of text.	demonstrate the ability to gain meaning from a variety of types of text.
set purpose for reading.	set purpose for reading.	set purpose for reading.
vary strategies according to the nature of the material and purpose for reading.	vary strategies according to the nature of the material and purpose for reading.	vary strategies according to the nature of the material and purpose for reading.
generate questions before, during and after reading.	generate questions before, during and after reading.	generate questions before, during and after reading.
identify the components of a narrative framework (i.e., setting, character, events, problem/resolution, goal/outcome of a story).		
begin to identify the organizational patterns of expository text (e.g., time/order sequence, compare/contrast, cause/effect).	identify organizational patterns of expository text and begin to apply knowledge to content area reading.	identify organizational patterns of expository text and apply knowledge to content area reading.
identify paragraph structure.	identify paragraph structure.	identify paragraph structure.
adjust predictions while reading.	adjust predictions while reading.	adjust predictions while reading.

SCOPE AND SEQUENCE: READING

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
identify feelings, attitudes, actions and motives of characters.	identify and support feelings, attitudes, actions and motives of characters.	analyze and support feelings, attitudes, actions and motives of characters.
summarize the main idea of narrative and expository texts.	summarize the main idea of narrative and expository texts.	summarize the main idea of narrative and expository texts.
begin to identify first and third person narratives.	identify first and third person narratives.	identify first and third person narratives.
make generalizations, comparisons and draw conclusions from reading.	make generalizations, comparisons and draw conclusions from reading.	make generalizations, comparisons and draw conclusions from reading.
begin to support conclusions with specific references to reading material.	support conclusions with specific references to reading material.	support conclusions with specific references to reading material.
compare and contrast literary works to create new insights, observe patterns and make generalizations.	compare and contrast literary works to create new insights, observe patterns and make generalizations.	compare and contrast literary works to create new insights, observe patterns and make generalizations.
analyze information by using cause and effect.	analyze information by using cause and effect.	analyze information by using cause and effect.
make and begin to support inferences about what is read.	make and support inferences about what is read.	make and support inferences about what is read.
distinguish between fact and opinion.	distinguish between fact and opinion and **support thinking.**	**form and support their own opinions based on selected reading.**
respond to and create questions about text through discussion and writing.	respond to and create questions about text through discussion and writing.	respond to and create questions about text through discussion and writing.
recognize, respond to and discuss a variety of genres for the purpose of understanding (See Types of Literature p. 4).	recognize, respond to and discuss a variety of genres for the purpose of understanding (See Types of Literature p. 4).	recognize, respond to and discuss a variety of genres for the purpose of understanding (See Types of Literature p. 4).

SCOPE AND SEQUENCE: READING

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
identify the purpose of a written piece.	identify the purpose of a written piece.	identify the purpose of a written piece.
respond to author's craft (e.g., leads/endings and descriptive language).	respond to author's craft (e.g., leads/endings, descriptive language, **flashback and foreshadowing**).	respond to author's craft (e.g., leads/endings, descriptive language, flashback and foreshadowing).
contribute appropriate information to class charts, graphs, lists and webs.	contribute appropriate information to class charts, graphs, lists and webs.	contribute appropriate information to class charts, graphs, lists and webs.
identify literary elements **(e.g., passage of time, leads, endings, theme and imagery).**	identify literary elements (e.g., passage of time, flashback, foreshadowing, leads, endings, theme and imagery).	identify literary elements (e.g., passage of time, flashback, foreshadowing, leads, endings, theme and imagery).
begin to interpret a passage from more than one point of view.	interpret a passage from more than one point of view.	interpret a passage from more than one point of view.
use written notes as a basis for synthesizing and evaluating information (e.g., graphic organizers).	use written notes as a basis for synthesizing and evaluating information (e.g., graphic organizers).	use written notes as a basis for synthesizing and evaluating information (e.g., graphic organizers).
make personal responses to text.	make personal responses to text.	make personal responses to text.
select a variety of reading material based on difficulty, purpose and genres.	select a variety of reading material based on difficulty, purpose and genres.	select a variety of reading material based on difficulty, purpose and genres.
show appreciation for the value of literature.	show appreciation for the value of literature.	show appreciation for the value of literature.
show a positive attitude toward reading.	show a positive attitude toward reading.	show a positive attitude toward reading.
demonstrate an awareness that literature reflects values, customs, ethics and beliefs.	demonstrate an awareness that literature reflects values, customs, ethics and beliefs.	demonstrate an awareness that literature reflects values, customs, ethics and beliefs.
recommend books to others.	recommend books to others.	recommend books to others.
read and navigate non-linear computer programs (e.g., electronic encyclopedia).	read and navigate non-linear computer programs (e.g., electronic encyclopedia).	read and navigate non-linear computer programs (e.g., electronic encyclopedia).
begin to evaluate strengths and needs as readers.	evaluate strengths and needs as readers.	evaluate strengths and needs as readers.

SCOPE AND SEQUENCE: WRITING CONTENT

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
generate their own topics for process writing.	generate their own topics for process writing.	generate their own topics for process writing.
write daily for a variety of purposes and begin to develop a sense of audience for whom the piece is written.	write daily for a variety of purposes and develop a sense of the audience for whom a piece is written.	write daily for a variety of purposes and begin develop an awareness of the audience for whom a piece is written.
write for authentic purposes.	write for authentic purposes.	write for authentic purposes.
use literature as a model for their own writing.	use literature as a model for their own writing.	use literature as a model for their own writing.
participate in group writing activities.	participate in group writing activities.	participate in group writing activities.
use a variety of prewriting strategies (e.g., discussions, drawings).	use a variety of prewriting strategies (e.g., drawings, discussions, talk to a partner).	use a variety of prewriting strategies as a source for later writing (e.g., drawings, interviewing, brainstorming, taking notes, reading).
tell a story with appropriate title and topic.		
tell a story with a beginning, middle and end.	use an appropriate graphic organizer as a prewriting strategy for organizing a story with a beginning, middle and end.	use an appropriate graphic organizer as a strategy for planning narrative writing.
		begin to use reference materials as an aid in writing (i.e., dictionary).
illustrate/write a story with a beginning, middle and end.	write a story with a beginning, middle and end.	write a narrative with a problem and resolution.
		write to 4 narrative prompts (one per marking period) the last two given within a 45 minute time period.
illustrate/write about a given topic as well as a topic of their choice.	write related sentences on a topic of their choice and on a given topic.	begin to write a paragraph that includes a topic sentence and supporting details.

SCOPE AND SEQUENCE: WRITING CONTENT

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
	begin to use description in writing.	use description in writing.
	integrate writing in math, science and social studies.	integrate writing in math, science and social studies.
		begin to use simple dialogue to expand narrative writing.
		use simple transition words: first, next, then, later, finally.
revise writing as a result of teacher conferences. • add missing details to their illustrations.	revise writing as a result of self, peer or teacher conferences. • add missing details to their stories as a result of conferencing with others.	revise writing as a result of self, peer or teacher conferences. • reread their writing and make changes for clarification or elaboration as a result of conferencing with others.
display/share completed writing pieces with others.	display/share completed writing with others.	display/share completed writing with others.
		write a thank you note.
interpret poetry through drawing.	compose poetry.	compose poetry.
select two or more pieces of writing for publication.	select two or more pieces of writing for publication.	select two or more pieces of writing for publication.

SCOPE AND SEQUENCE: WRITING FORM

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
write from left to right and top to bottom on a page.	use correct letter formation in writing.	write legibly with correct letter formation.
develop correct pencil grip.	use correct pencil grip.	
use letters to represent words or ideas.	use a letter or letters to represent each sound in a word.	use a letter or letters to represent each sound in a word.
	use spacing between words.	
	use capital letters at the beginning of a sentence, for proper names, and the pronoun I.	capitalize names of places, titles, proper adjectives, months of the year, days of the week, holidays, and first word in a quote.
	use a period, question mark, or exclamation point at the end of a sentence.	edit for ending punctuation.
	begin to use commas between day and year (dates) and in a series.	use commas between day and year (dates) and in a series.
		use a colon to indicate time.
	form a plural by adding s.	form a plural by adding s or es.
	use 's to show possession.	use apostrophe to show possession with regular words whose plural ends in s.
		use apostrophe for regular contractions.
		begin to use quotation marks for dialogue.
		begin to write in consistent tense.
		begin to write sentences with proper noun/verb agreement.
begin to use known words in their writing (e.g., Mom, Dad).	write simple sight words.	

SCOPE AND SEQUENCE: WRITING

FORM

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
		begin to arrange ideas and information in paragraph form.
		begin to use proper punctuation in a bibliographic citation.
begin to use temporary spelling.	write a simple sentence using a combination of temporary and conventional spelling.	write simple sentences with more conventional spelling.
		begin to locate spelling errors and make corrections when reviewing drafts.

