

## Kindergarten Language Arts at TCPS

### Course Description - Kindergarten

The TCPS Kindergarten offers children the background tools they need to begin reading, and then provides experiences and exercises appropriate to each child's individual reading level. Phonics is an important tool for beginning reading. A child needs to be able to hear the whole word after sounding it out. For example, the child may know the individual sounds that spell the word "cat" and be able to give each sound in isolation, but still may not be able to hear what the word is when the sounds are blended together. Decoding words requires a level of auditory readiness. There are so many different skills that must develop and mature for a child to begin to read. The process of learning to read is one that continues from Kindergarten through the third grade; a child's own timetable is a vital part of the process.

### Language Arts Goals and Objectives - Kindergarten

**SOUNDS AND SIGHT WORDS:** Introduced through direct instruction. The teacher holds up a card with a letter or word on the card. The children look at the letter and say the sound. This is a group response, so if a child is not sure of a sound, he or she is still seeing it and hearing the rest of the group respond. It is a simple method of frequent repetition; we practice both sounds and sight words this way. Repetition is the key. Mastery of the sight words is very supportive to children's confidence and ability in reading.

**READING PRACTICE:** The following activities are used all year at whatever time is appropriate to a student's skill level.

- **Individual word activities** - For beginning readers it is important to have many activities which require a child to only read one word at a time. These activities focus on decoding and are good to utilize when a child is moving to a new level in decoding. Children may read an individual word and then illustrate it or they may match words to pictures.
- **Independent Work Activities** - There are many which require the child to either match words and pictures or follow a direction given (such as, "Color the hat blue." or "Is the ham in the pan?"). We have a wide variety of activities in order to give each child appropriate challenge. Many of these initial reading activities in Independent Work are folder activities. Other examples include flashcards, rhyming words, spelling tiles, scrambled sentences, Word Wheels, and Octopus Blends.
- **Short Books** – These beginning books have very controlled vocabulary, both the basic sight words and CVC words. The stories give students an opportunity to be successful at reading a "whole book." Some of the beginning reading series are *MCP readers* (Modern Curriculum Press), the *Step into Reading* series, *Bank Street Readers*, *Puffin* books, and so on. We have materials for every reading level. As child moves beyond

mastery of decoding skills, we can focus on other skills such as expressive reading, vocabulary, comprehension, and writing activities.

- **Reading Strip Sets** - Each reading strip has 8 to 12 words on it. Many strips are word family groups (such as cat, hat, fat, sat, etc.). Some strips have words illustrating a particular element (blends, long vowel sounds, etc.) or all the vocabulary from a particular story. Others are sets of sight words.
- **Dictated Language and Integrated Curriculum** – The children are surrounded by reading opportunities! They read back sentences they have dictated for student written books. We read poems as a group.
- **One-on-one reading practice** – Students from Grade 4 come read with kindergarten. The older students began the year reading storybooks to their K partners; then later in the year listen to the kindergartener's read to them. As children are mastering early reading skills, what they need most is **practice, practice, practice** with materials *carefully* matched to their skill level. This supports their growth - while ensuring that they always feel successful. As kindergarten children master story books, they celebrate this mastery by reading the stories aloud to another class. It is great to see the pride in your children's faces when their upper-grade partners compliment them! Many of these older students fondly remember older students helping them when they were in Kindergarten; it is special to now be the "tutors".
  - **Research:** Sometimes the 4<sup>th</sup> graders and the Kindergarteners partner for research. The kindergartener chooses a resource book on our special topic; the older child reads sections to the younger child. Together they decide what learned information they will share on their research sheet. The younger child dictates the information and the older child writes. Together they add an illustration. It is a rewarding activity for both age groups.

**Words Their Way:** This is a student-led program that engages a student in phonics, spelling, and vocabulary practice. Developmental stages reflect students' spelling behavior as they move from one level of word knowledge to the next.

**The Developmental Reading Assessment (DRA)** is a standardized reading test used to determine a student's instructional level in reading. The **DRA** is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and then retell what they have read to the examiner.

**READING GROUPS:** Our class is divided into separate reading groups. The following are activities we do!

**Guided Reading:** An instructional approach that involves a teacher working with a small group of readers. During the lesson, the teacher provides a text that students can read with support, coaching the learners as they use problem-solving strategies to read the text. The ultimate goal is independent reading.

**Word Mapping:** An activity that helps children expand vocabulary and classification skills. The teacher gives a word, and children brainstorm as many words as they can that describe or relate to the given word. This is a very good pre-writing activity for any age group! We may see how many things we can name from a given category. Sometimes we do this as a timed activity (how many in one minute?). We can also use this method for recall of material covered.

**Memory Games:** We play memory games that require children to remember certain objects, a series of directions, or maybe a design that needs to be reproduced. We learn the difference between a statement and a question, to introduce the basic kinds of punctuation and to reinforce how we use capital letters for names and beginnings of sentences.

**Listening Comprehension and Reading Comprehension** are emphasized in many activities. Children listen to a paragraph or a story and then are asked to show what they heard by drawing a picture, circling an answer or responding orally. These listening activities continue throughout the year and there are some basic reading comprehension activities for those children who are ready.

