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ABSTRACT

This curriculum guide provides a systematic sequence of experiences in the language arts for students in kindergarten through the ninth grade. The guide is organized in two main sections: (1) A Continuum of Skills, with divisions on decoding, critical skills in factual material and literature, handwriting, spelling, and grammar; and (2) Child Expectancies and Teaching, which consists of teaching strategy outlines for each grade level from kindergarten through ninth grade. A glossary is included. (JM)

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LANGUAGE ARTS

GUIDE

SYCAMORE COMMUNITY SCHOOLS

Grades Kindergarten - 9

Fall, 1974

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The Language Arts Curricula Guide is the result of many hours of dedicated effort by many people. It is vital that the contributions of each be recognized.

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## PREFACE

Man's ability to communicate using both sounds and symbols is his greatest gift; it enhances living. In order to utilize this gift to its fullest it must be nurtured. Thus, one of the major functions of education is to provide youth with a variety of experiences in the art of using language.

Understanding the magnitude of the task of delineating those skills which constitute language and which are essential to effective communication, Sycamore teachers have worked two years to develop a language arts program. This guide is a part of that program. The guide is tentative; it is not complete; it probably never will be since the process of curriculum development is ongoing.

The committees which developed this outline encourage your comments. Teacher input is needed. Use the guide. React to its effectiveness. Ask yourself, "Do my students understand the skills being introduced? Are they more adroit in the use of language as a result of having been exposed to the concepts presented?" Record your reactions; you will be asked to share them with the language arts committee.

The process of developing this language arts program has been our most successful curricular endeavor. All language arts teachers have contributed. The format being used for skill development has also been used successfully in the areas of art, foreign language, industrial arts, and home economics.

Preface (continued)

The ultimate success of this endeavor is in the hands of the teachers who are expected to implement the program. Conscientious use of this resource can provide your students with an ongoing, systematic sequence of language arts experiences. So use the guide as it is intended, and, hopefully, reap the results of a well-organized, well-defined curriculum.

Joseph B. Flege  
Assistant Superintendent  
Instruction

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This Language Arts Guide is Dedicated

to

Joseph B. Flege, Assistant Superintendent  
for Instruction

Sycamore Community Schools

His encouragement, leadership, and support  
made its design and writing a reality.

His belief in the dedication and skill of  
the professional staff will make its  
implementation possible.

Decoding Skills

## Preface

Decoding skills are defined as those word-attack skills used to unlock new words.

Decoding skills are not ends in themselves but simply a means to an end. The objective of word-attack skills is to give a child tools through which he can acquire words independently instead of having to be taught each word. After applying word attack skills, a word eventually becomes a part of his sight vocabulary. As a child develops a more extensive sight vocabulary, he increases his ability to comprehend.

The four major aids to word identification (word-attack) are:

1. Phonetic analysis
2. Structural analysis
3. Context clues
4. Dictionary clues

To do an effective job of teaching word analysis skills, it is important for a teacher to know:

1. The specific skills that need to be taught
2. A sequential order in which the skills may be developed
3. Procedures for teaching the skills

The English alphabet contains twenty-six letters that represent more than forty speech sounds. This means that many letters and letter combinations represent a number of different sounds. The inverse of



this is also true. One sound is frequently represented by more than one letter or letter combination. The process of associating letter sounds with their symbols and blending these sounds into syllables is called phonetic analysis.

Consonants and vowels blended into syllables and syllables linked into words are the phonetic elements we deal with in the use of our language. Therefore, a knowledge of consonant and vowel sounds and a realistic understanding of how they operate in our language are essential tools in the identification of unknown words.

The basic content of the four major aids to word identification should be introduced at the following levels:

1. Phonetic Analysis - Single consonants are introduced to the average child at the kindergarten level. Consonants will need to be thoroughly reviewed in first grade. All other phonetic analysis skills listed in the skills sequence section should be introduced to most children during first grade. Phonetic analysis skills will need to be reviewed and maintained at each succeeding grade level.
2. Structural Analysis - Structural analysis has to do with the identification of root words, prefixes, suffixes, inflectional endings, compound words, and syllabication. Structural analysis is introduced in first grade and builds to a higher level each succeeding year. Beginning in third grade structural analysis (in combination with phonetic analysis) becomes more important in identifying difficult words. The primary purpose of

structural analysis is to provide the child with a system of clues that will enable him to separate visually long, difficult words into smaller segments that, in turn, can be identified by the application of phonetic analysis.

3. Context Clues - At first grade level, the child must be taught to check the identification of the word he determines through sounding against the meaning of the sentence (context) to see if the word makes sense. This skill is to be built upon at each succeeding grade level. If emphasis on context is maintained, we develop in pupils an attitude of requiring meaning in what is read.
4. Dictionary Clues - The dictionary becomes an aid to word identification as soon as children begin to encounter significant numbers of words that are unfamiliar in both form and meaning. Dictionary clues become an important aid beginning at third grade with the average child. In using a dictionary as an aid to word identification, a pupil compares diacritical marks in the dictionary respelling with the pronunciation key.

There are three stages in developing word attack skills: knowledge, habit, and skill. First, make certain that the child possesses knowledge of the skill through instruction. Word attack skills must be used, and the child must develop the habit of attacking words using his knowledge. Finally, skills must be used in a wide variety of situations until they are mastered.

Decoding

The success of a child in learning to read depends upon how effectively he learns the essential reading skills presented in the primary grades. There must be a logical, sequential development of these skills. In order to build a firm foundation, skills should be presented when the child is ready for them, reviewed as necessary, and maintained through consistent application.

Decoding skill instruction should not be isolated from reading itself as children need direct application in the reading process. We must not lose sight of the real goals - to help children read for meaning and enjoyment.

Systematic Sequence in Word Analysis Skills

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade
Reading Readiness	<i>Auditory Discrimination</i>		Phonetic Analysis as it applies to Structural Analysis			
Visual and Auditory			Structural Analysis →			
Letter Phonics	<i>Simple Aspects of Structural Analysis</i>		Dictionary Clues →			
Context Clues			Using Context for Securing Word Meaning			
Oral Context: Context for Word Identification . . . . .						

## Interrelationship of Word Analysis Skills

Since various facets of word analysis skills are interrelated, they are not taught separately. They should be developed simultaneously and carefully integrated. The emphasis placed on each of the four major aids to word identification varies at different levels.

Phonetic analysis receives a major share of attention particularly during first and second grades. Structural analysis assumes an increasingly important role at the third grade level because most new words are polysyllabic. However, phonetic analysis is not abandoned. It is integrated with structural analysis.

Context clues should be taught at all stages of reading instruction. The emphasis changes. At the reading readiness stage, a child is made aware of the importance of context in determining word meaning. To achieve this, he is taught to supply missing words in oral context. As phonetic and structural skills are being taught, emphasis is placed on using context to check the decoding of the word, and later to determine or refine word meaning.

Decoding Skills

## Preface to Pre-reading Skills

Before formal reading instruction begins, it is generally accepted that a child must have an adequate development of certain pre-reading skills essential to the recognition and retention of printed word forms. Among the most important of these readiness skills are:

1. Perceptive skills: visual and auditory
2. Adequate language development
3. Kinesthetic skills

These are developmental abilities but that does not mean that reading instruction must wait until they appear as a result of maturity. They can be taught and should be an integral part of the instructional program.

## Decoding

### Pre-reading Decoding Skills

#### Oral Language Development

##### Child:

- understands words (receptive vocabulary)
- communicates verbally (peers→ group→ teacher)
- speaks in sentences
- describes pictures
- sequences ideas verbally
- dictates sentences and stories (about pictures→ experience charts)
- uses oral context clues for missing words

#### Perceptive Skills: Visual

##### Visual Discrimination

##### Child:

- identifies "likes" (objects→ pictures→ symbols → words) by shape, position and size
- identifies "differences" (objects → pictures → symbols → words) by shape, position, and size
- matches pictures, shapes, and patterns
- notes details in pictures
- identifies missing details (objects, pictures, symbols, words)

##### Visual Association

##### Child:

- associates (objects → pictures → symbols → words)

Visual Classification

Child:

- classifies (objects → pictures → symbols → words)

Visual Sequential Memory

Child arranges in order:

- objects, pictures, symbols (size, color, weight)

Visual Memory - Visual-Motor Memory

Child:

- reproduces patterns (pegboards, parquetry → templates → letters → words)
- names letters of alphabet (upper case, lower case)
- matches pictures to given initial consonant sounds
- recognizes name

Development of Directionality

Child develops concept of:

- left to right progression
- top to bottom progression
- before and after
- above, below, and on

Perceptive Skills: Auditory

Development of Sound Awareness

Child:

- recognizes environmental sounds (soft, loud)
- discriminates environmental sounds (soft and loud, high and low, near and far)
- indicates order of environmental sounds

Auditory Association

Child:

- understands verbal opposites
- supplies missing word for sentence completion
- sorts items from his environment according to relationships  
e.g., socks to shoes, lid to pan

Auditory Discrimination

Child:

- discriminates sounds: at beginning of word  
at end of word  
in middle of word
- hears rhyming elements: words  
phrases

Auditory Sequential Memory

Child:

- retains and recalls in order general auditory information
- repeats sequential patterns (clapping → numbers → letters → sounds → words)
- reproduces most consonant sounds correctly
- reproduces two and three syllable words he has heard pronounced

Auditory-Visual Association

Child:

- selects and names pictures of objects that begin with a certain sound
- associates sound to symbol

Kinesthetic Skills (Tactile)

Child:

- identifies, matches and discriminates object → shapes → symbols by touching and feeling
  - a. tactile awareness (textures → shapes → symbols)
  - b. tactile matching and discrimination
    - identifies "likes" (objects → shapes → symbols)
    - identifies "differences" (objects → shapes → symbols)



Pre-reading Decoding Definitions

(for teacher reference)

Perception: defined as the unified awareness derived from sensory processes when a stimulus is present (an awareness through the senses)

1. Oral Language Development: the ability to understand words/the ability to express oneself verbally.

2. Perceptive Skills: Visual

Visual Discrimination: the ability to visually differentiate the forms and symbols in one's environment.