SCOPE AND SEQUENCE: WRITING

CONTENT

GRADE THREE	GRADE FOUR	GRADE FIVE

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
generate their own topics for process writing.	generate their own topics for process writing.	generate their own topics for process writing.
write daily for a variety of purposes and audiences using different genres.	write daily for a variety of purposes and audiences using different genres.	write daily for a variety of purposes and audiences using different genres.
write for authentic purposes.	write for authentic purposes.	write for authentic purposes.
use literature as a model for their own writing.	use literature as a model for their own writing.	use literature as a model for their own writing.
participate in group writing activities.	participate in group writing activities.	participate in group writing activities.
use a variety of prewriting strategies (e.g., interview, brainstorm, take notes, read and talk to a partner).	use a variety of prewriting strategies (e.g., outline, interview, brainstorm, take notes, read and talk to a partner).	use a variety of prewriting strategies (e.g., outline, interview, brainstorm, take notes, read and talk to a partner).
use an appropriate graphic organizer as a strategy for planning narrative writing.	**use an appropriate graphic organizer as a strategy for planning expository writing.**	**select and use an appropriate graphic organizer as a strategy for planning expository writing.**
use reference materials as an aid in writing.	use reference materials as an aid in writing.	use reference materials as an aid in writing.
write a narrative piece with organization, elaboration and fluency.		
write to 4 narrative prompts (one per marking period) within a 45 minute time period per prompt.	write to 4 expository prompts (one per marking period) within a 45 minute time period per prompt.	write to 4 expository prompts (one per marking period) within a 45 minute time period per prompt.
begin to increase/vary their writing vocabulary through thesaurus, class generated lists or conferences.	increase/vary their writing vocabulary through thesaurus, class generated lists or conferences.	increase/vary their writing vocabulary through thesaurus, class generated lists or conferences.
write a paragraph that includes a topic sentence and supporting details.	write a paragraph that includes a topic sentence and supporting details.	write a paragraph that includes a topic sentence and supporting details.
	begin to write a 5 paragraph expository piece including an introduction, body and a conclusion.	**write a 5 paragraph expository piece including an introduction, body and a conclusion.**

SCOPE AND SEQUENCE: WRITING

CONTENT

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
	begin to write an expository piece with organization, elaboration and fluency.	write an expository piece with organization, elaboration and fluency.
begin to expand topics by locating and accessing information from a variety of sources (e.g., CD-ROM, books, articles, atlases).	expand topics by locating and accessing information from a variety of sources (e.g., CD-ROM, books, articles, atlases).	expand topics by locating and accessing information from a variety of sources (e.g., CD-ROM, books, articles, atlases).
use elements of descriptive writing to elaborate.	use elements of descriptive writing to elaborate.	use elements of descriptive writing to elaborate.
integrate writing in math, science and social studies.	integrate writing in math, science and social studies.	integrate writing in math, science and social studies.
use dialogue to expand narrative writing.		
continue to use transition words: first, next, then, after, finally.	continue to use transition words and phrases: first, next, then, after, finally, **in addition, furthermore.**	continue to use transition words and phrases: first, next, then, after, finally, **however, on the other hand, in addition, furthermore.**
revise writing as a result of self, peer or teacher conferences: • **revise writing by adding specific and supporting details.** • **evaluate organization of ideas and information.** • **revise for effective word choice.** • **revise for fluency and sentence variety.** • **revise writing by deleting extraneous information.** • **apply literary elements to their writing (leads/endings, descriptive language).**	revise writing as a result of self, peer or teacher conferences: • revise writing by adding specific and supporting details. • evaluate organization of ideas and information. • revise for effective word choice. • revise for fluency and sentence variety. • revise writing by deleting extraneous information. • apply literary elements to revise their writing (leads/endings, descriptive language).	revise writing as a result of self, peer or teacher conferences: • revise writing by adding specific and supporting details. • evaluate organization of ideas and information. • revise for effective word choice. • revise for fluency and sentence variety. • revise writing by deleting extraneous information. • apply literary elements to revise their writing (leads/endings, descriptive language).

SCOPE AND SEQUENCE: WRITING
CONTENT

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
display/share completed writing with others.	display/share completed writing with others.	display/share completed writing with others.
	begin to apply organizational structure to expository writing (e.g., "how to" piece with 4 or more steps).	apply organizational structure to expository writing (e.g., time order, compare/contrast or cause/effect).
	write a conclusion that restates or rephrases the main idea.	write a conclusion that restates or rephrases the main idea.
write a friendly letter utilizing correct form.	write a business letter utilizing correct form.	write a business letter utilizing correct form.
compose free verse and form poetry.	compose free verse and form poetry.	compose free verse and form poetry.
begin to organize written text for a non-linear format.	organize written text for a non-linear format.	organize written text for a non-linear format.
publish two or more pieces of writing (using technology when appropriate).	publish two or more pieces of writing (using technology when appropriate).	publish two or more pieces of writing (using technology when appropriate).
begin to evaluate their writing for strengths and needs.	evaluate their writing for strengths and needs.	evaluate their writing for strengths and needs.

SCOPE AND SEQUENCE: WRITING FORM

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
begin to write cursive letters legibly.	write cursive letters legibly.	write cursive letters legibly.
capitalize nationalities, races, religions, historical events and titles of people.	edit for correct use of capitalization.	edit for correct use of capitalization.
edit for ending punctuation.	edit for ending punctuation.	edit for ending punctuation.
place a comma between 2 or more adjectives that precede a noun and between words in a series.	use commas after words such as well, yes, no, always, etc. when they begin a sentence.	begin to use commas correctly in dialogue, compound and complex sentences, in a series with appositives and interjections.
form regular and irregular plurals.	form regular and irregular plurals.	form regular and irregular plurals.
use apostrophes to show possession and correctly spell irregular words such as those ending in s or whose plurals do not end in s.	edit for proper use of apostrophes to show possession.	edit for proper use of apostrophes to show possession.
use quotation marks and correct punctuation for dialogue.	use quotation marks and correct punctuation for dialogue.	use quotation marks and correct punctuation for dialogue.
write sentences using the correct personal pronoun.		
write in a consistent tense.	write in a consistent tense.	write in a consistent tense.
use regular, comparative and superlative adjectives.	use regular, comparative and superlative adjectives.	use regular, comparative and superlative adjectives.
begin to identify and use conjunctions.	identify and use conjunctions.	identify and use conjunctions.

SCOPE AND SEQUENCE: WRITING FORM

GRADE THREE	GRADE FOUR	GRADE FIVE

Students will:

arrange ideas and information in paragraph form.	arrange ideas and information in paragraph form.	arrange ideas and information in paragraph form.
use proper punctuation in a bibliographic citation.	use proper punctuation in a bibliographic citation.	use proper punctuation in a bibliographic citation.
use standard spelling with some frequency when writing drafts and daily assignments.	use standard spelling with increasing frequency when writing drafts and daily assignments.	use standard spelling with increasing frequency when writing drafts and daily assignments.
locate spelling errors and make corrections when reviewing drafts (dictionary, personal word bank, computer spell check, trade/text books, teachers, peers).	self-correct for standard spelling by using references (dictionary, personal word bank, computer spell check, trade/text books, teachers, peers) to assist with correct spellings.	self-correct for standard spelling by using references (dictionary, personal word bank, computer spell check, trade/text books, teachers, peers) to assist with correct spellings.

SCOPE AND SEQUENCE: VIEWING

KINDERGARTEN

GRADE ONE

GRADE TWO

Students will:

KINDERGARTEN	GRADE ONE	GRADE TWO
	interpret and appreciate a visual.	interpret and appreciate a visual.
	respond to a visual.	respond to a visual.
	discuss and show understanding of viewed dramatizations (e.g., multimedia, plays).	discuss and show understanding of viewed dramatizations (e.g., multimedia, plays).
	comprehend the main ideas in video presentations.	comprehend the main ideas in video presentations.
	engage actively in viewing by using a variety of graphic organizers.	engage actively in viewing by using a variety of graphic organizers.
interpret and appreciate a visual.	obtain or interpret information from charts, graphs, tables, graphic organizers and simple maps and non-linear print.	obtain or interpret information from charts, graphs, tables, graphic organizers and simple maps and non-linear print.
respond to a visual.	navigate age-appropriate multimedia CD-ROM resources.	navigate age-appropriate multimedia CD-ROM resources.
discuss and show understanding of viewed dramatizations (e.g., multimedia, plays).		
comprehend the main ideas in video presentations.		
obtain or interpret information from charts, graphs, tables, graphic organizers and non-linear print.		
navigate age-appropriate multimedia CD-ROM resources.		

SCOPE AND SEQUENCE: VIEWING

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
identify the purpose of a visual.	identify the purpose of a visual.	identify the purpose of a visual.
respond to a visual.	respond to a visual.	respond to a visual.
discuss and begin to analyze viewed dramatizations (e.g., multimedia, plays).	discuss and analyze viewed dramatizations (e.g., multimedia, plays).	discuss and analyze viewed dramatizations (e.g., multimedia, plays).
begin to observe non-verbal cues such as body language, body position and gestures.	observe non-verbal cues such as body language, body position and gestures.	observe non-verbal cues such as body language, body position and gestures.
comprehend the main ideas in video presentations.	comprehend the main idea of video presentations and provide supporting evidence.	comprehend the main idea of video presentations and provide supporting evidence.
begin to demonstrate critical viewing by asking appropriate questions and engaging in discussion.	demonstrate critical viewing by asking appropriate questions and engaging in discussion.	demonstrate critical viewing by asking appropriate questions and engaging in discussion.
engage actively in viewing by using a variety of graphic organizers.	engage actively in viewing by using a variety of graphic organizers.	engage actively in viewing by using a variety of graphic organizers.
obtain, interpret and begin to analyze information from maps, charts and graphs, CD-ROM, on-line services, print and non-print reference sources.	interpret and analyze information from maps, charts and graphs, CD-ROM, on-line services, print and non-print reference sources.	interpret and analyze information from maps, charts and graphs, CD-ROM, on-line services, print and non-print reference sources.
navigate age-appropriate multimedia CD-ROM resources.	navigate age-appropriate multimedia CD-ROM resources.	navigate age-appropriate multimedia CD-ROM resources.