**Sound Building and Spelling:** Students practice their mastery of sounds by building words together out loud.

In Kindergarten we want children to understand the importance of reading - not only the pleasure one gets from it but also how useful it is. We write very simplified instructions to tell them the steps of an activity or the jobs that need to be done. As the children work on the activity we will see them looking up to the white board to see what to do next. They find they can follow written directions and do not always need oral prompts from the teacher. Some of their reading paper activities also allow them to use very basic written instructions.

**ENJOYMENT OF BOOKS** is a part of every school day. Children still love to be read to at school and at home. When we read books to the Kindergarteners, their faces show their engagement and interest. They will laugh and giggle at a funny story. They will offer their own opinions about what a particular character could have said or done or learned from an experience, and they will marvel at information that we learn about the creatures in our environment.

### Writing - Kindergarten

**Goals and Objectives:**

- write all upper and lower case letters with correct letter formation
- write using phonetic spelling, emerging reading rules (vowel rules) and sight words to write
- express thoughts through writing and illustration

- write three-sentence stories

### **Lower Case Letter Formation**

Teacher teaches the letters by shape. Each set is practiced for a few days before continuing on. Teacher references the letter formation rules DAILY. Letters:

- the straight letters: l i t
- the c letters: c o a d g e
- the hump letters: r n m h
- the stick letters: b p
- the hook letters: j f s
- the two friends: q u
- the slant letters: k v w x y z

**Word Books and Halloween Book (10 pages each, one page per day)** Word Books and Halloween Books and are meant as *letter formation* practice for students. They are not designed for students to think about or worry about spelling. That is why teachers write the word that the students choose.

### **Sentence Books 1, 2, & 3 (10 pages, one page a day.)**

Sentence Books are designed to continue as letter formation practice but also to begin using lower and upper case letters in a one-sentence format. Introductory punctuation can be used, but is not expected.

Sentence Book 1: I can...

Sentence Book 2: I see ...

Sentence Book 3: I like ...

### **Story Books 1, 2, & 3 (10 pages, one a day)**

Story Books are designed for students to begin writing three sentence stories.

**Research Project:** The research project is designed as an introduction to the research process. Students work with 4<sup>th</sup> graders and use various materials to find information. Students compile the information into a report.

### **Journaling**

Students spend 20 uninterrupted minutes writing or drawing on journal paper and share (if they want to) in an atmosphere of acceptance and non-judgment.

## Grade 1 Language Arts at TCPS

### Course Description – Grade 1

In 1st grade, students build on the skills and strategies learned in Kindergarten to expand their knowledge of reading and writing.

Specifically, students will:

- Understand concepts of print and the basics of reading. Students will develop fluency and expression during oral and silent reading
- Read, understand and respond to grade-level-appropriate material
- Write and speak with fundamental command of standard American English Conventions
- Begin to revisit and revise their written work and use the writing process of prewrite, rough draft, and final copy
- Listen critically and respond appropriately to oral communication
- Participate in collaborative conversations with peers and adults on grade-level-appropriate topics
- Have public speaking opportunities each month with sharing projects

### Major Units/Themes – Grade 1

#### Reading

##### **Establishing Classroom Understandings**

- Establish routines and procedures for reading workshop
- Build stamina and motivation for reading
- Develop class rules with students
- Reading comprehension strategies: visualizing and predicting

##### **Talking About Books**

- Identify parts of a story: Beginning, Middle, End
- Reading comprehension strategies: retelling and summarizing

##### **Understanding Story Structure and Finding Theme**

- Identifying parts of a story: Setting, Characters, Problem, Solution,
- Compare and contrast stories with similar themes (friendship)
- Reading comprehension strategies: clarifying and questioning

##### **Character Study**

- Identify physical and personality traits of the main character in fictional stories
- Infer details about a character's personality based on story events and/or dialogue
- Author studies
- Reading comprehension strategies: questioning and inferring

##### **Nonfiction Unit - Science Topics**

- Identify main idea and details in grade level text
- Compare and contrast topics found in nonfiction text
- Identify and describe cause and effect chains (If You Give a Mouse a Cookie)
- Read and discriminate fact from opinion
- Reading Comprehension Strategies: Making connections

### **Fables**

- Identify and describe morals of fables
- Infer author's purpose
- Reader's Theater of a fable (varies depending on # of students) - read and practice for fluency and expression

### **Poetry**

- Read, discuss, and appreciate different types of poetry
- Explore figurative language, emotion, and poetic elements (metaphor, simile, meter, alliteration)
- Make connections to poetry by using 5 senses

### **Mysteries**

- Identify structure of a mystery
- Evaluate clues
- Predict possible culprits and outcomes

### **Writing**

#### **Launching Writer's Workshop**

- Establish routines and procedures
- Build stamina and motivation for writing
- Write possible rules and develop a class set

#### **All About Book**

- Write nonfiction text on a topic with which they are familiar
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (common core)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (common core)

#### **Descriptive Writing**

- Write descriptions of nouns using 5 senses.
- Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes) (common core)

#### **Persuasive/Opinion Writing**

- Write a review about a place, item, or activity
- Include facts and opinions in review
- Add, edit and revise to improve the piece