Visual Association: the ability to understand non-categorical relationships between pictures of objects or experiences presented visually - (ex. - pen goes with pencil - not with bucket)

Visual Classification: the ability to understand categorical relationships between objects or experiences presented visually - (ex. - airplane goes with car rather than with tree)

Visual Sequential Memory: the ability to recall in correct sequence and detail prior visual information

Visual Memory - Visual-Motor Memory: the ability to recall and to reproduce prior visual and motor experiences

Development of Directionality: the ability to know right from left, up from down, forward from backward and directional orientation.

3. Perceptive Skills: Auditory

Development of Sound Awareness: the ability to receive and differentiate auditory stimuli

Auditory Association: the ability to relate sound to a sound (phonemes).

Auditory Discrimination: the ability of the learner to discern likenesses and differences between sounds

Auditory Sequential Memory: the ability to retain and recall general auditory information in correct sequence

4. Auditory-Visual Association: the ability to identify a sound with its corresponding symbol
5. Kinesthetic Skills (Tactile): the ability to identify and match objects by touching and feeling

Outline of Terminology for  
Phonetic Elements

I. Consonants

A. Single Consonants: All of the alphabet except a, e, i, o, u

B. Consonant Digraphs: A single consonant sound with double spelling

1. Basic Digraphs:

ch as in church	th (voiced) as in that
sh as in ship	-ng as in ring
wh as in whale	-nk as in bank
th (unvoiced) as in thimble	si (zh) as in television

2. Other Digraphs:

cl as in clock	kn as in knife
ph as in phone	mn as in autumn
gh as in ghost	gn as in gnaw
wr as in wrench	mb as in lamb

C. Blends: Two or more letters whose sounds flow into one another in speech

1. "l" blends: bl, gl, pl, cl, fl

2. "r" blends: br, cr, dr, gr, fr, pr, tr

3. "s" blends: st, sm, sn, sk, sw, sp, sc, sl, squ, shr, str, scr

4. Final Blends: -nd, -ld, -nt

5. Other Blends: tw, dw, thr

D. Variant Consonant Sounds

soft c - ci as in city

ce as in race

cy as in fancy

soft g - ge as in huge

dge as in edge

gi as in giant

gy as in gym

ti - (sh) as in tion

ci - (sh) as in special

s - (z) as in rose

ch - (k) as in Christmas

ch - (sh) as in Chicago

su - (sh) as in sure

tu - (ch) as in picture

x - (z) as in xylophone

x - (gz) as in exit

gh - (f) as in laugh

II. Vowels (see rules at the end of this section)

A. Short Vowels: (single vowels) a, e, i, o, u and sometimes  
y and w

a as in cat  
e as in pet  
i as in pig  
o as in top  
u as in bus

B. Long Vowel Patterns: Magic e, silent e, or final e

a-e as in cake  
e-e as in Pete  
i-e as in bike  
o-e as in rose  
u-e as in mule

C. Vowel Digraphs: a single vowel sound with double spelling

1. Regular digraphs: the first vowel is always long, the  
second silent

ai as in rain	oe as in toe
ay as in play	oo as in door
ea as in eat	ou as in soul
ee as in see	ow as in snow
ei as in ceiling	ue as in cue
ie as in pie	ui as in suit
oa as in boat	

2. Irregular digraphs: the first sound is not long

a. First vowel is heard but it is NOT the long sound:

haul	head	too
lawn	cough	soup

b. Second vowel is heard:

steak (ā)	shield (ē)	few (ū)
rough (ŭ)	could (ŭ)	

c. Neither vowel is heard:

veil (ā)	true (ōō)	earn (ur)
they (ā)	flew (ōō)	took (ōō)

D. Diphthongs (vowel blends): a double vowel sound with double spelling

1. Plain:

ou as in cloud  
ow as in owl  
oi as in oil  
oy as in boy

2. Murmur:

ar as in car  
or as in horse  
er as in fern  
ir as in bird  
ur as in fur

Vowel Rules

## for Teacher Reference

1. When there is only one vowel in a word or syllable and the vowel comes between two consonants, the vowel is usually short. (not)
2. When there is only one vowel in a word or syllable and the vowel comes at the beginning of the word, the vowel is usually short. (on)
3. When there are two vowels in a word or syllable, the first vowel is usually long and the second is silent. (note, oak)
4. When there is only one vowel in a word or syllable and the vowel comes at the end, the vowel is usually long. (no)
5. When a is followed by u, w, r, ll, and lt in the same syllable, it often has the Italian a sound, á. (salt)
6. When y comes at the end of a two or more syllable word, y has the sound of long e if the y is unaccented. (puppy)
7. When y comes at the end of a two or more syllable word, y has the sound of long i if the y syllable is accented. (reply)
8. When words end with the suffix ing, ed, er, the first vowel is usually short if it comes before two consonants. (getting)
9. When words end with the suffix ing, ed, or er, the first vowel is usually long if it comes before a single consonant. (riding)

Outline of Terminology for  
Structural Analysis

Structural Analysis is the means by which a reader identifies units in words, including syllables, and sees relationships between root words and inflected or derived forms of these root words.

I. Root Word (base word): a simple word that includes no additions.

friend

play

A. Plural: a word denoting more than one

1. Adding s to root word

boy

boys

2. Adding es to root word

fox

foxes

3. Changing y to i, adding es

baby

babies

4. Changing f to v, adding es

half

halves

B. Prefix: a unit added at the beginning of a root word.

1. Frequently occurring prefixes:

an, con, de, dis, ex, in, il, ir, en re, com,  
un, im, pro, ob, per, e, pre, ac, ad, em, up,  
be, ab, sur, ap, of, under, sub, trans, sup,  
a, pur, oc, for, fore, extra, af, tri, post, retro

2. Prefixes to be taught:

Meaning Units

anti. (against)  
circum. (around)  
dis (opposite of; apart)  
ex (out of; former)  
im (not)  
in (in; into)  
in (not)  
intra-, intro (inside)  
mal- (bad)

Visual Units

a-  
ab-  
ante-  
com, con, col-  
contra-  
de-  
inter-  
per-  
peri-

2. Prefixes to be taught (cont.)

Meaning Units

mis- (wrong)  
non- (not; the reverse)  
out- (more than; beyond)  
over- (too much)  
pre- (before)  
pro- (in front of)  
re- (again; back)  
sub- (under)  
under- (below; not enough)  
un- (not; opposite of)

Visual Units

post-  
super-  
trans-  
be-  
en-

Prefixes in the visual units list can be recognized instantly as sight syllables, but without particular reference to meaning. Prefixes in the meaning units list are those whose meanings as well as their recognition need to be taught.

C. Suffix: a unit added at the end of a root word.

1. Frequently occurring suffixes:

tion, ate, er, al, ic, ous, y, ious, ure, ive,  
ant, ent, or, ish, ment, ice, age, ise, ize,  
sion, ance, ary, ful, ist, ible, able, ine,  
less, ly, ry, ty, ar, cy, en, fy, ial, let,  
eous, ion, ium, ling, ory, eal, ian, fic, hood,  
id, ite, some, tude, ward

2. Suffixes as clues to meaning:

Often the most reliable clue to meanings of suffixes comes through an awareness of their grammatical function: y in icy tells that the word describes.