SCOPE AND SEQUENCE: VISUALLY REPRESENTING

KINDERGARTEN   GRADE ONE   GRADE TWO

Students will:

express feelings through body language and facial expressions.	express feelings through body language and facial expressions.	express feelings through body language and facial expressions.
dramatize a story through role-playing, finger plays and puppetry.	retell a story using a variety of techniques (e.g., puppetry, mime and dramatization).	retell a story using a variety of techniques (e.g., puppetry, mime and dramatization).
use pictures to represent ideas and express feelings.	use pictures and words to represent ideas and express feelings.	use pictures and words to represent ideas and express feelings.
use drawing/writing to record information.	use drawing/writing to record information.	use drawing/writing to record information.
create a story map.	use a variety of graphic organizers to record information and promote comprehension.	use a variety of graphic organizers to record information and promote comprehension.
create and use visuals as needed to enhance a verbal or written presentation.	create and use visuals as needed to enhance a verbal or written presentation.	create and use visuals as needed to enhance a verbal or written presentation.
create and use visuals to enhance writing.	create and use visuals to enhance writing.	create and use visuals to enhance writing.
use a computer mouse to draw illustrations.	create a computer-generated graphic to present information.	utilize computer technology to visually represent information.

SCOPE AND SEQUENCE: VISUALLY REPRESENTING

GRADE THREE   **GRADE FOUR**   **GRADE FIVE**

Students will:

GRADE THREE	GRADE FOUR	GRADE FIVE
express feelings and ideas through body language and facial expressions.	express feelings and ideas through body language and facial expressions.	express feelings and ideas through body language and facial expressions.
retell or create a story using a variety of techniques (e.g., puppetry, mime, dramatization and the arts).	create or interpret a story using a variety of techniques (e.g., puppetry, mime, dramatization and the arts).	create or interpret a story or idea using a variety of techniques (e.g., puppetry, mime, dramatization and the arts).
use visuals to represent ideas and express feelings.	use visuals to represent ideas and express feelings.	use visuals to represent ideas and express feelings.
create visuals to explain, support or represent concepts, ideas or topics.	create visuals to explain, support or represent concepts, ideas or topics.	create visuals to explain, support or represent concepts, ideas or topics.
begin to select and use appropriate graphic organizers to record information and promote comprehension.	select and use appropriate graphic organizers to record information and promote comprehension.	select and use appropriate graphic organizers to record information and promote comprehension.
create and use visuals as needed to enhance a verbal or written presentation.	create and use visuals as needed to enhance a verbal or written presentation.	create and use visuals as needed to enhance a verbal or written presentation.
create and use visuals to enhance writing.	create and use visuals to enhance writing.	create and use visuals to enhance writing.
utilize technology including CD-ROM, computers, on-line services, photographs and videos to visually represent information.	utilize technology including CD-ROM, computers, on-line services, photographs and videos to visually represent information.	utilize technology including CD-ROM, computers, on-line services, photographs and videos to visually represent information.

ASSURED EXPERIENCES

The Assured Experience integrates through seamless instruction, the six strands of the Language Arts into a common experience. At each grade level, the Assured Experience has a different focus and addresses some of the objectives specific to that grade. Instructional strategies in the Assured Experience should be implemented throughout the year in a variety of teaching contexts. Most importantly, the Assured Experience serves as an instructional model for implementing other units of study.

KINDERGARTEN - CONSTRUCTION OF MEANING, PHONEMIC AND PHONOLOGICAL AWARENESS

GRADE ONE   - LEARNING TO READ/LITERARY AWARENESS

GRADE TWO   - NARRATIVE ANALYSIS

GRADE THREE   - NARRATIVE ANALYSIS

GRADE FOUR   - EXPOSITORY ANALYSIS

GRADE FIVE   - EXPOSITORY ANALYSIS

ASSURED EXPERIENCE: KINDERGARTEN
CONSTRUCTION OF MEANING,
PHONEMIC AND PHONOLOGICAL AWARENESS

Using the Shared Book Experience to create an atmosphere of community, children will interact with literature, so they can think and inquire personally and collaboratively.

Students will construct meaning from the text and develop phonemic and phonological awareness in context. They will retell the story to demonstrate their understanding by drawing and visually representing.

SPEAKING AND LISTENING
Students will:
> -demonstrate phonemic awareness of language through identification of rhyme, alliteration and segmentation.
> -retell a story, recalling the sequence of events.
> -participate in class discussions.

READING AND WRITING
Students will:
> -demonstrate a 1:1 correspondence between the spoken and written word.
> -begin to demonstrate phonological awareness (i.e., sound-symbol correspondence).
> -recognize sound/symbol correspondence with initial consonants.
> -recognize that printed words are related to spoken words and spoken words can be written and read.
> -demonstrate that reading conveys meaning.
> -participate in reading familiar texts (e.g., shared reading).
> -"tell" a story with a beginning, middle and end e.g. shared writing).
> -illustrate/write a story with a beginning, middle and end.

VISUALLY REPRESENTING
Students will:
> -dramatize a story through role-playing, finger plays and puppetry.

ASSESSMENT
> -analyze writing to determine development of phonological awareness.
> -analyze story retelling for beginning, middle and end.

ASSURED EXPERIENCE: GRADE ONE
LEARNING TO READ/LITERARY AWARENESS

Students will read narrative texts in the following formats: shared reading, guided reading and independent reading. They will apply the various cueing systems to their reading. Comprehension will focus on the narrative framework. They will orally retell a story to demonstrate their understanding. Students will also write a narrative piece with a beginning, middle and end.

READING AND WRITING
Students will:
- use prior knowledge to set the stage for reading.
- demonstrate phonological awareness (i.e., sound/symbol correspondence).
- demonstrate sound/symbol correspondence including initial/medial/final sounds, blends, digraphs and short vowels.
- use the various cueing systems to identify unfamiliar words: graphophonics (phonics), syntactical (grammatical) and semantic (meaning).
- cross-check the various cueing systems to obtain meaning: graphphonics, syntactical and semantic.
- begin to summarize the events of a story, recalling main characters, setting, **main ideas and sequence of events.**
- write a narrative piece with a beginning, middle and end.

SPEAKING AND LISTENING
Students will:
- listen to literary selections read aloud.
- listen for purpose and possible outcomes.
- retell a story, recalling the sequence of events and details.

VIEWING AND VISUALLY REPRESENTING
Students will:
- discuss and show understanding of viewed dramatizations (e.g., multimedia, plays).
- create and use visuals as needed to enhance a verbal or written presentation.

ASSESSMENT
- the grade one scoring rubric will be used to score the piece holistically.
- analyze writing to determine development of phonological awareness.
- administer running records informally as needed with all students.
- administer oral retellings informally as needed with all students.

ASSURED EXPERIENCE: GRADE TWO
NARRATIVE ANALYSIS

Students will read narrative texts in the following formats: shared reading, guided reading and independent reading. They will apply the various cueing systems to their reading. Comprehension will focus on the narrative framework including character, problem, events and resolution. They will retell a story to demonstrate their understanding. Students will also write a narrative piece with a problem and resolution.

READING AND WRITING
Students will:
- use prior knowledge to make predictions, establish motivation and create a framework for understanding.
- use the various cueing systems to identify unfamiliar words: graphophonics (phonics), syntactical (grammatical) and semantic (meaning).
- cross-check the various cueing systems to obtain meaning: graphophonics, syntactical and semantic.
- identify the setting, character, problem, events and resolution within a narrative framework.
- write a brief paragraph that contains the essential ideas of a reading selection.
- write a narrative with a problem and resolution.
- make a personal response to text.

SPEAKING AND LISTENING
Students will:
- listen for a purpose and predict possible outcomes.
- retell a story, recalling the sequence of events and details.

VIEWING AND VISUALLY REPRESENTING
Students will:
- retell a story, using a variety of techniques (e.g., puppetry, mime, dramatization).
- use a variety of graphic organizers to record information and promote comprehension.

ASSESSMENT

All rubrics will be made available to students throughout the instructional process.

- the CMT scoring rubric for narrative writing will be used to score the piece holistically.
- administer running records informally as needed with all students.
- administer oral and written retellings informally as needed with all students.
- administer narrative reading process tests.

ASSURED EXPERIENCE: GRADE THREE
NARRATIVE ANALYSIS

Students will read narrative texts in the following formats: whole group, guided reading and independent reading. They will analyze the main characters; how they look, how they feel about the problem(s) and how they react to the problem(s). Students will compare characters and support their opinions through discussion, writing and visual representation using evidence from the text. Students will also write a narrative story with a well-developed character and plot.

READING AND WRITING
Students will:
- select and read narrative texts in a whole group, small group and independently.
- determine/analyze the feelings, motives and actions of characters.
- identify how the character and problem develop throughout the story.
- support ideas and opinions with evidence from the text.
- use a narrative graphic organizer to plan narrative writing.
- write in paragraph form a comparison of two characters.
- write to a narrative prompt with a focus on the development of character and problem.
- respond to author's craft(e.g., leads/endings and descriptive language).