#### **Personal Narrative**

- Write a short narrative about a specific memory
- Introduce various ways to begin and end a narrative piece
- Incorporate descriptive details and dialogue
- Add, edit, and revise to improve the piece

#### **Nonfiction Animal Community Book**

- Understand and write using nonfiction features (e.g., captions, headings) and structures (e.g., compare/contrast, description)

- Animal Community Book (research, note-taking, paragraph structure, organization of nonfiction)
- Write table of contents, how-to, parts of, glossary

#### **Fables**

- Write a fable that includes a moral (can be taken from morals we have read)
- Include characters, setting, problem and solution in sequence
- Add, edit, and revise to improve the piece

#### **Family Biography**

- Use sharing project to write a biography of a family member
- Include details about the person's life and growing up
- Add, edit, and revise to improve the piece

#### **Poetry**

- Write varied poems based on emotions or memories
- Appreciate various types of poetry through reading and writing

#### **Word Study**

- *Words Their Way* developmental spelling program with phonics emphasis
- Practice high-frequency words (cheer words)

#### **Grammar**

- Introduce and practice grade-level appropriate punctuation and capitalization rules
- Identify and categorize proper and common nouns as people, places, and things
- Identify and use verbs as actions
- Identify and create complete sentences including simple subjects and predicates
- Identify and use adjectives to describe, using the five senses.
- Identify and use pronouns in place of nouns in speaking and writing
- Identify and use adverbs to explain how, when, where or how often something happens
- Make contractions using not, is, have
- Create and compare compound words to the words they are made from
- Identify and explore words with multiple meanings, homophones, and homographs
- Explore and infer meaning from well-known idioms

### **Learning Outcomes – Grade 1**

#### **Reading**

**Foundational Skills** - Students will be able to:

- Read grade-level text with purpose and understanding
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary
- Demonstrate understanding of the organization and basic features of print
- Read with sufficient accuracy and fluency to support comprehension
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- Know and apply grade-level phonics and word analysis skills in decoding words

**Reading Literature - Students will be able to:**

- Ask and answer questions about key details in a text
- Retell stories and demonstrate understanding of their central message or lesson
- Describe characters settings and major events in a story using key details
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- Identify who is telling the story at various points in a text
- Use illustrations and details in a story to describe its characters, setting, or events
- Compare and contrast the adventures and experiences of characters in stories
- With prompting and support, read prose and poetry of appropriate complexity for grade 1

**Writing - Students will be able to:**

- Follow the writing process including; generating ideas in a prewrite, creating a rough draft, revising, editing and publishing a final copy
- Write for a variety of purposes with a specific audience in mind

**Listening & Speaking - Students will be able to:**

- Participate in collaborative conversations about *grade 1 topics and texts* with peers and adults in small and larger groups. (common core)
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (common core)
- Ask questions to clear up any confusion about the topics and texts under discussion
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

**Grammar - Students will be able to:**

- Write complete sentences that follow capitalization and punctuation rules
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(see grammar unit themes)

**Assessments – Grade 1**

- Anecdotal observations based on student comments during literature discussions
- Informal assessments about progress made during reading and writing conferences
- Writing rubrics specific to genre
- Pre-primer, primer and first Dolch sight words
- DRA (Developmental Reading Assessment) conducted 2-3 times per year per child

**Key Resources – Grade 1**

- Children's literature
- Leveled literature based on Fountas & Pinnell's Guided Reading System
- Charts and templates used to track thinking and learning in reading and writing
- Detailed unit descriptions/lesson plans for reading and writing workshop
- Dolch and Fry sight word lists
- *Words Their Way* books and resources

## Grade 2 Language Arts at TCPS

### Course Description – Grade 2

In 2nd grade, students build on the skills and strategies learned in Kindergarten and 1st grade to expand their knowledge of reading and writing within a Balanced Literacy program.

Specifically, students will:

- Interpret and fluently read grade-level texts and show their understanding through written response, discussion and oral presentation
- Construct complete sentences and paragraphs utilizing a variety of writing applications
- Utilize grade-appropriate spelling, vocabulary and conventions in student-generated writing

### Reading Goals and Objectives – Grade 2

Reading is an important and powerful skill that begins in Kindergarten and continues developing through the child's primary and middle school years. Good reading skills and the ability to read comes with much practice. Each child's learning timetable is unique. A variety of resources are used to aid in this process:

- **Literacy Place Anthology** – a grade level reader and its enrichment lessons are used. Students are guided in the practice of reading for correct phonics strategies, pronunciation, expression, and comprehension in small separate reading groups arranged by similar reading abilities.
- **Novel Studies** – students read appropriate literature in small groups. Students engage in teacher-led discussion based on reading “jobs,” such as predicting, summarizing, and researching new vocabulary in larger groups.
- **DRA** - the Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers. This evaluation provides the educator to place each child at their exact current reading level. The students are retested midyear and at the end of the year to measure growth.
- **RAZ** – students individually read stories at their appropriate reading level (as determined by the DRA) on iPads. The students choose the stories that they want to read which gives them control, ownership, and interest over what they read.
- **Independent Reading** – a required at-home program designed to develop stronger reading skills, good reading habits, and a broader reading base. We have a school library as well as an extensive classroom library with multiple reading levels to borrow books from.