D. Possessives: a unit added at the end of a root word to denote ownership.

1. Adding 's to show possession

boy boy's

2. Adding ' to show possession

girls girls'



E. Inflectional endings: a unit of meaning that may be added to a root word.

1. Adding g to root word

play	plays
------	-------

2. Adding ed to root word

play	played
------	--------

3. Adding ing to root word

play	playing
------	---------

4. Adding er to root word

play	player
big	bigger

5. Adding est to root word

big	biggest
-----	---------

6. Adding es to root word

rush	rushes
------	--------

II. Compound Words: a word made up of two or more simple words.

moonlight	playhouse
-----------	-----------

(The teaching of compound words should be done in two stages. The first level in primary grades, involves visual recognition of compounds with simple meanings. The second level is primarily concerned with relying on the context to understand the subtle meaning of the compound.)

III. Contractions: a word, syllable, or word group shortened by omitting one or more letters or sounds and inserting an apostrophe.

A. Simple contractions: one letter or sound omitted.

had not - hadn't	have not - haven't
has not - hasn't	is not - isn't
are not - aren't	were not - weren't
did not - didn't	was not - wasn't
	does not - doesn't

Decoding  
Structural Analysis

- B. Complex contractions: more than one letter or sound has been omitted.

cannot - can't  
I would - I'd

I will - I'll  
we will - we'll

- IV. Syllables: a part of a word spoken as a unit, containing one vowel sound.

(The purpose of teaching syllabication is to help the reader identify unfamiliar words by breaking them into smaller units. These syllables are blended together to give the pronunciation of the word.)

1. A word containing one vowel SOUND is never divided.

fat fact fame curl

2. A compound word is divided between the two simple words.

up-set in-to sun-beam bath-room

3. If a word has a prefix, it is divided between the prefix and the root.

mis-take un-loose ex-cel ad-mit

4. If a word has a suffix, it is divided between the root and the suffix.

plant-ed end-ed sing-ing high-ness

EXCEPTION: the suffix ed makes a ONE syllable word after every consonant except t and d.

missed helped smelled lacked cashed

5. If there is ONE consonant between TWO vowels, the word is usually divided after the consonant if the first vowel sound is short. It is called a CLOSED SYLLABLE.

rob-in com-ics grav-el pol-ish

6. If there is ONE consonant between TWO vowels, the word is usually divided after the first vowel if the vowel sound is long. It is called an OPEN SYLLABLE.

la-bor mu-sic pho-to Po-lish

7. If TWO or more consonants come between TWO vowels, the word is usually divided between the FIRST two consonants.

let-ter      cof-fee      splen-did      hun-gry

EXCEPTIONS: blends and strong digraphs are not separated.  
The strong consonant digraphs are sh, ch,  
ck, wh, th.

se-cret      gath-er      punch-es      pro-gram

8. If a vowel is sounded alone in a word, it makes a syllable by itself.

a-go      o-bey      mon-u-ment      pi-a-no      vi-o-let

9. If two vowels are together in a word but are sounded separately, the word is divided between the two vowels.

di-et      fu-el      ra-di-o      cre-ate

10. If a word ends in le preceded by a consonant, the word is usually divided before the consonant.

tum-ble      twin-ble      tin-ble      ri-ble

EXCEPTION: The strong digraph ck is NEVER divided

tack-ble      trick-ble      knuck-ble

Outline of Terminology for  
Additional Decoding Skills

- I. **Context Clues:** a combination of sound and sentence meaning clues used to decode unknown words in a sentence.
- II. **Dictionary Clues:** the use of phonetic spelling and diacritical markings to decode an unknown word.
  - A. Alphabetical order
  - B. Diacritical markings:
    - 1. Macron - for long vowels (ā)
    - 2. Breve - for short vowels (ă)
    - 3. Schwa - for soft unstressed vowels (ă, â)
    - 4. Accent marking (') - to show stressed syllable

## Sight Words

## Preface

Research has proved that many of our words are phonetic and it is most necessary that children be given every help possible in learning to decode the phonetic way.

The English language is comprised of some words that are not phonetic and do not lend themselves to any type of regular analysis; some of them do not fit into any particular language patterns. We must rely almost wholly on memorization of such words.

Sight words are essentially words which a child should know by sight, and not ones on which he must use word attack skills.

In order to learn to recognize words by the sight method, children use word form clues which include: (without reference to the sounds of letters) length, shape and size of word. Strength in visual memory skills needs to be developed in order for children to recognize words by sight.

Word recognition practice by simple look-say methods is self-defeating unless it is accompanied by methods that place emphasis on meaning.

The following lists of sight words are included in this section:

1. Dolch List (by levels)

a. It is anticipated that the child in mid-third grade will have mastered the Dolch Basic 220 Word List.

b. An asterisk indicates the most frequently missed words.

2. Service Words (words that are necessary to follow directions).

3. Thorndike-Lorge-Rinsland Word List.

4. Exceptions to vowel patterns which must be taught by sight.

It is recommended that the word lists be used as a check list and/or reference - not a teaching tool.

## Service Words

first	choose	mark	picture words	start
next	follow	check	sentences	circle
last	across	cross out	question	draw
below	find	boxes	blank	color
above	complete	fill in	puzzle	ring
beginning	use	which	phrases	match
middle	underline	put	in order	rhyming
select	read	word	alike	different
make	answer	same	correct	write
right	opposite	meaning	group	sort
classify	work	finish	prove	sequence
illustrate	ending	compound	paragraph	root
prefix	suffix	vowel	syllable	contraction
accent	consonant	letters	strong	weak
supply	identify	trace	carefully	number
response	copy	item	outline	dictionary
glossary	contents		direction	arrow

## Dolch Sight Word List

<u>PP I</u>	<u>PP II</u>	<u>PP III</u>	<u>P</u>	<u>1<sup>2</sup></u>
1. and	*at	all	an	*gave
2. are	away	*am	after	*that
3. can	big	around	*as	*made
4. *come	blue	black	be	with
5. funny	down	but	brown	*know
6. *go	for	by	*cold	may
7. he	good	call	did	*now
8. *is	green	*come	fly	then
9. *jump	*have	*do	from	find
10. like	here	sat	*give	*when
11. little	*in	*fast	going	*what
12. look	me	*get	*had	*has
13. my	*it	going	help	over
14. of	not	into	him	*were
15. play	*on	*make	her	live
16. red	one	*no	*his	got
17. *run	*ran	old	*if	they
18. said	*saw	*out	its	*went
19. *see	*three	was	round	many
20. the	too	who	so	walk
21. *this	we	she	soon	*them
22. to	will	some	ten	let
23. up	yellow	stop	under	new
24. *you	yes	two	*your	put
<u>2<sup>1</sup></u>	<u>2<sup>2</sup></u>	<u>3<sup>1</sup></u>	<u>3<sup>2</sup></u>	
1. *us	*think	pretty	seven	
2. how	because	drink	clean	
3. *does	show	kind	warm	
4. *ate	must	shall	four	
5. once	*done	grow	laugh	
6. upon	very	myself	eight	
7. found	small	why	hurt	
8. again	*which	hold	better	
9. about	open	read	five	
10. there	*these	buy	together	
11. long	every	try	best	
12. *want	*where	*just	write	
13. *first	sit	use	far	
14. any	their	fall	white	
15. tell	*goes	today	sleep	
16. with	bring	keep	both	
17. *or	pull	own	sing	
18. could	before	well	cut	
19. say	those	six	wash	
20. ask	much	draw	full	
21. *our	only	please	start	
22. would	work	hot	right	
23. take	been	off	thank	
24. always	never	pick	light	



Dolch's Basic Sight Word List of Nouns

- |             |              |
|-------------|--------------|
| 1. apple    | 31. car      |
| 2. picture  | 32. truck    |
| 3. father   | 33. mother   |
| 4. brother  | 34. cow      |
| 5. duck     | 35. farm     |
| 6. home     | 36. baby     |
| 7. night    | 37. men      |
| 8. girl     | 38. pig      |
| 9. coat     | 39. table    |
| 10. hill    | 40. milk     |
| 11. house   | 41. meat     |
| 12. bread   | 42. doll     |
| 13. boy     | 43. bird     |
| 14. window  | 44. street   |
| 15. school  | 45. ball     |
| 16. grass   | 46. rabbit   |
| 17. garden  | 47. cake     |
| 18. lady    | 48. boat     |
| 19. chicken | 49. dog      |
| 20. desk    | 50. children |
| 21. sister  | 51. sheep    |
| 22. hat     | 52. book     |
| 23. horse   | 53. door     |
| 24. water   | 54. day      |
| 25. cat     | 55. woman    |
| 26. fly     | 56. meat     |
| 27. barn    | 57. chair    |
| 28. man     |              |
| 29. tree    |              |
| 30. box     |              |