SPEAKING AND LISTENING
Students will:
- engage critically and constructively in an oral exchange of ideas with an understanding of purpose and audience.
- present and support ideas and opinions in a literature discussion.

VIEWING AND VISUALLY REPRESENTING
Students will:
- create visuals and/or dramatizations to explain, support or represent concepts or ideas.
- use visual expressions (dramatization, Readers' Theater).
- engage actively in viewing by using a variety of graphic organizers.
- discuss and begin to analyze viewed dramatizations (e.g., multimedia, plays).

ASSESSMENT
All rubrics will be made available to students throughout the instructional process.
- the CMT scoring rubric for narrative writing will be used to score the piece holistically.
- teacher-made rubrics will be used to assess the student dramatizations and/or visual representations.
- teacher observations will be recorded during literature discussions to assess student responses.
- administer narrative reading process tests.

ASSURED EXPERIENCE: GRADE FOUR
EXPOSITORY ANALYSIS

Students will read one nonfiction text with the whole class and at least one other related text independently or in small groups. **The readings will focus on an essential question.** The students will write a five paragraph expository piece that addresses this question. Upon completion of the written piece, students will share their writing with an audience. Visuals and technology will be used by the students to elaborate upon the theme of their expository writing.

READING AND WRITING
Students will:
- read and discuss the nonfiction text with the whole class.
- read and discuss the independent or small group text within groups.
- keep a response journal that reflects their thinking as they read.
- identify organizational patterns of expository text and begin to apply knowledge to content area reading.
- use appropriate graphic organizers as a strategy for planning expository writing.
- write an expository piece of five or more paragraphs on the essential question.
- construct their expository piece to include an introduction, body and conclusion, which reflects the expository framework.

SPEAKING AND LISTENING
Students will:
- engage critically and constructively in an oral exchange of ideas in small and large group situations.
- respond by selecting examples, ideas and reasons that will support ideas.
- develop and deliver clear oral presentations with an understanding of purpose and audience.

VIEWING AND VISUALLY REPRESENTING
Students will:
- use an appropriate graphic organizer for their expository piece of writing.
- create visuals to explain, support or represent concepts and ideas related to their expository piece of writing (e.g., technology, fine arts, performing arts).

ASSESSMENT
All rubrics will be made available to students throughout the instructional process.
- the CMT scoring rubric for expository writing will be used to score the five paragraph expository piece holistically.
- teacher-made rubrics will be used to assess the presentation and visual representation.
- teacher observations will be recorded during literature discussions to assess student responses.
- administer expository reading process tests.

ASSURED EXPERIENCE: GRADE FIVE
EXPOSITORY ANALYSIS

Students will read a novel with the whole class and at least one other text of related non-fiction within a small group. **The readings will focus on an essential question.** Students will participate in small and large group discussions. Based on these experiences, they will write a five paragraph expository piece comparing and contrasting critical information based on their readings. Students will have an opportunity to share their writing with an audience. They will give a formal multi-media presentation accompanied by visuals.

READING AND WRITING
Students will:
- read one novel with the whole group (i.e., a teacher-directed or guided reading experience).
- read a least one piece of related non-fiction such as, historical accounts, diaries/journals, news reports, within a small group.
- keep a response journal which reflects their thinking as they read.
- interpret a passage from more than one point of view.
- write a five paragraph expository piece comparing and contrasting critical information based on their reading.
- write an expository piece that is organized, elaborated and fluent.

SPEAKING AND LISTENING
Students will:
- participate in small and large group discussions.
- share written pieces with peers.
- give a formal presentation.
- listen to oral presentations and any topic-related audios.

VIEWING AND VISUALLY REPRESENTING
Students will:
- view topic-related visuals.
- create a graphic organizer for their comparison/contrast piece.
- create a graphic organizer for their expository piece.
- create and use visuals to enhance a multi-media presentation (e.g., technology, fine arts, performing arts).

ASSESSMENT
All rubrics will be made available to students throughout the instructional process.
- the CMT scoring rubric for expository writing will be used to score the five paragraph expository piece holistically.
- teacher-made rubrics will be used to assess the comparison/contrast piece, the presentation and visual representation.
- teacher observations will be recorded during literature discussions to assess student responses.
- administer expository reading process tests.

INTRODUCTION TO THE GRADE LEVEL SPELLING LISTS

Consistently correct spelling in writing is a basic component of literacy. Students must be expected to spell an increasing number of words correctly as they mature as writers. A weekly spelling test is not an accurate assessment of spelling facility since spelling mastery is the ability to spell words correctly in everyday writing. Extensive research has been done to tabulate the most commonly misspelled words. Interestingly, the research has found that phonetic complexity and words frequently misspelled in writing are unrelated. This means that phonetically difficult words may occur on easier lists while words that appear less complex may appear on lists for older students.

The correction of spelling occurs during the edit/proofread stage of writing. Students need to make their writing clear for an audience. It is the student's responsibility to check for errors in spelling and usage. In the primary grades this is best accomplished through teacher direction. Editing resources might include teacher conferences, editing checklists, spelling lists, dictionaries, and other reference materials. For further instructional purposes, the teacher should focus on the pattern of spelling errors in the work of individual students and the entire class.

The selection of words on the grade level spelling lists is based on the research of words commonly misspelled in writing for elementary school students. Teachers will hold students accountable for all of the words on their grade level lists, as well as the preceding lists. All students will be required to spell the words on their grade level list correctly in their writing. They will also be expected to use their editing strategies for spelling and usage.

Grade One

a	she
and	that
are	the
at	they
do	to
from	very
he	was
in	were
is	who
it	with
of	you
on	your
said	

Grade Two

because	that
but	then
could	there
for	too
had	two
how	us
like	want
one	what
only	when
put	where
saw	will
some	would
them	

Grade Three

after	help
again	here
another	many
any	once
been	other
both	people
does	right
down	their
every	these
father	together
friend	which
half	why
have	

Grade Four

a lot (two words)	few
already	field
although	floor
altogether	half
beautiful	heard
brought	however
busy	noise
buy	they're
choose	thought
different	until
done	we're
enough	you're
every	

Grade Five

although	neighbor
athlete	piece
believe	probably
business	separate
chief	several
clothes	speak
decide	special
difference	strength
environment	toward
except	usual
forward	weigh
important	whether
necessary	

ASSESSMENT

Assessment has as its ultimate goal an internally motivated, independent learner, who is constantly self-evaluating and formulating plans of action. Assessment in the language arts is ongoing and varied. Publisher and teacher produced tests are used, such as the Connecticut State Mastery and Iowa Test of Basic Skills.

A wide range of assessment methods are used on a daily basis to inform instruction including work samples, anecdotal records, monthly writing samples, progress reports, conferences and self-assessments. Portfolios provide a framework through which teachers are able to collect and assess data and create a balanced picture of student progress over time. Through the use of portfolios, teachers are able to understand the specific learning strengths and needs of each student.

The central focus is for students to learn about self-evaluation. Assessment also provides feedback on instruction, helping teachers adjust teaching strategies and materials to meet student needs. Assessment also serves as a form of communication about student progress to parents, teachers and the larger community.

Assessment should be ongoing and connected with daily language arts experiences. Teachers must have the expertise to continually assess the students' performance and make adjustments to best meet the needs of each individual. The result of the assessment will have meaning only if they are used as a basis for subsequent planning.

RUNNING RECORDS

Assessment begins with what a child knows; the evidence of what a child knows is in what he or she can do.

A running record provides the teacher with a means of recording what a child can do as he or she reads and processes text.

A running record is an assessment tool for coding, scoring and analyzing a child's precise reading behaviors.

A running record gives the teacher evidence of a child's ability to search for and use cues from the meaning, the structure and the visual and phonological information in text.

A running record lets the teacher see if the child is using reading strategies such as monitoring, searching and self-correcting his or her own reading of text.

A running record gives the teacher information about book selection for the student. The running record can tell the teacher if the book is at the appropriate level of difficulty for the student.

Retelling Procedure

Retelling assesses comprehension and understanding of story structure. The teacher can measure a child's ability to predict, sequence, make inferences, include details, and construct meaning from text. It is imperative that students receive practice in the retelling procedure before it is used as an assessment tool.

Different Forms of the Retelling Procedure

1. **Oral to Drawing:** The teacher tells or reads aloud a text. The student retells it by drawing. This can be done with the non-reader/non-writer. If the student is allowed to talk about his/her drawings, one can gain insight into listening comprehension and control of oral language.

2. **Oral to Oral:** The teacher tells or reads aloud a text. The student then retells it orally. This can be used with the non-reader/non-writer. It can also be used to gain insights into learner's listening skills and degree of control over oral forms of the language.

3. **Oral to Written:** The teacher tells or reads aloud a text. The student retells it in writing. This can be used with both the immature and mature reader/writer. It can also be used to gain insights into learner's listening skills and degree of control over the written forms of language.

4. **Written to Oral:** The student reads a text and then retells it orally. This can be used with the reader who is having difficulty with, or a fear of, writing (e.g. Non-English speaking background learner and immature learner). It is useful for gaining insight into reading comprehension and degree of control over the oral forms of language.