## Writing Goals and Objectives – Grade 2

### Writing Objectives

- Utilizes the writing process to gather ideas with graphic organizers, to draft, to revise and edit with guidance and support from teachers and peers
- Writes a variety of genres with an introduction, details and elaboration, and closure
- Organizes written thoughts appropriately
- Stays on topic
- Writes well developed complete sentences with adjectives and adverbs
- Consistently and independently follows capitalization rules and appropriate ending punctuation
- Will locate and correct errors in their own writing, including capitalization, punctuation, and spelling of high frequency words
  
- **Spelling** – We use a Spelling Inventory from Words Their Way at the beginning of the year to determine the correct spelling placement for each student. We continue using Words Their Way throughout the year utilizing word lists and teaching spelling rules explicitly. The students practice their words in a variety of activities and the students are tested before moving onto the next level.
- **Handwriting Goals:**
  - Emphasize spacing and line placement (no floating letters)
  - Consistent letter size
  - Reduce and then eliminate letter reversals.
  - Apply the proper use of lowercase and capital letters
  
- **Grammar** – a study of the mechanics of written language. Language resources are used to teach sentence structure, nouns, pronouns, verbs, adjectives, and adverbs. Gradually students begin to incorporate these lessons into their everyday oral and written work.

### Friendly Letters

- Practice the appropriate format for writing a friendly letter (i.e., 5 main parts)
- Understand the purpose of writing a friendly letter and practice writing several to friends, teachers, and relatives

### Personal Experience Narrative

- Write a narrative about a specific memory
- Introduce various ways to lead and end a narrative piece

- Incorporate descriptive details and dialogue
- Paint a picture of the event (setting, emotions)

### **Opinion Writing**

- Write persuasive pieces in which they state their opinion, write reasons that back up their opinion, and provide closure.

### **Nonfiction: Mini-Reports - Country, Animal, and other**

- Practice reading to identify specific facts
- Take notes on reading using sentence starters and then by answering questions in a research packet
- Write a report on the topic researched, first in paragraph length, then in multi-paragraph length using introductory and concluding paragraph templates
- Identify the main idea and supporting details of expository texts
- Practice comprehension strategies that apply to expository texts (i.e., clarify using context clues, connect, infer)

## **Oral Language Goals and Objectives – Grade 2**

Oral Language – is an important component in communication skills. Students are required throughout the year to make oral presentations. There are times when we ‘share’ events that happen outside of school, share about monthly themes, deliver oral book reports, explain our research, and recite memorized literature selections.

### **Listening & Speaking Goals**

- Thoughtfully participates in whole group and small group discussions
- Listens and appropriately responds to peers
- Speaks before audience with appropriate consideration of poise, volume, and eye contact
- Able to independently carry out a series of oral directions

## Grade 3 Language Arts at TCPS

### Course Description – Grade 3

In 3rd Grade, students build on the skills and strategies learned in 2nd Grade to expand their knowledge of reading and writing within a Balanced Literacy program.

Specifically, students will:

- Apply understanding of story elements and draw upon a variety of comprehension strategies to read, interpret, and respond to significant works of children's literature
- Use phonics, syllabication, and word parts to decode their reading and apply this knowledge to achieve fluency in oral and silent reading
- Progress through the stages of the writing process to write clear and coherent sentences and paragraphs with appropriate conventions, developing a central idea while keeping in mind the audience and purpose
- Respond critically and respond appropriately to oral communication and demonstrate a command of standard American English

### Reading Goals and Objectives – Grade 3

Reading is an important and powerful skill that begins in kindergarten and continues developing throughout the child's primary and middle school years. Good reading skills and the ability to read comes with much practice. Each child's learning timetable is unique. A variety of resources are used to aid in this process:

- **Author study** – Students read a variety of books by one author in small groups and as a class. Students are guided in the practice of reading for correct phonics strategies, pronunciation, expression, and comprehension in small separate reading groups arranged by similar reading abilities. Students also engage in character study and plot development, applying this to writing.
- **Novel Studies/ "Book Club"** – Students read appropriate literature in small groups. Students engage in teacher-led discussion based on reading "jobs," such as predicting, summarizing, and researching new vocabulary.
- **DRA** - The Developmental Reading Assessment (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers. This evaluation allows the educator to work with each child at their appropriate current reading level. The students are retested midyear and at the end of the year to measure growth.

- **Nonfiction – History & Big Report**

Students develop comprehension strategies, ask questions about text, infer meaning from textual evidence, distill key ideas using margin notes and highlighting, and summarize and synthesize information in notes and writing.

- **Independent Reading** – In class and at home, students are provided opportunities to develop stronger reading skills, and good reading habits by exploring their own preferences in reading material. We have a school library as well as an extensive classroom library with multiple reading levels to borrow books from.