## Thorndike-Lorge-Rinsland Word List

## Instant Words - First Hundred

Group 1	Group 2	Group 3	Group 4
1. the	he	go	who
2. a	I	see	an
3. is	they	then	their
4. you	one	us	she
5. to	good	no	new
6. and	me	him	said
7. we	about	by	did
8. that	had	was	boy
9. in	if	come	three
10. not	some	get	down
11. for	up	or	work
12. at	her	two	put
13. with	do	man	were
14. it	when	little	before
15. on	so	has	just
16. can	my	them	long
17. will	very	how	here
18. are	all	like	other
19. of	would	our	old
20. this	any	what	take
21. your	been	know	eat
22. as	out	make	again
23. but	there	which	give
24. be	from	much	after
25. have	day	his	many

## Instant Words - Second Hundred

Group 5	Group 6	Group 7	Group 8
1. saw	big	may	ran
2. home	where	let	five
3. soon	am	use	read
4. stand	ball	these	over
5. box	morning	right	such
6. upon	live	present	way
7. first	four	tell	too
8. came	last	next	shall
9. girl	color	please	own
10. house	away	leave	most
11. find	red	hand	sure
12. because	friend	more	thing
13. made	pretty	why	only
14. could	eat	better	near
15. book	want	under	than

Decoding  
Thorndike List

16. look	year	while	open
17. mother	white	should	kind
18. run	got	never	must
19. school	play	each	high
20. people	found	best	far
21. night	left	another	both
22. into	men	seem	end
23. say	bring	tree	also
24. think	wish	name	until
25. back	black	dear	call

Instant Words - Third Hundred

Group 9	Group 10	Group 11	Group 12
1. ask	hat	off	fire
2. small	car	sister	ten
3. yellow	write	happy	order
4. show	try	once	part
5. goes	myself	didn't	early
6. clean	longer	set	fat
7. buy	those	round	third
8. thank	hold	dress	same
9. sleep	full	fall	love
10. letter	carry	wash	hear
11. jump	eight	start	yesterday
12. help	sing	always	eyes
13. fly	warm	anything	door
14. don't	sit	around	clothes
15. fast	dog	close	though
16. cold	ride	walk	o'clock
17. today	hot	money	second
18. does	grow	turn	water
19. face	cut	might	town
20. green	seven	hard	took
21. every	woman	along	pair
22. brown	funny	bed	now
23. coat	yes	line	keep
24. six	ate	sat	head
25. gave	stop	hope	food

Instant Words - Fourth Hundred

Group 13	Group 14	Group 15	Group 16
1. told	time	word	wear
2. Miss	yet	almost	Mr.
3. father	true	thought	side
4. children	above	send	poor
5. land	still	receive	lost

6. interest	meet	pay	outside
7. government	since	nothing	wind
8. feet	number	need	Mrs.
9. garden	state	mean	learn
10. done	matter	late	held
11. country	line	half	front
12. different	remember	fight	built
13. bad	large	enough	family
14. across	few	feel	began
15. yard	hit	during	air
16. winter	cover	gone	young
17. table	window	hundred	ago
18. story	even	week	world
19. sometimes	city	between	airplane
20. I'm	together	charge	without
21. tried	sun	being	kill
22. horse	life	care	ready
23. something	street	answer	stay
24. brought	party	course	won't
25. shoes	suit	against	paper

Instant Words - Fifth Hundred

Group 17	Group 18	Group 19	Group 20
1. hour	grade	egg	spell
2. glad	brother	ground	beautiful
3. follow	remain	afternoon	sick
4. company	milk	feed	became
5. believe	several	boat	cry
6. begin	war	plan	finish
7. mind	able	question	catch
8. pass	charge	fish	floor
9. reach	either	return	stick
10. month	less	air	great
11. point	train	fell	guess
12. rest	cost	fill	bridge
13. sent	evening	wood	church
14. talk	note	add	lady
15. went	past	ice	tomorrow
16. bank	room	chair	snow
17. ship	flew	watch	whom
18. business	office	alone	women
19. whole	cow	low	among
20. short	visit	arm	road
21. certain	wait	dinner	farm
22. fair	teacher	hair	cousin
23. reason	spring	service	bread
24. summer	picture	class	wrong
25. fill	bird	quite	age

Decoding  
Thorndike List

Instant Words - Sixth Hundred

Group 21	Group 22	Group 23	Group 24
1. become	herself	demand	aunt
2. body	idea	however	system
3. chance	stop	figure	lie
4. act	river	case	cause
5. die	smile	increase	marry
6. real	son	enjoy	possible
7. speak	bat	rather	supply
8. already	fact	sound	thousand
9. doctor	sort	eleven	pen
10. step	king	music	condition
11. itself	dark	human	perhaps
12. nine	themselves	court	produce
13. baby	whose	force	twelve
14. minute	study	plant	rode
15. ring	tear	suppose	uncle
16. wrote	move	law	labor
17. happen	stood	husband	public
18. appear	himself	moment	consider
19. heart	strong	person	thus
20. swim	knew	result	least
21. felt	often	continue	power
22. fourth	toward	price	mark
23. I'll	wonder	serve	president
24. kept	twenty	national	voice
25. wall	important	wife	whether

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## Exceptions to Vowel Patterns

(Must be taught by sight)

## Irregular Digraphs

o	u	oo	oo	our - ur
cough tough ought thought brought sought fought bought	double trouble touch country young southern couple famous	soup group you youth wound through	could would should your yours tour tourist	courage flourish nourish scourge courtesy courteous journey journal
ei=a	eigh=a	ea	ea	ear=ur
veil rein skein feign vein they obey	eight weigh sleigh neighbor eighty freight weight	read lead tear wealth dead	break great steak	earn earth heard learn search
ear="	ie	ei=a		
heart hearth	thief chief grief field	heir their		

Critical Skills in  
Factual Material and Literature

As children grow in their appreciation of literature, in their ability to deal with information, and in their use of appropriate study skills, the base on which they must build is an increasingly firm grasp of critical reading and thinking skills. For this reason, this section of the Curriculum Guide, which is devoted to Factual Material and Literature, is prefaced by a specific analysis of critical skills. They include:

- A. Literal Meaning and Specific Facts
- B. Sequence
- C. Main Idea
- D. Cause and Effect
- E. Comparison and Contrast
- F. Classification and Categorization
- G. Generalizations and Conclusions
- H. Inference
- I. Vocabulary Development and Literal Meaning

## Critical Skills

These are the thinking skills which have application in comprehension of both factual and fictional material. As a general rule, they must be developed through discussion and concrete experiences, applied in printed or visual (film-strip, etc.) material with careful teacher supervision, and finally designated as a child expectancy for independent work in listening, speaking, reading, and writing.

It is important that all teachers contribute to refinement of this scope and sequence. It is included in the Language Arts Guide as a working draft, with the certainty that many revisions will be needed after teachers have used it with children.

In order that there may be a general understanding of terminology, statements of goals for each category follow:

A. Literal Meaning and Specific Facts

Factual Material

Gradually children must learn to discriminate between provable factual statements as opposed to opinions, generalizations, and inferences which may be presented as factual statements. As teachers help children accept differences of opinion and develop their ability to identify generalizations and inferences stated as facts, they may be fulfilling a major goal of education.

Literature

The section marked "Literal Meaning" provides the specific implementation in the area of literature. In addition to



## Critical Skills

determining 'facts', the child must be taught to paraphrase, interpret figures of speech, colloquialisms, idioms, and dialect in order to arrive at literal meaning. The factual base for biography, historical fiction, and autobiography should be stressed when these fictional forms are being studied.

### B. Sequence

#### Factual Material

A young child must learn to follow directions in sequence and, in essence, to remember in inverse order. What is heard or read last is generally first in recall. On a higher level, there is obvious application in the areas of mathematics and science, where process is so frequently sequential. There is inherent application in the social sciences whenever time-order has significance. It is important that teachers help children differentiate between sequence and cause/effect.

#### Literature

Sequence becomes plot at some time in the continuum. At the primary level, teachers will be dealing with sequence of events. Sometime in the intermediate years, the effect of characters and setting will become an integral part of instruction. At that time, sequence of events becomes plot and will be an important element in the study of literature throughout the secondary level.

### C. Main Idea

#### Factual Material

It is most important that teachers contribute to clarification

of techniques which enable children to identify or formulate main ideas. If a child is to take notes, make an outline, write a paper, or study effectively for a test, he must be able to identify main ideas. Before he can write a paragraph, prepare a speech, or be a discerning listener, he must be able to differentiate between main ideas and subordinate information. It is most important that teachers instruct in this technique, using factual material — (non-fiction)

### Literature

Primary teachers have been accustomed to using the term "main idea". The term is used in manuals, reading textbooks, and workbook pages. In these contexts it is a general term used to designate the most important event in a story, what happened to a character that seemed significant, or a prevailing mood elicited by the story. Much of the time main idea and title of a story are used synonymously. This is frequently true in comprehension sections of standardized tests. To avoid confusion primary teachers are asked to avoid the term "main idea". Instead, use questions directed toward specific information concerning plot, setting, or mood.