5. **Written to Drawing:** The student reads a text and retells it by drawing. This form is useful with the learner who can read but has difficulty with, or a fear of, writing. If the learner is subsequently encouraged to talk about his/her drawings, teachers can gain insight into reading comprehension and degree of control over oral language forms.

6. **Written to Written:** The student reads a text and then retells it in writing. This form can be used with the learner who is having some degree of control over reading and writing. It is useful for gaining insight into the degree of reading power (i.e. comprehension) and control over the written forms of language.

Source: <u>Read and Retell</u> (1987). Brown, H. and Cambourne, B. Portsmouth, NH: Heinemann.

READING PROCESS TESTS

While discussion activities are excellent for encouraging critical thinking, it is also useful to have students assimilate new information by writing about it. Writing allows time to reflect, analyze, organize and synthesize the text.

A review of research on reading-writing relationships shows that almost all studies that used writing activities to improve reading comprehension found significant gains. [Raphael 1992, Stotsky, 1983.]

Reading Process Tests can be used as a tool to measure the writers' responses to the reading. Reading Process Tests measure general reading comprehension. They are holistic in their approach to reading assessment. Each test presents students with a single, lengthy passage (narrative or expository) followed by open-ended questions requiring written responses.

Tests are scored on the basis of a rating scale (rubric). Students may receive no credit, partial credit or full credit for each of their responses. The number of points given to each response will reflect the depth of that response. Suggestive "criteria" for each point is given.

Record of Preparation for and Participation in Literature Study

Name_____ Date_____

Author _____ Title _____

Preparation for Literature Study

Brought book to group.   Yes _____   No _____

Contributed to developing a group reading plan.   Yes _____   No _____ .

Worked according to group plan.   Yes _____   No _____

Read the book.   Yes _____   No _____

Took note of places to share
(ones of interest, ones that were puzzling, etc.)   Yes _____   No _____

Did nightly assignments as they arose from the
day's discussion.   Yes _____   No _____

Participation in Literature Study

Overall participation in the dialogue.   Weak _____   Good _____   Excellent _____

Overall quality of responses.   Weak _____   Good _____   Excellent _____

Referred to text to support ideas
and to clarify.   Weak _____   Good _____   Excellent _____

Listened to others and modified
responses where appropriate.   Weak _____   Good _____   Excellent _____

_____   Weak _____   Good _____   Excellent _____

_____   Weak _____   Good _____   Excellent _____

_____   Weak _____   Good _____   Excellent _____

Peterson, Ralph and Eeds, Maryann. Grand Conversations: Literature Groups in Action. Scholastic, 1990.

WRITING ASSESSMENT

Assessment of students' writing refers to the analysis and interpretation of both the process and product of their work. The purpose of an assessment program is to reflect the development of the students' writing and their ways of learning. Assessment is classroom based and part of the ongoing instructional process. The shifting patterns of students' growth and development as writers, directs our instructional decision and practices.

Assessment is multi-faceted. Classroom observations and the careful examination of the product of students' writing provides evidence of their learning. One way this analysis is enhanced is by establishing a pre-determined set of assessment criteria or rubrics that are linked with our knowledge and beliefs about students and different types of writing. The holistic scoring of students' writing, based on rubrics, provides a base line of information about their writing. This uniform set of criteria is effective when students are writing to a prompt or engaged in the same writing task. Holistic scoring familiarizes the teacher with the range and common characteristics of students' writing, as well as shared instructional beliefs.

Since holistic scoring of written responses assesses the product of writing, it is also important to assess the process of writing. Writing occurs throughout the day for a variety of purposes. Frequently, students are generating their own topics in a variety of genres. They may also be writing in response to literature or across the curriculum. The type of assessment used will be determined by the objective of the writing assignment.

Daily writing folders need to be reviewed diagnostically on a regular basis. Recording specific strengths and weaknesses guides daily instruction. This analytical view of writing examines the content and form evident in students' writing and identifies where additional instruction is needed.

The portfolio, a systematic collection and interpretation of students' writing, is another important assessment tool. Portfolios can serve many purposes. They allow teachers to assess writing development, monitor student progress over time, understand the specific learning strengths of each student, develop appropriate instructional plans and communicate effectively with parents, teachers and administrators. Included in the portfolio are writing pieces that represent different purposes, audiences and types of writing. They may include student generated topics, prompt writing, research reports or response to literature. Different types of writing should also be represented such as narrative, expository, poetry or persuasive pieces. Sometimes it is helpful to include initial drafts, revisions or samples of brainstorming techniques.

Students and teachers choose pieces for student portfolios that indicate growth in skills, attitude or knowledge. The reason for selecting the piece is important. Often this is written and attached to the written work so the student, teacher or parent can summarize the learning that has occurred periodically throughout the year. Although

portfolios provide data for teachers to evaluate students' writing over time; it is also important that students' are able to effectively read and evaluate their own work. Through conferencing with both teachers and peers, students will increase their ability to reflect on their successes and failures. They will become more aware of the purposes of writing and the particular standards used to evaluate their learning. Self-assessment is a major reason for using portfolios. It builds responsibility and ownership of their writing.

Students benefit when teachers make the criteria explicit and inform them about how they will be evaluated. Students need to understand what the assessment is and how it will be used. They should know which criteria has been met and which have not. Through conferences or written comments, strengths and weaknesses can be discussed. Over time, students learn how to evaluate their own progress and begin to play a role in daily record keeping. They become active in their learning and begin to assume responsibility for their writing. The self-assessment model is strengthened when teachers also share their own personal practices in writing.

Assessment is both formative and summative. Teacher's observation and examination of students' writing should provide information about their development as writers over time.

Stages of Writing
Kindergarten-First Grade

Stage Six
- Ideas are well developed and expressed clearly and fluently.
- Sentences vary in structure and phrasing.
- Language is more developed and transition words are apparent.
- Papers are distinguished by a plot which is interesting to the reader.
- Mostly conventional spelling is evident.

Stage Five
- Ideas are more developed with details and are expressed clearly.
- Paper is organized and generally the ideas are logically connected with a clear beginning, middle and end.
- Mix of temporary and conventional spelling is evident.

Stage Four
- A narrative emerges, though the story is not well developed.
- Papers may have several ideas that are related.
- There is a lack of sentence variety.
- Mostly temporary spelling; with most sounds represented.

Stage Three
- Phrase and sentence writing continues to emerge.
- The ideas are apparent, but their connection to each other is loose.
- There is some sense of narrative or focus, but the development is very meager.
- Many of sounds, including initial and final consonants and some vowel place holding is evident.

Stage Two
- Pictures convey the central meaning of the story.
- Writing commonly features the use of consonants to represent initial sounds.
- Sometimes final sounds and/or other important, clearly discernible sounds are represented too, but the spellings are incomplete.
- Sentence fragments are evident.

Stage One
- Pictures convey the central meaning of the story.
- The text may consist of only labels at other times, it may be made up of unbroken lines of random letters or the random letters may be arranged in wordlike configurations with spaces between them.
- Writing shows that the child is aware that words are made up of letters and that print is arranged horizontally.

FAIRFIELD PUBLIC SCHOOLS
RUBRIC FOR NARRATIVE WRITING

A narrative is a piece that moves characters through time and space in a sequence of events.

Score Point 6
Well developed narratives; writers expand on ALL key events and characters

- fully elaborated with specific and descriptive details which may include dialogue and feelings of the writer; explicit verbs
- strong organizational strategy/sequencing
- fluent – ability to move from one idea to another; accomplished possibly through the use of transitional words, choice of vocabulary, personal style and voice

Score Point 5
Developed narratives; writers expand on MOST key events and characters

- moderately well-elaborated with most details being specific
- generally strong organizational strategy/sequencing
- moderately fluent

Score Point 4
Somewhat-developed narratives; SOME explanation of key events and characters

- adequately elaborated with mix of general and specific details
- satisfactory organizational strategy/sequencing
- somewhat fluent

Score Point 3
Minimally-developed narratives; LITTLE expansion of key events and characters; some details just listed

- more general than specific details
- some evidence of organization/sequencing
- some awkwardness in fluency may be present

Score Point 2
Undeveloped narratives; usually BRIEF responses, details just LISTED

- most details being general
- may be disorganized/weak sequencing
- fluency may be awkward and confused

Score Point 1
Very SPARSE narratives

- may have few/vague details
- too brief to indicate sequencing
- lacks fluency – awkward and confused

RUBRIC FOR EXPOSITORY WRITING

An expository piece is one that informs and/or explains

Score Point 6
Well developed response

- explanation is fully elaborated with specific and descriptive detail
- strong organizational strategy: logical progression of ideas, clear organizational pattern (introduction, body, conclusion)
- fluent – ability to move from one idea to another; clear expression of ideas: word choice, use of language, smooth transitions

Score Point 5
Developed responses

- well elaborated with most details being specific
- generally strong organizational strategy
- moderately fluent

Score Point 4
Somewhat developed responses

- adequately elaborated with mix of general and specific details
- satisfactory organizational strategy
- somewhat fluent

Score Point 3
Minimally developed responses

- some elaboration; more general than specific details
- some evidence of organizational strategy
- some awkwardness in fluency may be present

Score Point 2
Undeveloped responses

- mostly general details
- little evidence of organizational strategy
- lack of fluency; may be awkward and confused

Score Point 1
Very sparse responses

- few/vague details
- too brief to indicate organizational strategy
- awkward and confused – no fluency

RESOURCE
SECTION

COMPONENTS OF A BALANCED LITERACY PROGRAM

Interactive Read Aloud – The teacher reads the text aloud to the students, discussing significant events, use of language or other important aspects of the reading. It is the single most influential factor in young children's success in learning to read. Additionally, reading aloud improves listening skills, builds vocabulary, aids reading comprehension and has a positive impact on the students' attitudes toward reading.