### Writing Goals and Objectives – Grade 3

#### Writing Objectives

- Utilize the writing process to gather ideas with graphic organizers, to draft, to revise and edit with guidance and support from teachers and peers
- Write a variety of genres with an introduction, details and elaboration, and closure
- Organize written thoughts appropriately
- Stay on topic
- Write well developed complete sentences with adjectives and adverbs
- Consistently and independently follow capitalization rules and appropriate ending punctuation
- Locate and correct errors in his or her own writing, including capitalization, punctuation, and spelling of high frequency words

#### Spelling

We use a Spelling Inventory from Words Their Way at the beginning of the year to determine the correct spelling placement for each student. We continue using Words Their Way throughout the year for lists for the students teaching spelling rules explicitly. The students practice their words in a variety of activities and the students are tested before moving onto the next level.

#### Handwriting:

Introduction to cursive: lowercase, then capital letters with attention to proper formation, consistent size, and learning how to connect letters.

**Grammar** – a study of the mechanics of written language. Language resources are used to introduce and practice grade-level appropriate punctuation and capitalization rules, as well as other grammatical concepts (run-ons, fragments, parts of speech). Concepts include: sentence structure, nouns, pronouns, verbs, adjectives, adverbs, pronouns and possessive pronouns, subject-verb agreement, verb tenses, contractions, and comma use, to name a

few. Gradually students begin to incorporate these lessons into their everyday oral and written work.

### **Descriptive Writing & Character Study**

- Use the five senses to carefully describe a person, place, and object
- Consider precise verbs and adjectives that go beyond describing something as “nice” or “fun”
- Identify physical and personality traits of the main character in fictional stories
- Infer details about a character’s personality based on story events and/or dialogue
- Recognize character change in fictional stories and be able to discuss why the change occurred

### **Personal Narrative**

- Write narratives about a specific small memories
- Introduce various ways to lead and end a narrative piece
- Focus on slowing down the moment by incorporating descriptive details and introducing dialogue
- Paint a picture of the event (setting, emotions)

### **Response to Literature**

- Identify important themes and key events in fictional stories
- Construct theme statements collaboratively that represent the story and also reflect a truth about the way the world typically works (e.g., Sometimes we don’t appreciate what we have until we almost lose it.)

### **Poetry**

- Read and discuss several types of forms of poetry
- Explore figurative language, emotion, and poetic elements (e.g., rhythm, line breaks) while writing free-verse poems

### **Friendly Letters**

- Practice the appropriate format for writing a friendly letter (i.e., 5 main parts)
- Understand the purpose of writing a friendly letter and practice writing several to friends, teachers, and relatives

### **Persuasive Reviews**

- Read reviews of various places and objects (e.g., restaurants, toys, theme parks) to understand the features typically included in a critique
- Choose something familiar to review and write a positive critique for a particular audience
- Incorporate persuasive language and techniques to sway the audience

### **Expository Writing - Mini-Reports on explorers and Californian Native American Tribes**

- Introduce the structure of a 5- (i.e., topic sentence, key ideas, closing sentence) and 8-sentence paragraph (i.e., topic sentence, key ideas, supporting details, closing sentence)
- Write short expository paragraphs including transition words/phrases

### **Expository Writing - Big Report (State Report)**

- Use a glossary, table of contents, and index to find information in books
- Demonstrate the ability to use a variety of reference sources
- Use & be able to cite reference books, classroom resources, and online resources to find information
- Research a state and use notecards to take effective notes
- Write an organized report that includes topic sentences, important information, and closing sentences for each paragraph in a multi-paragraph report.
- Organize content prior to writing
- Sequence ideas/sentences in a logical manner
- Follow the sequence developed during planning when writing
- Write sentences that are complete, varied, and economical
- Develop paragraphs that demonstrate variation in sentence structure
- Develop paragraphs where word choice is vivid, precise, and economical
- Proofread and edit writing using common proofreading marks
- Use editing strategies to correct errors in organization, content, usage, capitalization, punctuation, and spelling
- Demonstrate competence in penmanship and the writing process to produce a clear, legible product
- Create artwork that represents symbols of the report topic

## **Oral Language Goals and Objectives – Grade 3**

Oral Language – is an important component in communication skills. Students are required throughout the year to make oral presentations. There are times when we ‘share’ events that happen outside of school, share about monthly themes, deliver oral book reports, explain our research, recite memorized literature selections, act out poetry, and participate in Readers’ Theater.

### **Listening & Speaking Goals**

- Thoughtfully participate in whole group and small group discussions
- Listen and appropriately respond to peers
- Speak in front of an audience with appropriate consideration of poise, volume, and eye contact
- Independently carry out a series of oral directions

## Grade 4 Language Arts at TCPS

### Course Description – Grade 4

The 4th grade Language Arts program at TCPS is comprised of a variety of important components: writing, grammar, vocabulary, reading/literature, and oral language. This year's curriculum seeks to guide students to the awareness that all of these elements are essential to effective communication. By the end of 4th grade, students will read a diversity of material, varying in genre and difficulty, with the goal of developing skills for an increasingly deep and critical understanding of text. They will apply strategies to construct meaning from texts which vary in genre, format, difficulty and purpose. Students will apply their understanding of language and the writing process to develop organized and coherent responses to literature, and express ideas and accurately describe situations or events. Additionally, they will become effective readers and writers who use strategies before, during and after reading to construct and extend meaning according to text and purpose. Also, they will effectively and confidently articulate information orally in class and in the school community.