At the intermediate level the term "main idea" is used in a completely different context. It is used to designate the generalization, summary statement, or conclusion resulting from a group of details or facts. This change in connotation can be a source of confusion for a child, especially since it is an abstract and difficult concept. It is for this

## Critical Skills

reason that primary teachers are urged to avoid use of the term, "main idea", when they are working with children in comprehension of fictional material. The main idea of a story is really its theme, a concept so difficult for children that instruction in its identification is being delayed until senior high school.

### D. Cause and Effect

#### Factual Material

The application of this skill is obvious in the content areas such as science and social science. It is also susceptible to early instruction on the concrete level in science through experiments. The teacher's role is to establish clarity of cause and effect. This is the second area that Piaget defines as inherent to learning — the ability to see relationships.

#### Literature

As children anticipate the next event in a story or as they suggest what may have caused a particular event, they are building concepts which will be developed on a more sophisticated level in the secondary grades. The element of relationship is the key to differentiation between sequence and cause/effect.

### E. Comparison and Contrast

#### Factual Material

Analogies and synonym-antonym instruction are important. At a higher level, comparison of information from a variety of resources and analysis of the facts presented by different

authors will be important skills for instruction.

#### Literature

Children will compare types of fiction (historical-adventure). Later children will compare form, authors' styles, and purposes.

### F. Classification and Organization

#### Factual Material

Piaget suggests that intellectual development is dependent upon the ability to categorize information. Primary teachers use classification activities with concrete materials. At a higher level children learn to categorize in science (phyla), in social science (cultural traits), and similarly in all content areas. Basically the ability to establish a main idea depends to a large extent upon classification of facts into categories, then constructing a statement that summarizes.

#### Literature

Groups of words and types of books are classified at the elementary level. This skill becomes increasingly important at a higher level when children are working with such abstractions as genre and criteria for classification of poetry.

### G. Generalization and Conclusions

#### Factual Material

Teachers will guide children through a process of collecting facts and establishing a generalization or conclusion.

## Critical Skills

It is enough to work with children so that they will be aware of the process without expecting competence in this area.

### Literature

Because of the simplicity of the literature studied, there is no application at this level.

## H. Inference

### Factual Material

Children will differentiate between a stated fact and information that is inferred. This will demand consistent instruction, identifying direct statements, and differentiating these from suggested fact. Continuing development of the concept is very important.

### Literature

Much of the instruction in characterization is closely related to inference skills. Gradually children will learn to determine traits of characters when they are not directly stated by the author.

## I. Vocabulary Development

### Factual Material

There are four distinct skills that are vitally important in this area: handling an increasingly broad and sophisticated vocabulary, paraphrasing, using technical vocabulary, and establishing relationships between key words.

1. Children are constantly adding to their understanding of words and their ability to discern varied meanings of a single word. Through discussion, context clues, dictionary,

and glossary skills, children should be building vocabulary each year.

2. Recent research indicates that the ability to paraphrase is an important skill related to vocabulary development. In the primary grades there is much emphasis on "saying it in your own words". This should be continued and emphasized at higher grade levels.
3. As instruction in the content areas receives a greater proportion of the school day, the importance of a child's ability to handle the technical vocabulary is obvious. Before the Language Arts Guide can be effectively implemented, much work will be needed in procedures for teaching technical vocabulary.
4. Relationships between key words are vital to the understanding of factual material. Techniques such as the structured overview have been devised to teach these relationships. Staff members will need to determine appropriate procedures.

#### Literature

There is a particular awareness at the high school level that there is need for improvement in vocabulary instruction. Units in etymology, starting at the intermediate level, will be one approach. Other approaches, in addition to wide reading in literature, will need to be developed.

Continuum of Critical Skills  
Applied to Factual Material

Literal Meaning and  
Specific Facts

Kindergarten

Child:

- names objects accurately in his environment
- uses all senses to make observations about items in his environment
- contributes facts or thinking when given an item, situation, or idea

First Grade

Child:

- begins to locate and read aloud a sentence within a limited passage which answers a teacher's question requiring a specific factual answer
- contributes to a discussion involving recall of factual information after listening to or viewing factual material
- suggests relevant factual statements that corroborate a statement or answer a specific question based on observation or experiences

Second Grade

Child:

- locates and reads aloud a sentence which answers question demanding factual answer
- formulates questions which will be answered in material to be read/viewed/heard -- with teacher direction
- notes significant details in material he has read, heard, or viewed

Factual Material  
Literal Meaning

Third Grade

Child:

- locates, within a short passage, specific information which answers a question or verifies a statement
- participates with group in listing facts relevant to a topic
- begins to develop criteria for differentiating between factual and fictional material -- much teacher direction
- uses "who", "when", "where", "which", "how", and "why" words to determine specific facts he may consider important
- thinks of one question which might be answered by reading the passage after reading title or heading of passage
- begins to organize facts into broad categories

Fourth Grade

Child:

- determines if a selection is fact or fiction by using criteria established in group discussion to justify his choice
- selects direct statements of fact that relate to a topic (identification of direct statements) when given a reading passage
- defines problem for which he needs pertinent information or the question needing a factual answer -- much teacher direction

Fifth Grade

Child:

- determines if a selection is fact or fiction, stating criteria he used to make his decision
- discriminates between direct and indirect statements
- locates pertinent information on a topic in a given factual passage
- gives definitive answers to factual questions, omitting irrelevant details



- identifies what is known about a given topic in order to establish purpose for further reading — through group discussion

### Sixth Grade

#### Child:

- tabulates related direct statements (specific facts) which may be used as a basis for a general statement — working in a small group
- distinguishes between factual statements and opinions
- participates in determining which facts are most important in a passage
- identifies what is known about a given topic in order to establish purpose for further reading — through group discussion
- gives definitive answers to factual questions, omitting irrelevant details.

### Seventh Grade

#### Child:

- lists facts from a factual passage that support a main idea
- decides which facts are essential to a topic — with teacher direction
- formulates questions which will elicit important facts — with teacher direction
- differentiates between a generalization and a stated fact

### Eighth Grade

#### Child:

- determines facts or evidence needed to support a generalization or main idea
- keeps supporting details in proper sequence when sequence is important to events or processes, in a selection of moderate complexity

**Factual Material  
Literal Meaning**

- locates supporting factual evidence when given a main idea
- identifies main idea and supporting facts in a paragraph
- organizes facts and main ideas into outline form as preparation for writing/speaking -- with teacher guidance
- suggests a logical conclusion or generalization when given evidence
- states a conclusion and/or generalization as a hypothesis and suggests appropriate references and/or processes by which to develop supporting evidence -- with teacher direction
- relates his ideas (inferences or opinions) to stated facts
- participates in group identification of information on which author's conclusions are based

Sequence

Kindergarten

Child:

- recalls sequence of events from his own experience
- follows one or two simple oral directions
- uses sequence clue words to indicate understanding of time order (after that, and then, before, etc.)

First Grade

Child:

- contributes to discussion concerning what was first, next, and last, after reading a short passage silently
- follows two or three simple oral directions, in sequence
- places sequential pictures in appropriate order and explains reasoning
- determines logical order and explains reasoning when given informational topic that has inherent sequence — i.e., planting seeds, getting ready for school

Second Grade

Child:

- contributes to discussion concerning what was first, next, and last after reading a short passage silently
- recalls a short sequence of events or series of steps when order is necessary for understanding
- follows two or three-step written/oral directions when correct order is necessary to accomplishing a task

Third Grade

Child:

- recalls what was first, next, and last, after reading a short passage silently

## **Factual Material Sequence**

- follows written/oral directions when correct order is necessary to accomplishing a task
- determines whether sequence is important to a specific event or process -- through class discussion

### Fourth Grade

#### **Child:**

- places in logical sequence a series of statements based on a written passage and in random order
- functions in small group following multi-stepped sequence, such as science experiment
- begins to determine if paragraph is organized in sequential pattern -- in discussion situation
- gives simple written/oral directions when correct order is necessary to accomplishing a task
- determines if sequence is important to a specific event or process -- through class discussion

### Fifth Grade

#### **Child:**

- follows multi-stepped written sequential instructions -- in small group
- determines if sequence is important to a specific event or process
- gives simple written/oral directions when correct order is necessary to accomplishing a task
- reads a time line
- identifies a paragraph written in sequential order

### Sixth Grade

#### **Child:**

- follows multi-stepped written sequential instructions -- independently

- follows oral/written directions in longer term planning (field trip, short unit, project, etc.)
- orders events or processes after reading a paragraph or short passage in which statements are not in sequential order -- independently
- broadens understanding of sequence to include events over a period of years
- places items on a time line
- identifies a paragraph written in sequential order

### Seventh Grade

#### Child:

- follows multi-stepped written sequential instructions -- independently
- places random facts in sequential order when sequence is important to comprehension
- determines if sequential events have cause/effect relationship
- determines if sequential format is appropriate for organizing information