Shared Reading – The teacher and students read aloud from a text to provide a framework for literature and language. Students observe the teacher who reads the text with fluency and expression. They are invited to follow the text and read along with the teacher. All initial attempts to read are encouraged. The literature is carefully chosen for its high quality of language and illustrations and often includes rereadings of favorite stories and poems. The shared reading process helps students attend to the language and print, read with fluency, reinforce left to right progression and notice one-to-one matching. The students learn how print works in relation to the words they hear. It gives them an opportunity to behave as readers.

Guided Reading – This is a form of small group instruction in which the students read text at their instructional reading level. The teacher is aware of each student's competencies, interests and experiences. During guided reading the teacher supports each reader's development of effective strategies for processing new text at increasingly challenging levels of difficulty. All students should read text at their instructional reading level daily.

Independent Reading – Students choose their own books and take responsibility to work through the challenges of the text. The teacher's role is to encourage and respond to the reader. Independent sustained silent reading is a goal of our curriculum.

Write Aloud – This is a powerful modeling technique for getting students' attention and demonstrating various aspects of writing. The teacher (or another student) writes for the students while verbalizing the thinking and writing process.

Shared Writing – In shared writing, the writing is a negotiated process. The selection of topics, development of meaning and choices of words are decided jointly by students and teachers. The teacher's role is a supportive one that invites students to participate in writing experiences that they might not be able to accomplish on their own.

Guided Writing – The teacher supports students by responding to and extending their thinking in the process of composing text. In guided writing, the student does the writing. The teacher's role in guided writing is one of facilitator, helping students discover what they want to say and write with a clear purpose. Ownership of the writing always remains with the student.

Independent Writing – Students select topics and produce their own writing pieces. Through independent writing, students build fluency and establish the writing habit. They also make personal connections, explore meanings and think critically while writing. Independent writing is a natural, pleasurable activity. It is the goal of our curriculum.

PHONEMIC AWARENESS

Phonemic awareness is the understanding that spoken words are made up of a series of discrete sounds. It is also the ability to pick out and manipulate sounds in spoken words. Most phonemic awareness tasks are purely **oral**.

Children sometimes come to school unaware that words consist of a series of discrete sounds. Phonemic awareness activities help children learn to distinguish individual sounds, or phonemes, within words. This awareness is necessary before children can learn to associate sounds with letters and manipulate sounds to blend words (during reading) or segment words (during spelling).

Some children who have difficulties with phonics instruction do so because they have not developed the prerequisite phonemic awareness skills. Other children have gained an understanding of phonemic awareness through years of experience with rhymes, songs, and read alouds. Phonemic awareness experience provides the foundation on which phonics instruction is built. The development of phonemic awareness is essential for phonics instruction to be effective.

Phonemic awareness training can be used to help children:

       -recognize rhyme and alliteration
       -do oddity tasks (i.e. look at these pictures – sock, sun, man. Which picture name
        begins with a different sound? [man])
       -orally blend word parts
       -clap syllables in words
       -count sounds in words
       -orally segment words
       -perform phonemic manipulation tasks
       -distinguish between a word and a sound
       -isolate beginning, middle, and ending sounds in words
       -auditorily discriminate specific sounds in words
       -prepare for phonics instruction

Most phonemic awareness activities are playful in nature and provide an engaging way for children to discriminate the sounds that make up words. Phonemic awareness activities should occur in the context of a print-rich environment with multiple language experiences.

PHONOLOGICAL AWARENESS

Phonological awareness is the understanding of the relationship between specific **printed letters**, including combinations of letters and spoken sounds.

Phonological awareness deals with the learning of sound-spelling relationships and is associated with **printed words**. Phonological awareness encompasses single and larger units of sound, such as syllables, onsets and rimes, and phonemes.

Distinction Between Phonemic Awareness and Phonological Awareness

There has been much confusion about the definition of phonemic awareness and its relation to phonics. The International Reading Association defines the terms and makes a clear distinction between phonemic awareness and phonological awareness.

Phonemic Awareness	Phonological Awareness
The understanding that spoken words are made up of discrete sounds.	The understanding of the relationship between specific printed letters and specific spoken words.
The ability to pick out and manipulate sounds in spoken words.	The ability to learn the sound-spelling relationships, including combinations of letters.
-Most phonemic awareness tasks are purely **oral**.	-Phonological tasks are associated with **printed words**.

Blevins, Wiley. Phonemic Awareness Activities for Early Reading Success. New York: Scholastic, 1997. "Phonemic Awareness and the Teaching of Reading" A Position Statement of the International Reading Association. Newark, DE, July, 1998.
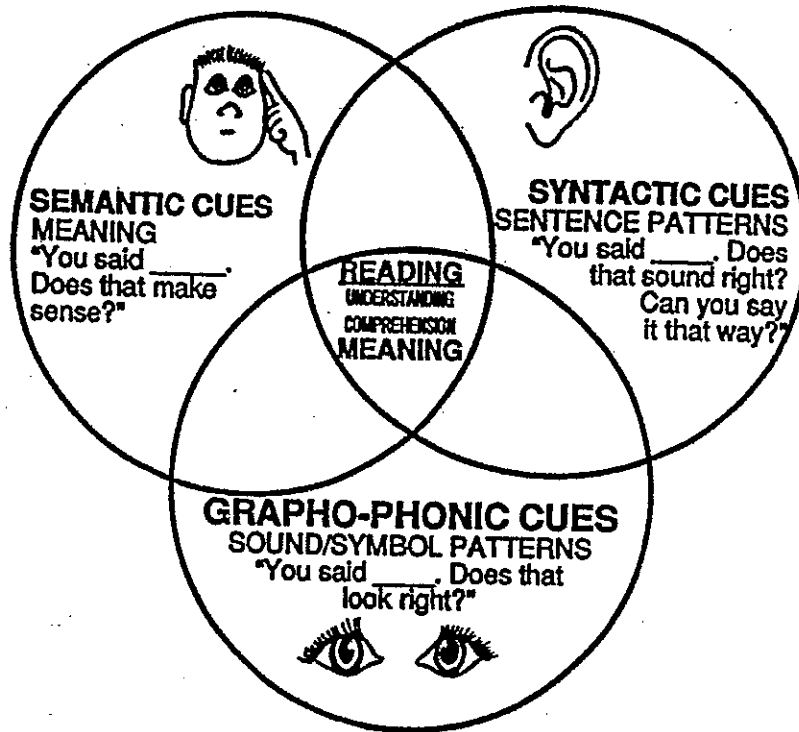
The Cueing Systems

How do good readers construct meaning from print?

The good reader, in developing personal strategies, coordinates and utilizes three major cues interactively and efficiently to make sense of print.

Semantic Cues (Meaning) – what is happening, meaning through text and illustrations; knowledge and experience

Syntactic Cues (Structure) – using knowledge of language, patterns, grammatical structure

Graphonic Cues (Visual) – letter-sound relationships, visual knowledge

SEMANTIC CUES
MEANING
"You said ____.
Does that make
sense?"

READING
UNDERSTANDING
COMPREHENSION
MEANING

SYNTACTIC CUES
SENTENCE PATTERNS
"You said ____. Does
that sound right?
Can you say
it that way?"

GRAPHO-PHONIC CUES
SOUND/SYMBOL PATTERNS
"You said ____. Does that
look right?"

Any one area cannot exist in isolation from the others. We need always to keep in mind that reading for MEANING should underlie all encounters with print.

- The interaction of the three cueing system within the reading process may occur so quickly as to appear simultaneous.
- Effective readers use these cue systems interdependently.
- Ineffective readers tend to rely too heavily upon graphophonic cues.
- The objective of the teacher should be to encourage all children to use the three cueing systems appropriately.

Routman, Regie. Transitions, 1988. Page 41

PROMPTS TO SUPPORT THE USE OF READING STRATEGIES

To support the control of early reading behaviors:

Read it with your finger.
Did you have enough (or too many) words?
Did it match?
Were there enough words?
Did you run out of words?
Try _____. Would that make sense?
Try _____. Would that sound right?
Can you find _____? (a known word)
Read that again and start the word.

To support the reader's use of self-monitoring or self-checking behavior:

Were you right?
Where's the tricky word? (after an error)
What did you notice? (after hesitation or stop)
What's wrong?
Why did you stop?
What letter would you expect to see at the beginning? At the end?
Would _____ fit there?
Would _____ make sense?
Do you think it looks like _____?
Could it be _____?
It could be _____, but look at _____.
Check it. Does it look right and sound right to you?
You almost got that. See if you can find what is wrong.
Try that again.

To support the reader's use of all sources of information:

Check the picture.
Does that make sense?
Does that look right?
Does that sound right?
You said (...). Can we say it that way?
You said (...). Does that make sense?
What's wrong with this? (repeat what child said)
Try that again and <u>think</u> what would make sense?
Try that again and <u>think</u> what would sound right? (grammatically)
Do you known a word like that?
Do you know a word that starts with those letters?
What could you try?
Do you know a word that ends with those letters?
What do you know that might help you?
What can you do to help yourself?