### Reading Goals and Objectives – Grade 4

Students will become effective readers who use strategies before, during, and after reading to construct and extend meaning according to text and purpose. Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Students will determine a theme of a story or drama, or poem from details in the text and summarize a text. Teacher read aloud continues in 4<sup>th</sup> grade and allows students to hear complex stories and vocabulary that is not part of everyday speech.

#### **Whole Class Novel Study**

Whole class novel study allows students to hear fluency and expression as the teacher reads aloud. Students follow along with their own book. Class discussions include: identifying story elements, collaborative and individual assignments, new vocabulary, reading comprehension worksheets, chapter summaries, art projects, letter writing, story imagery, and other writing activities. Students will read two whole group class novels in 4<sup>th</sup> grade.

#### **Small Group Novel Study**

Small reading groups are created with students that have similar reading levels. They will have a chance to engage in reading jobs that will change each time they meet. Jobs include reader, illustrator, and note taker. Clear, thought out summaries will be used for a collaborative "Cereal Box" book report when students complete the book.

#### **Independent Reading- Drop Everything and Read (DEAR)**

DEAR conveniently accommodates a variety of student interests and ability levels, since each student selects for himself/herself the book(s) he/she wishes to read. DEAR is an important part of the daily/weekly classroom schedule. It is scheduled for the same time each day or week; thus, students recognize that DEAR time is a priority and can look forward to this special period.

### **The Developmental Reading Assessment (DRA)**

DRA is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers. Students read a selection (or selections) and then retell what they have read to the examiner orally and in written form.

### **SRA Reading Laboratory**

An independent reading program that allows each student to progress at his/her own pace. Questions built for understanding are asked after the student reads. Once students have finished the reading comprehension questions, they self-correct and graph their scores. *SRA Reading Laboratory* lets you develop confident readers through supplemental and personalized reading content that ensures each student is working at the appropriate level and moving ahead at his or her own pace.

## **Writing Goals and Objectives – Grade 4**

Students will have many writing opportunities in 4<sup>th</sup> grade. Students are guided through the writing process using prompts, graphic organizers, and outlines. They will develop and strengthen writing as needed by planning, revising, and editing. Student work is edited and revised to include proper grammar, spelling, punctuation (including commas and quotation marks), and capitalization. Theme and storyline are also monitored. With guidance and support, students will produce clear and coherent writing on which the development and organization are appropriate to task, purpose, and audience. Students will practice keyboarding skills throughout the year.

### **Personal and Creative Narratives:**

- Develop real or imagined experiences or events
- Focus on one moment
- Create magical/ fictional characters and plot
- Use problem solving skills
- Include an introduction, 3 supporting paragraphs, and a conclusion
- Include dialogue
- Practice handwriting and typing skills

### **Fairy Tale**

- Identify characteristics of a fairy tale and plan/create their own fairy tale

- Use a writing organizer to help brainstorm ideas
- Use problem solving skills
- Include dialogue
- Practice handwriting and typing skills

### **Poetry**

- Create an autobiographical poem
- Explore figurative language (metaphor and simile)
- Practice different poetic structures

### **Opinion**

- Introduce topic clearly
- State an opinion
- Provide reasons that are supported by facts and details
- Using linking words (for instance, in order to, in addition to)
- Concluding statement

### **Handwriting Skills**

- Continue to form letters appropriately
- Size is consistent
- Clear and legible
- Capital letters added when needed
- Continue with **cursive** development

### **Informative Essay- Big Report Overview**

4<sup>th</sup> grade students will research a Native American tribe. Each student will work on this project independently and with teacher assistance. They will collect specific information on clearly labeled index cards and transfer that information to a report style essay. The essay will include an introduction, body paragraphs, and a conclusion. Students will follow an outline and timeline to help guide them through the process. A title page and bibliography will also be included in the final report. All students will plan, write out their paragraphs, and then type their work for easy editing.

### **Oral Language Goals and Objectives – Grade 4**

This is an important component when practicing communication skills. Students are required throughout the year to make oral presentations. Students are asked to share their thoughts daily and asked to explain their way of thinking to others. Presenting special projects and reports is a way to share knowledge and embrace different ways a student can complete an assignment.

### Listening & Speaking Goals

- Thoughtfully participate in whole group and small group discussions
- Listen and appropriately respond to peers
- Speak before an audience with appropriate consideration of poise, volume, and eye contact
- Independently carry out a series of oral directions

### Word Study Goals and Objectives – Grade 4

#### Vocabulary- Wordly Wise 3000

The vocabulary objective for 4<sup>th</sup> grade students at TCPS is for students to become better readers and writers by building their word knowledge, specifically tier 2 vocabulary words. Tier 2 vocabulary words are interdisciplinary and will show up in a child's educational and personal experiences. Expanding a child's vocabulary means expanding their reading comprehension, so it is our hope that through building a rich vocabulary within our students, we're setting them up for success across all content areas. Students will study a list of 15 words for a two- week period in which the goal is for students to have different experiences with the words.