### Eighth Grade

#### Child:

- follows complex instructions which involve sequence
- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast
- states main idea in sequential terms if paragraph is organized in sequential format
- keeps supporting details in proper sequence when sequence is important to events or processes
- places events from more than one source in sequential order

Main Idea

Kindergarten

Child:

- suggests a topic for an experience story

First Grade

Child:

- suggests a title for an informative passage he has heard

Second Grade

Child:

- suggests an appropriate title for an informative passage he has heard
- begins to select main idea when several are suggested and supports his choice — with teacher direction

Third Grade

Child:

- selects main idea when several are suggested, and supports his choice — with teacher direction
- suggests supporting facts for a main idea — in small group discussion

Fourth Grade

Child:

- determines topic of a paragraph, what is being told about the topic, and suggests possible main idea statements — teacher-directed group discussion
- identifies topic sentence or summary statement in a simple paragraph organized by topic sentence/supporting evidence or facts/summary statement — only with teacher direction

Factual Material  
Main Idea

Fifth Grade

Child:

-identifies organization of paragraph as:

1. Facts with summary statement
2. Main idea with supporting facts
3. Other — only with teacher direction

-attempts to apply both types of reasoning, inductive and deductive, when dealing with information — with teacher direction:

1. Inductive — facts → main idea
2. Deductive — main idea → supporting evidence

-begins to use main idea/supporting details or details/main idea statement as organizational pattern for writing a paragraph — with teacher supervision

Sixth Grade

Child:

-states main idea of a paragraph organized by topic sentence or summary statement

-identifies organization of paragraph as:

1. Related details with a summary statement (main idea)
2. Main idea with supporting details

-uses main idea/supporting details or details/main idea statement as organizational pattern for writing a paragraph — with teacher direction

-attempts to apply both types of reasoning, inductive and deductive, when dealing with information — with teacher direction:

1. Inductive — facts → main idea
2. Deductive — main idea → supporting evidence

-categorizes facts to determine main idea and generalization

Seventh Grade

Child:

-lists facts from a factual passage that support a main idea

- lists facts from a factual passage and suggests a logical generalization or main idea -- with teacher direction
- suggests types of evidence needed to support a main idea
- uses main idea/supporting details or details/main idea statement as organizational pattern for writing a paragraph

### Eighth Grade

#### Child:

- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast
- identifies main idea and supporting facts in a paragraph
- locates supporting factual evidence for a main idea
- determines facts or evidence needed to support a generalization or main idea
- states main idea in terms that reflect organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/generalization, or comparison/contrast -- much teacher help
- categorizes information from more than one source under appropriate main heading -- with teacher direction
- organizes facts and main ideas into outline form as preparation for writing/speaking -- with teacher help



Cause and Effect

Kindergarten

Child:

- suggests possible causes or outcomes of situations within his everyday experience

First Grade

Child:

- suggests alternative outcomes in cause/effect relationships
- identifies possible cause(s) when given an effect of an action in his environment

Second Grade

Child:

- suggests the possible cause or effect of an event or action
- identifies cause and effect situations in his reading -- with teacher direction

Third Grade

Child:

- suggests the possible cause or effect of an event or action
- develops awareness of words which are good indicators of cause/effect, such as: because, for that reason, since, etc.
- begins to relate time sequence to cause and effect
- participates in discussions concerning the validity of cause/effect relationships in material he has read, heard, or viewed (particular application to science)
- identifies cause and effect situations in reading

Fourth Grade

Child:

- contributes a logical cause for an event or action

## Factual Material Cause and Effect

- predicts outcomes suggested by a causative statement
- uses word indicators in describing cause and effect: because-then, if-then
- writes a series of cause/effect statements
- participates in discussions concerning the validity of cause/effect relationships he has read, heard, or viewed (particular application to science)
- participates in discussion identifying place/time/or events contributing to cause/effect relationships — with much teacher direction

### Fifth Grade

#### Child:

- begins to determine if passage is organized in cause/effect form
- recognizes a main idea which is stated in cause/effect terms — much teacher direction
- uses word indicators in describing cause and effect: because-then, if-then
- writes a paragraph using cause/effect relationship
- participates in discussion identifying place/time/or events contributing to cause/effect relationships — with much teacher direction
- explains why he thinks a cause/effect relationship is important in a given situation

### Sixth Grade

#### Child:

- identifies passages written in cause/effect format
- uses cause/effect logic when presenting his ideas in discussion
- determines if a set of sequential occurrences is related by cause and effect — group discussion

- develops awareness that some stated cause/effect relationships may be invalid

### Seventh Grade

#### Child:

- determines if cause/effect is important element of information being studied — in group discussion
- states main idea in cause/effect terms
- determines if sequential events have cause/effect relationship
- suggests if cause/effect relationship in a passage seems valid or invalid — (particular application to newspaper unit)

### Eighth Grade

#### Child:

- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast
- states main idea in terms that reflect cause/effect format of passage
- determines if cause/effect relationship is important in information being studied
- determines the validity of cause/effect relationships being studied and gives reasons — much teacher direction
- selects causes or effects from more than one source when reading for information on a specific topic — with teacher help

## Comparison and Contrast

Kindergarten

## Child:

- compares concrete items according to size, length, weight, etc., using appropriate language (shorter, smallest, heavier, etc.)
- identifies likenesses and differences of concrete items and symbols

First Grade

## Child:

- enumerates ways in which items are similar and dissimilar -- with teacher direction
- continues to expand vocabulary used in describing comparison/contrast situations
- begins to distinguish between real and fanciful situations -- with teacher help in establishing criteria

Second Grade

## Child:

- identifies words or phrases that have similar or contrasting meanings (synonyms and antonyms)
- supplies antonyms for given common words
- responds to teacher's questions which call for ability to compare or contrast situations, events, or objects in material he has read, viewed, or heard

Third Grade

## Child:

- recognizes synonyms or antonyms for an increasing number of words
- supplies synonyms and antonyms for given common words -- (good place to introduce thesaurus)

**Factual Material  
Comparison and Contrast**

- identifies similar or parallel situations or events in analogous situations - (particular application in social science) -- much teacher direction
- relates situation or information to analogous personal experience or information

**Fourth Grade**

**Child:**

- supplies synonyms or antonyms for given common words, using a thesaurus
- identifies similar or parallel situations or events in analogous situations (particular application in social science) -- much teacher direction
- begins to determine criteria for similarities and differences -- in group discussion
- tabulates statements that are paired either as comparisons or contrasts -- in group discussion

**Fifth Grade**

**Child:**

- identifies similarities and differences of events, situations, and groups
- determines if paired examples are analogous
- compares and/or contrasts information to facts from another previously acquired source -- with teacher direction
- participates in tabulating facts that are useful in making generalized comparison/contrasting statements (cultural attributes, results of science experiments, etc.)
- identifies words and/or phrases which are typically used in comparing and contrasting items and ideas -- in group discussion

**Sixth Grade**

**Child:**

- identifies similarities and differences of events, situations, and groups

- compares and/or contrasts his information with facts from another previously acquired source — with teacher direction
- participates in tabulating facts that are useful in making generalized comparison/contrasting statements (cultural attributes, results of science experiments, etc.)
- identifies words and/or phrases which are typically used in comparing and contrasting items and ideas — in group discussion
- makes a valid statement involving comparison/contrast — after group discussion

### Seventh Grade

#### Child:

- uses understanding of indicator words/phrases to identify material organized in comparison/contrast format
- participates in group tabulation of information, using comparison/contrast as a format
- discovers simple analogous situations or examples in material read

### Eighth Grade

#### Child:

- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast
- determines appropriateness of comparison/contrast in organizing information — with teacher direction
- identifies similar or dissimilar statements from more than one source when locating information on a specific topic
- differentiates between valid and invalid analogies — with teacher direction
- formulates a generalization after identifying a series of comparisons — with teacher help

## Classification and Categorization

Kindergarten

## Child:

- sorts concrete items into sets using a variety of attributes or characteristics
- identifies item that does not belong when given a series of objects, pictures, or symbols, one of which is dissimilar
- identifies items that are the same when given a series of objects, pictures, or symbols, two of which are alike

First Grade

## Child:

- continues to classify objects using an increasing number of attributes or characteristics
- uses key word/idea to develop related vocabulary (mood words, holiday words, etc.)
- identifies the disparate word and states reasons when given a group of words, one of which is dissimilar in category
- begins to distinguish between real and fanciful situations -- with teacher direction

Second Grade

## Child:

- distinguishes between real and fanciful situations, giving reasons
- identifies the disparate word and states reasons when given a group of words, one of which is dissimilar in meaning or category
- classifies words in categories of general meaning, such as color words, animal words, etc.
- suggests additional words which belong in a particular category

Factual Material  
Classification and Categorization

Third Grade

Child:

- classifies and categorizes with words as well as with objects
- begins to organize facts into broad categories (facts about oil, facts about Puritans, etc.)