To support the reader's self-correction behavior:

Something wasn't quite right.
Try that again.
I like the way you worked that out.
You made a mistake. Can you find it?
You're nearly right. Try that again.

To support phrased, fluent reading:
Can you read this quickly?
Put your words together so it sounds like talking.

<u>Guided Reading</u>
<u>Good First Teaching For All Children</u>

Irene C. Fountas & Gay Su Pinnell
Heinemann, 1996

Reader's Response

Reader response theory maintains that the reader and the literary text must transact. Readers simultaneously bring meaning to and take meaning from the text as they read. This intermingling of reader and text is a creative act. Interpretations vary with each reader's experiences, attitudes, personal literary histories, and purposes. By sharing these interpretations within a community of readers, the potential for making meaning is enhanced for all. The teacher's role in this process is to model questions that bring students to higher levels of thinking, without imposing an interpretation or response on them.

Literature Circles

Literature circles are a place for students and teachers to think, inquire, reflect and respond to literature.

Literature circles provide a setting for readers to think collaboratively. Readers who discuss a piece of literature with others have opportunities to:

- expand their understanding of literature by listening to others' interpretations.

- think critically and deeply about what they read.

- understand that a variety of interpretations exist for a piece of literature.

- explore their interpretations with one another to reach new understandings.

- reflect upon and make connections with their own life experiences.

Reader response theory and literacy research support the use of literature circles as an integral part of a balanced Language Arts curriculum.

Literature circles help readers to become literate.

"The truly literate are not those who know how to read, but those who read: independently, responsively, critically, and because they want to."

(Glenna Davis Sloan. The Child As Critic, 1984)

Ideas to Consider in Reader's Response to Literature

These questions are intended to be a starting point for good discussion and writing in response to literature. Throughout the process encourage students to support their ideas with evidence from the text.

1. Do you think the title fits the book? Why or why not?
2. How did the setting influence the story?
3. How does the main character respond to the problem in the story?
4. How did the main character develop throughout the story?
5. Do you share any of the feelings of the characters in this story? Explain.
6. In what ways are you like any of the characters? Explain.
7. Does anyone in the story remind you of anyone you know? Explain.
8. What makes you wonder in this book? Why? What confuses you in this book? Why?
9. What came as a surprise in the book? Why?
10. Overall, what kind of a feeling did you have after reading a few paragraphs of this story? Mid-way? After finishing the story?
11. Are there any parts of this story that were confusing to you? Which parts? Why do you think you were confused?
12. Do any incidents, ideas or actions in this story remind you of your own life or something that happened to you? Explain.
13. What parts of the book seem most believable? Why? What parts seem unbelievable? Why?
14. What do you think is the most important thing to remember about this story? Explain.
15. What was the author saying about life and living through this book? Explain.
16. Do you like the ending of the book? Why or why not? Do you think there is more to tell? What do you think might happen next?
17. Has the book helped you in any way? Explain.
18. Does this book remind you of another book you have read or movie that you've seen. Explain.
19. How have you changed after reading this book? Explain.
20. What questions would you ask the author after reading this book?
21. What did you like about the author's writing style?
22. Who else should read this book? Why? Who shouldn't read this book? Why?

THE BIG SIX
A Research Process

1. Task Definition:

1.1 Define the problem.
1.2 Identify the information requirements of the problem.

2. Information Seeking Strategies:

2.1 Determine the range of possible sources.
2.2 Evaluate the different possible sources to determine priorities.

3. Location and Access:

3.1 Locate sources (intellectually and physically).
3.2 Find information within sources.

4. Information Use:

1.1 Engage (e.g. read, hear, view) the information in a source.
1.2 Extract information from a source.

5. Synthesis:

5.1 Organize information from multiple sources.
5.2 Present information.

6. Evaluation:

6.1 Judge the product (effectiveness).
6.2 Judge the information problem-solving process (efficiency).

Eisenberg, M.B. & Berkowitz, R.E. (1990) *Information Problem-Solving: The Big Six Approach to Library & Information Skills Instruction*, Norwood, NJ: Ablex Publishing Corp., p.24

THE PROCESS APPROACH TO WRITING

Writing is a recursive process. Thinking and rethinking about a topic requires the writer to move continuously back and forth throughout the process.

The conference occurs during all stages of the writing process. The purpose of the conference is to help the student react to his/her writing in order to diagnose and solve possible writing problems. It is through conferring with teacher and peers that students receive constructive feedback on ways in which to improve their writing. The conference occurs during all stages of the writing process.

The students prepare to write their first draft during the rehearsal. Students need to choose their topic, envision their audience and plan the writing task. Graphic organizers are often used to help students plan their writing, narrow a topic or search for specific details. Writers' notebooks are also valuable to gather ideas for future writing.

The first draft and re-think stages focus on meaning. Content and word selection are emphasized. Many drafts may be written as students expand their thinking and plan for new needs and direction. At the kindergarten level this often takes the form of oral composing. The unfolding of the story takes place as the student speaks.

Central to the revising process is the clarification of meaning. Students focus on improving their writing content, organization and style. This part of the process may include adding or deleting information, rephrasing or reorganizing text, improving leads, adding descriptive vocabulary or adding transitions. Students will need to see revision strategies modeled frequently before they begin to internalize the process.

The correction of form occurs during the edit/proofread stage. Students need to make their writing clear for an audience. It is the student's responsibility to check for errors in sentence structure, usage and mechanics and spelling. Editing materials might include editing checklists, spelling lists, dictionaries, and reference books. The teacher should focus on the pattern of errors in the work of individual students and the entire class, for further instructional purposes.

Emphasis on appearance and legibility are stressed during the final copy/publishing stage. Writing in its final format may be published for peers, parents, specific people or for a larger audience such as the local newspaper or commercial publications. Displaying final copies is also recommended.

The Qualities of Good Writing

1. <u>Meaning</u>

   There must be content in an effective piece of writing. It must all add up to something. This is the most important element in good writing, but although it must be listed first it is often discovered last through the process of writing.

2. <u>Authority</u>

   Good writing is filled with specific, accurate, honest information. The reader is persuaded through authoritative information that the writer knows the subject.

3. <u>Voice</u>

   Good writing is marked by an individual voice. The writer's voice may be the most significant element in distinguishing memorable writing from good writing.

4. <u>Development</u>

   The writer satisfies the reader's hunger for information. The beginning writer almost always overestimates the reader's hunger for language and underestimates the reader's hunger for information.

5. <u>Design</u>

   A good piece of writing is elegant in the mathematical sense. It has form, structure, order, focus, and coherence. It gives the reader a sense of completeness.

6. <u>Clarity</u>

   Good writing is marked by a simplicity which is appropriate to the subject. The writer has searched for and found the right word, the effective verb, the clarifying phrase. The writer has removed the writer so that the reader sees through the writer's style to the subject, which is clarified and simplifies.

It is my belief that these qualities are the same for poetry and fiction as well as non-fiction.

Donald M. Murray

CONDITIONS FOR AN EFFECTIVE WRITING PROGRAM

1. Time

   A predictable daily writing time allows the students to be able to move their pieces along until they accomplish what they set out to do. When students write everyday they begin to compose even when they are not composing. A forty-five to sixty minute time period is recommended for writers' workshop.

2. Choice

   When students choose their own topics, teachers can expect more of their writing.

3. Response

   Students need to hear the response of others to their writing to discover what they do or do not understand. The teacher responds to the students' writing during individual conferences. These conferences provide explicit instruction based on the students' writing needs. Conferences are the most powerful tool for developing student writers.

4. Modeling

   Writing needs to be modeled for students in the classroom workshop. When you model good writing, students will receive the clearest demonstration of what the process is all about.

5. Expectations

   Clear high expectations need to be communicated to the students. This is especially important during the writing conference.

6. Classroom Management

   Students need a predictable writing classroom that contains the following: daily writing, availability of writing supplies, specific procedures for writers' workshop, circulation among students.

7. Evaluation

   Students are expected to evaluate their own writing in collaboration with the teacher. Portfolios allow students to periodically reread their own writing pieces and note progress over time. Having students review their portfolios in collaboration with the teacher is a way for students to note their continuing development as a writer.

Fairfield Public Schools

Narrative Story Framework

Main Characters:
(Place the main characters in a setting.)

_____

_____

The Main Character's Problem:
(Name one problem.)

_____

_____

_____

_____

How The Problem Got Worse:

_____

_____

_____

How The Problem Was Solved:
(Be sure the main character solves the problem.)