#### Grammar

Students study the mechanics of written language through mini lessons focusing on sentence structure, recognizing fragments and run-ons, pronouns (who, whose, whom, which, that), progressive (I was walking, I am walking, I will be walking), modal auxiliaries (can, may, must), order adjectives within sentences according to conventional patterns (*a small red bag* rather than *a red small bag*), prepositional phrases, and correctly use frequently confused words (to, too, two, there, their). Gradually students begin to incorporate these lessons into their everyday oral and written work.

## Grade 5 Language Arts at TCPS

### Course Description – Grade 5

In 5<sup>th</sup> grade at TCPS, students build on the skills and strategies learned in fourth grade to expand their knowledge of reading and writing within a balanced literacy program. In 5<sup>th</sup> grade, students are exposed to a variety of texts including children's books, short stories, novels, and non-fiction in order to build comprehension skills. Writing skills are taught in both expository and creative writing assignments, and grammar skills are incorporated throughout. Students are provided with a variety of opportunities to present their work in front of peers for both group and individual assignments.

### Language Arts Goals and Objectives – Grade 5

#### **Reading:**

Students will be able to read aloud narrative and expository text fluently, accurately and with appropriate pacing, intonation and expression. Students will be able to draw inferences, conclusions and generalizations about texts and support them with textual evidence and prior knowledge. The 5<sup>th</sup> graders will be able to understand story elements and patterns and will use them to discuss and write about text concepts and themes

#### **Writing:**

The 5<sup>th</sup> graders will be able to draw inferences, conclusions and generalizations about texts and support them with textual evidence and prior knowledge. They will be able to understand story elements and patterns and will use them to discuss and write about text concepts and themes. The students will describe the function and effect of common literary devices (e.g., imagery, metaphor, simile, symbolism). They will also create multi-paragraph compositions that establish a topic and relay important events or ideas in sequence. And finally, the 5<sup>th</sup> graders will be able to use non-fiction content to support a thesis with relevant facts

#### **Listening and Speaking:**

The 5<sup>th</sup> graders will read aloud narrative and expository text fluently, accurately and with appropriate pacing, intonation and expression, as well as write and interpret responses to literature that demonstrate an understanding of a literary work

#### **Grammar:**

The students will use grade-level appropriate grammar skills and concepts while they focus on basic parts of speech (verb, noun, adjective, adverb). They will become familiar with proper sentence structure (subject/predicate; commas with conjunctions).

## Major Units/Themes – Grade 5

### Reading

**Novel Study:** As a class, the students read a 5<sup>th</sup> grade level or slight above novel, which allows for the teacher to model positive reading, lead guided discussions, and for the students to engage in an interesting, yet challenging story. The students are provided opportunities to demonstrate comprehension and group discussion skills. The novels tie into the 5<sup>th</sup> grade history unit, which aids in comprehension in both subjects while making cross-curricular connections.

**Reading Groups:** Our class is divided into separate reading groups. The following are activities we do.

- **Independent Reading:** The students independently read a novel that is level appropriate, as they continue to work on decoding larger words, using strategies to understand the meanings of words, as well as working to identify the major story elements within a novel.
- **Guided Reading:** An instructional approach that involves a teacher working with a small group of readers. During the lesson, the teacher provides a text that students can read with support, coaching the learners as they use problem-solving strategies to read and comprehend the text. The goal is strengthening the students' independent reading and understanding of the material
- **Listening Comprehension and Reading Comprehension** are emphasized in many activities. Children listen to a chapter of a story and then are asked to show what they heard and read by responding to different questions and prompts, drawing mental images, or completing a chapter summary.
- **Mini Lessons** allow each group to meet with the teacher to discuss a novel, a skill, or a story element in which the students are learning. These personalized mini lessons allow for the students to be learn and work at a skill level that is appropriate.
- **Independent Work** gives the students the opportunity to show what they know. They complete comprehension questions, summaries, text evidence, mental images, as well as dig deeper into plot, setting, characters and character traits, theme, symbolism, and making inferences.

**Book Reports:** The purpose of book reports is for the students to summarize a story, clearly communicate characters, plot, climax, and resolution, as well as to work on public speaking and time management. The 5<sup>th</sup> graders complete four major book reports throughout the year. The students are assigned with a clear rubric stating the expectations, as well as with planning checkpoints for completion in their planners.

**Enjoyment of Books:** This is a part of every school day. The students are required to have an independent reading book and are encouraged to choose one of interest to them! When a student enjoys a book, their engagement and interest will show. They will offer their own

opinions about what a character could have said or done or learned from an experience, and they will be able to make connections to themselves, to other texts, and to the world.

**Developmental Reading Assessment: DRA** is a standardized reading test used to determine a student's instructional level in reading. The **DRA** is administered individually to students by teachers and/or reading specialists. Students read a selection (or selections) and answer a series of prediction, comprehension, and reflection questions.

### Writing

**Sentence and Paragraph Structure:** In the beginning of year, the 5<sup>th</sup> graders review how to write a proper sentence, as well as how to write a strong paragraph. The students will focus on how to write a strong lead, a topic sentence, and conclusion sentence, as well as how to add details and explanations within the body of the paragraph. The students will have the opportunity to write a narrative, informative, and opinion piece.