Fourth Grade

Child:

- determines the common characteristic of a list of items -- through group discussion
- classifies with words, facts, and ideas as well as with objects
- applies classification skill to content areas such as science, grammar, etc., -- in group discussion -- teachers should create awareness of the process with students

Fifth Grade

Child:

- lists a significant number of attributes of a given object or idea -- in group discussion
- determines the common characteristic of a list of items -- through group discussion
- classifies objects or ideas according to common attributes
- contributes to group application of classification/categorization activities (cultural attributes in social science, phyla, etc., in science)

Sixth Grade

Child:

- lists a significant number of attributes of a given object or idea
- determines the common characteristic of a list of items -- working in a small group



- classifies events, situations, and ideas according to common attributes
- categorizes facts preliminary to determining main idea or generalization

### Seventh Grade

#### Child:

- lists a significant number of attributes of a given object or idea
- determines the common characteristic of a list of items
- classifies information/facts into categories as he reads
- uses classification/categorization of facts as basis for a tentative generalization -- with teacher direction

### Eighth Grade

#### Child:

- uses ability to classify to determine irrelevant information
- categorizes information from more than one source under appropriate main heading -- with teacher direction
- uses classification/categorization of facts as basis for stating a generalization as a main idea

## Generalizations and Conclusions

Skills are not listed for kindergarten, first, and second grades because generalizing is such a high-level skill that no preliminary instruction can be identified prior to third grade.

Third Grade

Child:

- participates in discussion leading to a generalized statement - must be preceded by classifying - use common attribute as basis for generalization — with teacher guidance

Fourth Grade

Child:

- participates in discussion leading to a generalized statement, and begins to identify supportive evidence — much teacher guidance

Fifth Grade

Child:

- determines which are the inclusive statements and which are specific when given generalized statements and specific statements — in group discussion
- participates in tabulating facts that are useful in making generalized comparison/contrasting statements (cultural attributes, results of science experiments, etc.)
- participates in discussion identifying evidence leading to a given generalization
- develops word clues that are typically used in generalizations, such as: all, most, etc. — much teacher direction
- participates in tabulating facts suggesting possible generalizations — much teacher direction

Sixth Grade

Child:

- participates in tabulating facts that are useful in making generalized comparison/contrasting statements (cultural attributes, results of science experiments, etc.)

## Factual Material Generalizations and Conclusions

- tabulates related direct statements (specific facts) which may be used as a basis for a general statement — working in a small group
- identifies a generalization in material heard or read — in group discussion
- attempts to apply both types of reasoning, inductive and deductive, when dealing with information — with teacher direction:
  1. Inductive — facts → main idea
  2. Deductive — main idea → supporting evidence

### Seventh Grade

#### Child:

- lists facts from a factual passage and suggests logical generalization or main idea — with teacher direction
- differentiates between a generalization and a stated fact
- uses classification/categorization of facts as basis for suggesting a generalization — with teacher direction
- suggests substantiating facts needed when given a generalization stated as an hypothesis — teacher direction
- suggests valid/invalid cause/effect information or conclusions for a specific passage

### Eighth Grade

#### Child:

- uses classification/categorization of facts as basis for suggesting a generalization
- formulates a generalization after identifying a series of comparisons
- suggests a logical conclusion or generalization for given evidence
- determines facts or evidence needed to support a main idea or generalization

- states a conclusion and/or generalization as an hypothesis and suggests appropriate references and/or processes by which to develop supporting evidence (particular application in science)
- participates in group identification of information on which author's conclusions are based
- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary or generalization statement, or comparison/contrast

Inference

First Grade

Child:

- uses pictures or similar media as basis for suggesting information
- participates in group discussion exploring ideas gained from reading

Second Grade

Child:

- uses pictures or similar media as basis for suggesting information
- participates in group discussion exploring ideas gained from reading

Third Grade

Child:

- contributes to a group listing of facts that are provable by observation or experimentation
- suggests statements on a given topic that might be proved

Fourth Grade

Child:

- contributes to a group listing of facts that are provable by observation or experimentation
- suggests statements about a given topic that might be proved
- differentiates between fact and opinion -- with teacher guidance

Fifth Grade

Child:

- distinguishes between stated information and information that he believes is true

Factual Material  
Inference

- identifies facts or sources on which his opinion (inference) is based — much teacher direction

Sixth Grade

Child:

- distinguishes between stated information and information that he believes is true (inference)
- identifies facts or sources on which his opinion (inference) is based — much teacher direction

Seventh Grade

Child:

- discriminates between stated and inferred facts — with teacher direction
- classifies statements in a passage as fact, opinion, or inference — in group discussion
- relates inferences he makes to stated facts he has read

Eighth Grade

Child:

- classifies statements in a passage as fact, opinion, or inference
- relates inferences he makes to stated facts he has read
- discriminates between stated and inferred facts

Vocabulary Development

Kindergarten

Child:

- builds and broadens knowledge of words relevant to his experiences (holiday, summer, audience, helper) -- in group discussion

First Grade

Child:

- builds and broadens knowledge of words relevant to his experiences (holiday, summer, audience, helper) -- in group discussion
- uses words connected with content areas being studied

Second Grade

Child:

- develops in-depth meaning of key words associated with a topic, key words such as gravity, friction, group -- through experimentation, teacher-directed discussion, and reading
- contributes to discussion of varied meanings of words according to context, such as walk, light, etc.

Third Grade

Child:

- uses context clues as aids in identifying meanings of words
- participates in group identification of words which are significant to the specific content being studied and develops an awareness of italics, bold type, etc.
- understands technical terms used in content reading -- through emphasis in class discussion

Factual Material  
Vocabulary Development

Fourth Grade

Child:

- continues to use context clues to learn meanings of words
- participates in group identification of words which are significant to the specific content being studied and develops an awareness of italics, bold type, etc.
- recalls and uses specialized vocabulary

Fifth Grade

Child:

- identifies key words in an informational passage
- uses the specific vocabulary of a content area in speaking and writing
- participates in group development of relationship of key words as an aid to organizing information and locating needed information (structured overview)
- contributes to paraphrasing of a factual passage, demonstrating his understanding of language used in content writing -- much teacher direction

Sixth Grade

Child:

- identifies key words in a factual passage
- uses the specific vocabulary of a content area in speaking and writing
- participates in group development of relationship of key words as an aid to organizing information and locating needed information (structured overview)
- contributes to paraphrasing of a factual passage, demonstrating his understanding of language used in content writing
- uses key words as an aid in locating needed information



Seventh Grade

Child:

- identifies key words in a factual passage
- determines appropriate method for building meaning of key words
- participates in group development of relationship of key words as an aid to organizing information and locating needed information (structured overview)
- uses key words as aid in locating needed information
- paraphrases a passage, demonstrating understanding of content

Eighth Grade

Child:

- identifies key words in a factual passage
- determines appropriate method for developing meaning of key words
- makes his own structured overview when given key words, demonstrating understanding of the relationship of content words
- demonstrates understanding that he must have precise meaning for technical or content vocabulary
- paraphrases a passage, demonstrating understanding of vocabulary content

General Guidelines Concerning  
Format of Information Section

In teaching children to handle information and critical thinking, there are other skills which must receive attention. These have been organized into:

Acquiring Information

Listening

Locating Sources of Information

Using Resources of Media Center

Using Books

Using the Dictionary

Recording Information

Taking Notes

Keeping and Organizing Papers and Notebook

Proofreading

Communicating Information

Oral Form

Written Form

Because Language Arts is such an interrelated body of knowledge and skills, topics in the Information Section do not purport to be all-inclusive. "Communicating Information in Written Form" is correlated with all four sections of Grammar — Mechanics, Usage, Sentence Structure, and Composition. It also receives much attention in the Handwriting and Literature sections. Rather than treat each skill as a separate entity, the Guide acknowledges that each is interdependent upon others.

## Information

The skills itemized here are implemented in all areas of the curriculum. Responsibility for initial instruction will rest with the Language Arts or English teacher, but responsibility for continued instruction and implementation will be assumed by all teachers.