_____

_____

_____

_____

Expository Framework

TOPIC: _____

INTRODUCTION

LEAD: _____

THESIS STATEMENT: _____

_____

INTRODUCE MAIN IDEAS:

    1. _____

    2. _____

    3. _____

BODY

MAIN IDEA 1- _____

    Detail: _____

    Detail: _____

    Detail: _____

MAIN IDEA 2- _____

    Detail: _____

    Detail: _____

    Detail: _____

MAIN IDEA 3- _____

    Detail: _____

    Detail: _____

    Detail: _____

CONCLUSION

RESTATE THESIS STATEMENT: _____

_____

GLOSSARY

alliteration- a repetition of the initial sounds in neighboring words or stressed syllables, as "The fair breeze blew, the white foam flew. The furrow followed free".

analytical scoring- the analysis of the specific strengths and weaknesses in such areas as organization, word choice, fluency, elaboration, mechanics and qualities of good writing. Analyzing student writing provides the diagnostic framework for improving writing instruction.

assessment- the act or process of gathering data in order to better understand the strengths and weaknesses of student learning, as by observation, testing, interviews, etc.

audience- the collection of intended readers, listeners or viewers for a particular work or performance.

authentic- something that is meaningful because it reflects or engages the real world. An *authentic task* asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter.

author's purpose- the motive or reason for which an author writes, as to entertain, inform, or persuade.

closed syllable- a syllable that ends with one or more consonants and contains a short vowel sound (e.g., con, un, ment).

cloze procedure- any of several ways of measuring a person's ability to restore omitted portions of an oral or written message by reading its remaining context, as in the Degrees of Reading Power Tests.

concepts about print- what the reader is attending to on written page (e.g., left to right progression of print, top to bottom of page, etc.).

context cue- information from the immediate textual setting that helps identify a word or word group, as by words, phrases, sentences, illustrations, syntax, typography, etc.

conventional spelling- the accepted practice in written language.

cues (cueing system)- any of the various sources of information that may aid identification of a word unrecognized at first glance, such as graphophonics, structural analysis, and semantic and syntactical information.

Degrees of Reading Power Tests- DRP Tests are single-objective tests measuring how well students understand the surface meaning of what they read. DRP Tests measure the process of reading rather than the products of reading such as main ideas and author purpose. The DRP Test items access the ability to use the information in the text to figure out the meaning of the text.

differentiated reading instruction- the provision of varied learning situations, as small-group, flexible groups, or individual instruction to meet the needs of students at different levels of reading competence.

easy reader- a trade book with a limited vocabulary and a storyline interesting to children who are ready to move beyond picture books for their independent reading.

elaboration- the support or development of a main ideas with facts, statistics, sensory details, incidents, example, or quotations.

essential question- the inquiry on which research is founded, sometimes called the central question.

evaluation- the process of summarizing and interpreting data, and making professional judgments based on the information collected.

expository- one of the traditional forms of composition in speech and writing, intended to set forth or explain. Good expository writing is clear, organized and well developed.

fable- a short tale in prose or verse that teaches a moral usually with animals and inanimate objects as characters.

fairy tale- a folk story about real-life problems, usually with imaginary characters and magical events.

fantasy- a story that is highly imaginative. The characters may seem real but in fact, do not exist.

fiction- imaginative narrative in any form of presentation that is designed to entertain.

figurative language- language enriched by word images and figures of speech.

first person- a passage written from the point of view of the main character.

flashback- the technique of disrupting the chronology of a narrative by shifting to an earlier time in order to introduce information.

flexible grouping- students working in differently mixed groups depending on the goal of the learning task at hand.

fluency- freedom from word identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading; automaticity. The ability to read or write smoothly, easily and readily.

focus- a center of interest or attention.

folktale- a narrative form, as an epic, legend, myth, fable, etc., that is or had been retold within a culture for generations and is well known through repeated storytelling.

foreshadowing- the technique of giving clues to coming events in a narrative.

form poetry- a type of poetry that follows a specific structure (i.e., haiku).

free verse- poetry which does not include patterned rhyme or rhythm.

frustration reading level- the readability or grade level of material that is too difficult to be read successfully by a student, even with normal classroom instruction and support.

genre- the category used to classify literary works, usually by form, technique, or content.

grammar- what one knows about the structure and use of one's own language that leads to its creative and communicative use.

graphic organizer- a visual presentation of concepts and details. Graphic organizers include charts, graphs, outlines, clusters, and idea trees.

guided reading- a form of small group reading instruction where the students read text at their instructional reading level with explicit instruction and teacher support. The teacher provides scaffolding for each reader's development of effective strategies for processing text at increasingly challenging levels of difficulty.

haiku- a type of Japanese poetry about nature. It is three lines long. The first line is five syllables; the second, is seven; the third, five.

historical fiction- a long narrative of past events and characters, partly historical but largely imaginative.

holistic scoring- the scoring of writing assignments based on organization, elaboration and fluency.

imagery- the process or result of forming mental images while reading or listening to a story.

independent reading level- the readability or grade level of material that is easy for a student to read with few word identification problems. Little or no teacher support is needed. The reader independently solves problems while reading for meaning.

instructional reading level- the readability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support.

integrated curriculum- a curricular organization in which students study and use the language components of speaking, listening, reading, writing, viewing and visually representing as a mutually reinforcing process that evolves through a unified core of concepts and activities.

literature circle- a means for intensive discussion about books. When children share their personal responses and interpretations of a book with one another, they are able to gain a deeper understanding of themselves and their world.

model- a standard or example for imitation or comparison.

multiple intelligences- a theory advanced by Howard Gardner (1983) that there are at least eight distinct "intelligences": verbal/linguistic, logical-mathematical, visual/spatial, kinesthetic, musical, interpersonal, intrapersonal and naturalist.

narrative- one of the traditional forms of composition in speech and writing, intended to tell a story. Good narrative writing has the story elements of character, setting, events, problem and resolution.

nonfiction- prose designed primarily to inform, explain, argue, or describe.

non-linear format/print- the arrangement of blocks of text typically used in electronic multimedia.

novel- an extended fictional prose narrative that allows the author to provide fuller character and plot development than in the short story.

one-to-one correspondence- an understanding of the speech to print correspondence between the printed words on a page and the words as they are read aloud.

onomatopoeia- the use of words the sound of which suggests their meaning, as *buzz* and *purr*.

open syllable- a syllable that ends with a vowel, the vowel sound is long (e.g., pre, co, pro).

organizational patterns- text structures such as: description, time order/sequence, cause/effect, compare/contrast and problem/solution.

phoneme-grapheme correspondence- the relationship between a phoneme (sound) and its graphic representations (letter/s).

phonemic awareness- the awareness of the sounds (phonemes) that make up **spoken words** (oral language).

phonological awareness- learning the sound-symbol relationship that is associated with **printed words**.

prior knowledge- knowledge that stems from previous experience.

process writing- a writing instruction model that views writing as a recursive process in which students plan, draft, revise, edit and publish their writing.

reading- the complex, **recursive** process through which we make meaning from texts.

Reader's Theatre- an interpretive reading activity that brings characters to life through voices and gestures. The focus is on the oral interpretation of literature.

reading process- that which happens when a person processes text to obtain meaning. The reading process can be divided into three stages: preparation for reading, text engagement and comprehension.

realistic fiction- a story that attempts to portray characters and events as they actually are.

recursive process- the moving back and forth between the stages of writing when creating a written composition.

reference book- a book designed to be consulted for specific items of information; such as, an atlas, dictionary, or encyclopedia.

retelling- a measure to assess comprehension and understanding of story structure.

rhyme- identical or very similar recurring final sounds in words.

rubric- a scoring guide used to evaluate the quality of students' constructed responses. A rubric has three essential features: evaluative criteria, quality definitions and a scoring strategy.

running record- an assessment tool for coding, scoring and analyzing a child's precise reading behaviors. A running record provides the teacher with a means of recording what a child can do as he or she reads and processes text.

scaffolding- a temporary kind of help to be removed when the learner no longer needs it. The teacher must provide just the right amount of help. Less help is needed later, when the child has become more proficient.

segmentation- the ability to isolate sounds within a spoken word (e.g. *sat - /s/ /a/ /t/).*

self-monitoring- the process of knowing that what you are reading is not making sense and having strategies for overcoming this problem.

semantics- one of three cueing systems readers use to construct knowledge. The semantic system focuses on the meaning of texts, where meaning is seen as connections between words (or linguistic units) and the reader's **prior knowledge** of language and linguistic forms, understanding of the world, and experience of other **texts** and **contexts**.

shared reading- an instructional strategy in which the teacher involves a group of children in the reading of a particular text in order to help them learn aspects of beginning literacy and develop reading strategies.

simile- a comparison of two things that are unlike, usually using the words *like* or *as* (e.g., "as light as a feather").

speaking- the act of communicating through speech.

strategy- a practiced but flexible way of responding to recognizable **contexts**, situations, or demands

summary- a brief restatement in your own words of the main idea of a passage; supporting details are not included in a summary.

syllabication- the division of words into syllables.

syntax- one of three cueing systems readers use to construct knowledge; the syntactic system focuses on the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (**grammar**).

tall tale- a story about impossible or exaggerated happenings related in a realistic, matter-of-fact, and often humorous way.

temporary spelling- an initial attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works.

theme- the central idea or message in a piece of writing.

think-aloud- oral verbalization of one's reading and writing processes.

trade book- commercial books, other than basal readers.

viewing- a particular manner of looking at something.

visually representing- conveying information or expressing oneself using nonverbal visual means, such as drawing, computer graphics (maps, charts, art work), photography, or physical performance.

visuals- projected or displayed representations such as pictures, models, charts, etc., used for educational purposes, as *visual aids*.

wordless picture book- a picture book with no text.

writers' workshop- a block of school time devoted to student planning, drafting, revising and editing compositions for publication. Conferencing occurs throughout the process.

writing process- the many aspects of the complex act of producing a written communication; specifically, planning, drafting, revising, editing, and publishing.

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