**Tall Tales:** Within this writing unit, the students will learn how to identify the characteristics of a tall tale, learn different examples of figurative language (simile, metaphor, and hyperbole), and create their own tall tale that has a humorous plot.

**Personal Narrative:** Focusing on a small moment, the 5<sup>th</sup> graders will write a narrative about a specific memory, incorporating a hook, vivid details, dialogue, and an emotional closing that identifies a theme.

**Opinion Essay:** Using the five-paragraph structure, the students will write an essay in response to a given question. They will need to include an introduction paragraph, three supporting paragraphs, and a strong conclusion.

**Big Report:** The 5<sup>th</sup> graders will individually research a United States president (any president post Abraham Lincoln). Throughout these twelve weeks, the students will gather ample amounts of research and information on their president, including the president's early life, family, life as an adult, careers prior to presidency, presidency, and life after presidency. The students will create a multi-paragraph essay that includes an introduction, conclusion, topic sentences, and transitions. The students will complete a bibliography, learning how to properly cite their sources. While the students will be working on their researching and writing skills, they will also be strengthening their note-taking skills, as well as their time management.

**Poetry:** While examining particular strategies of poets (e.g. figurative language, line breaks, white space), the students will write their own poems, following a specific structure.

### Word Study/Grammar

**Grammar and Parts of Speech:** Through the studying of parts of speech, students will gain knowledge that will not only help on standardized testing, but also aid in becoming better writers. Studying parts of speech allows students to write in a grammatically correct manner, as well as improve their editing skills. Understanding parts of speech also aids in learning a

new language, as other languages also have parts of speech or particular writing and speaking rules.

**Worldy Wise:** This vocabulary program allows the TCPS 5<sup>th</sup> graders to become better readers and writers through building their vocabulary knowledge, specifically Tier 2 vocabulary words. Tier 2 vocabulary words are interdisciplinary and will show up in a child's educational and personal experiences. Expanding a child's vocabulary means expanding their reading comprehension, so it is our hope that through building a rich vocabulary within our 5<sup>th</sup> graders, we are setting them up for success across all content areas.

## Grade 6-8 Language Arts at TCPS

### Course Description – Grade 6-8

The Middle School English/Language Arts curriculum at The Child's Primary School focuses on creating thoughtful and flexible readers and writers using the workshop approach.

Reading workshop emphasizes student reading comprehension across literature and informational text while utilizing a variety of strategies. Students talk and write in response to text. Readers are supported with reading and analysis of non-fiction texts, building a knowledge-base and academic vocabulary through reading information.

Writing workshop has students compose narratives as well as expository and argumentative pieces with additional focus on research, language, speaking and listening, and multimedia integration.

In the workshop model, the teacher models a strategy or skill during a mini-lesson, and the students immediately practice the strategy during independent work time. The students also are working on projects which matter to them. The teacher confers regularly with students, either individually or in small groups, to assess progress and offer feedback to support individual growth. Students are encouraged to share their 'beautiful words' either with a partner or the whole class at the conclusion of the session.

The ultimate goal of this model is to produce life-long readers and writers who can be successful in future endeavors. These are learners who are comfortable with independence, purpose and agency in their learning.

### Major Themes/Units – Grade 6-8

#### 6th Grade

#### Reading

Making inferences  
Character analysis/point of view  
Plot elements  
Theme  
Introduction to dystopian fiction  
Informational text  
Introduction to Shakespeare  
Greek mythology  
The hero's journey

#### Writing

Essential research skills  
"Big Report" - writing to inform

	<p>The writing process Introduction to literary analysis</p> <p><b><u>Language</u></b> Parts of speech + conventions Communication to a group Introduction to Latin/Greek roots, suffixes, prefixes</p>
<p><b>7<sup>th</sup> Grade</b></p>	<p><b><u>Reading</u></b> Character and conflict Author's purpose Elements of literature Literary analysis - short stories Symbolism - book clubs Text structure: nonfiction, poetry, drama Shakespearean text Elizabethan/Renaissance Faire</p> <p><b><u>Writing</u></b> Art of the argument Poetry - text structures Developing a narrative Informational/expository Literary analysis</p> <p><b><u>Language</u></b> Conventions Presentation techniques Academic vocabulary</p>
<p><b>8<sup>th</sup> Grade</b></p>	<p><b><u>Reading</u></b> Depth of study: literary elements Literary nonfiction Classics - book clubs Graphic novels for social change Poetry analysis Shakespearean text and themes Cultural implications of literature Deeper study of literary characteristics</p> <p><b><u>Writing</u></b> Memoirs Poetry</p>

	<p>Informational/expository          Depth in narrative writing          Crafting a speech          Writing to persuade/PSAs          Comparative analysis of literature</p> <p><b><u>Language</u></b>          Forms of presentation          Academic vocabulary          Word origin</p>
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**Vocabulary:** Middle-school units draw on a variety of strategies for teaching academic and disciplinary vocabulary. Many of the activities focus directly on analyzing the way authors use language and key words to develop ideas and achieve specific purposes. The sequence of texts also builds vocabulary knowledge and connections, supporting both textual comprehension and vocabulary acquisition.