Listening

Kindergarten

Child:

- discriminates between sounds in his environment
- reproduces a tapping pattern or similar pattern
- distinguishes between high-low, soft-loud, near-far sounds
- identifies rhyming sounds
- associates consonant sounds at beginning of word with appropriate symbol
- responds to questions
- follows one or two-step oral instructions
- listens to a story
- attends to a task, resisting distraction by aural stimuli

First Grade

Child:

- listens and responds in conversation with teachers and peers
- focuses on clue words used by teachers in giving simple instructions
- discriminates between sounds needed in phonetic analysis
- identifies rhyming elements
- follows two or three-step oral instructions, in sequence
- recalls important elements after listening to a story

Second Grade

Child:

- writes from dictation

Acquiring Information  
Listening

- follows two or three-step oral directions
- focuses on a task, ignoring extraneous aural stimuli
- responds accurately to an increasing number of words used in giving instructions
- listens to and delivers a simple message accurately
- listens in small and large group discussion, enabling him to participate
- discriminates between sounds needed in phonetic analysis

Third Grade

Child:

- follows oral directions when order is necessary to accomplishing a task
- retains oral instructions for a longer period of time
- focuses attention in both small and large group discussion
- writes from dictation
- delivers oral messages accurately
- listens for information he needs when a series of instructions is being given

Fourth and Fifth Grade

Child:

- continues to use third grade skills in more complex situations

Sixth Grade

Child:

- continues to use third grade skills in more complex situations
- listens and retains without visual reinforcement

Seventh and Eighth Grade

Child:

- continues to use third grade skills in more complex situations
- listens and retains without visual reinforcement
- listens to take notes on most important information

Locating Sources of Information

Kindergarten

Child:

- observes items and events in his environment, questioning and commenting upon those things that interest and/or concern him
- uses pictures, real objects, and aural stimuli as resources to increase his fund of knowledge
- finds activities in the classroom which spark his curiosity or challenge him
- employs all senses to gain information

First Grade

Child:

- continues to use kindergarten level resources for locating information
- participates in class discussion to increase understanding of topics on which more information is needed

Second Grade

Child:

- turns to books and audio-visual material as sources of information
- locates specific information in a given source (such as reading book) -- with teacher direction

Third Grade

Child:

- uses non-fiction section of media center as source for information -- with teacher direction

## Acquiring Information Locating Sources

- notes illustrations as valuable source of information
- suggests possible sources for finding information he needs

### Fourth Grade

#### Child:

- differentiates between fiction and non-fiction using non-fiction as resource for information
- turns increasingly to media center when information is needed, using audio-visual resources as well as books
- begins to assume responsibility in using table of contents to locate section of book he needs

### Fifth Grade

#### Child:

- begins to differentiate between types of information to be gained from various resources with which he is familiar
- uses card catalog as an aid to locating information
- locates pertinent information on a topic in a given source
- checks table of contents of a book to see if it contains information related to his needs
- reads graphs and tables accurately

### Sixth Grade

#### Child:

- employs observation, interviewing, and experimentation as alternative forms to written material in locating information
- uses table of contents, index, chapter headings, and topic sentences as aids in locating information
- defines his problem as a preliminary step to looking for appropriate resources
- skims for overview of information in a section of material to be read



- notes sources, listing information such as title, author, and page number

### Seventh Grade

#### Child:

- scans section of book to determine if it contains needed information
- uses charts, graphs, tables, illustrations, and footnotes in books as appropriate sources of information
- determines appropriate reference for type of information needed
- uses multiple sources as cross reference to accurate information

### Eighth Grade

#### Child:

- works independently in media center, using appropriate sources for information needed
- varies reading rate according to purpose, skimming to locate answers to specific questions, scanning to determine if source contains information needed
- uses bibliography as resource for additional information
- locates information through the use of broad and narrow categories when given a specific assignment
- relates information from more than one source in organizing information on a specific topic
- questions authenticity or validity (copyright date) of resource

Philosophy and Policy Concerning Use of Media Centers

1. That which is taught effectively as a library skill cannot be taught in isolation. It must be related to classroom activities and/or curriculum and must have immediate application or implementation.
2. There must be cooperative planning between media center specialist and teacher if use of media center is to be of optimum value.
3. Use of the media center will be on scheduled and non-scheduled bases.
4. There should be a continuum of skills, with review of previous instruction and addition of new skills at each succeeding grade level.
5. Flexibility of scheduled time is desirable when possible.
6. Media centers should be utilized for sustained reading.
7. There should be continued emphasis on the variety of materials available.
8. When children enter high school, they should:
  - a. be independent in the use of the card catalog
  - b. understand classification method of the Dewey decimal system
  - c. make efficient use of parts of a book
  - d. choose appropriate resource for type of information needed
  - e. use multiple sources, when appropriate
9. Students receive instruction and assistance so that they can make maximum use of the media center.
10. Teacher must be responsible for checking to see that information is readily available before making an assignment.

Using Resources of Media Center

Kindergarten

Child:

-after instruction, is able to:

1. Call media specialist by name
2. Locate the area containing easy books
3. Pick out a book from the collection
4. Demonstrate the following steps in the proper handling of books:
  - a. how to open books
  - b. how to turn pages
  - c. how to properly retrieve a book
  - d. how to return a book to the shelf
  - e. how to keep books from younger brothers, sisters, and pets when children check out books to take home.
  - f. how to protect books from rain and snow

-listens to a story

First Grade

Child:

-practices proper care of books

-checks out books

-returns books on time

-uses following criteria for book selection:

1. Does the book interest me?
2. What am I going to do with it?
  - look at pictures
  - take it home and ask to have it read to me
  - take it to the room for teacher to read to me
  - read it myself

-listens to a story

-watches filmstrips

Acquiring Information  
Media Center

Second Grade

Child:

- is aware of layout of media center
- differentiates between the following types of books:
  1. Fiction
  2. Non-fiction
  3. Biography (as a type of non-fiction)
- follows procedures appropriate to the following areas:
  1. Audio-visual section
  2. Book section
  3. Periodical section
  4. Circulation desk
- visits media center independently
- reads new books and rereads old favorites

Third Grade

Child:

- is developing an awareness of location of non-fiction books which have personal interest for him
- differentiates between specific areas of non-fiction, using those books to pursue personal interests and/or to find information needed in school work
- after instruction, is aware of the following categories of books and their locations in the media center:
  1. Biography
  2. Collective biography
- uses audio-visual materials
- uses table of contents to locate chapter or section of book he needs
- reads a variety of books

Fourth Grade

Child:

-after instruction, uses card catalog in increasingly complex ways:

1. Identifies the following types of cards:
  - a. author
  - b. subject
  - c. title
  - d. "see"
2. Demonstrates awareness of location and meaning of classification symbols on catalog cards, and uses symbol to find location of book on shelf.
3. After consulting "The Color Key for the Card Catalog", distinguishes between the following cards and the type of media they refer to:
  - a. books (plain)
  - b. filmstrips (green band) FS
  - c. recordings (orange band) Rec., RA and Ta.
  - d. realia (brown band) Re.
  - e. study prints (pink band) SP
  - f. transparencies (yellow band) Tr.
  - g. kits (solid green) K
  - h. vertical file (solid orange) VF
  - i. films and filmloops (blue band) F
  - j. games (cherry band) Ga.
  - k. programmed material (purple band) PM

-uses indices to encyclopedia

-uses almanacs when these are best reference for information needed

Fifth Grade

Child:

-uses appropriate procedures for working in media center and borrowing materials

-after review, uses information found in card catalog:

1. Author, title, subject cards
2. Call number - meaning and key to locating materials

Acquiring Information  
Media Center

3. Color banding
4. Parts of book and relationship to information on card
5. Cross reference cards

-understands color coding and abbreviations for a.v. materials above classification number

-understands annotations and tracings on the catalog card

-understands series cards

-uses vertical file

-after review, relates major divisions of Dewey decimal system to location of materials in the media center

-uses sub-divisions of Dewey decimal system as they are necessary to locate information needed

-after review, locates books needed in:

1. Collective and individual biography
2. Fiction
3. Reference section

-extends use of media center to include a greater variety of reference materials

-selects, with aid of teacher and media specialist, specific reference which is most appropriate source of information

-uses a.v. hardware and software independently

Sixth Grade

Child:

-understands arrangement of media center including sub-divisions according to Dewey decimal system

-uses card catalog to locate materials needed

-continues to increase number of reference materials he can use to find information needed

-uses a.v. materials

Seventh Grade

Child:

-understands arrangement of media center:

1. Charging desk
2. Book return
3. Card catalog
4. Encyclopedias, dictionaries, and other reference materials
5. Vertical file
6. Reader's Guide and periodicals
7. Fiction and non-fiction shelves
8. Audio-visual materials

-borrows materials, using appropriate procedures for each of following categories:

1. Books
2. Reference materials
3. Periodicals
4. Audio-visual software

-understands types of material in media center, major divisions and subdivisions according to Dewey decimal system, and call numbers as key to locating materials

-locates following materials on shelves, exhibiting understanding of various shelf arrangements:

1. Biography
2. Story collection
3. Fiction
4. Reference

-uses card catalog as a guide to locate materials in the media center, demonstrating understanding of:

1. Alphabetical arrangement
2. Author, title, subject, and cross reference cards
3. Procedure for location of book
4. Proper retrieval of book (call number, filling out slip, locating book on shelf, marking place)
5. Color coding

-uses various parts of non-fiction book, such as index, glossary, index of illustrations

Acquiring Information  
Media Center

-uses following reference materials for needed information:

1. Encyclopedias
2. Atlases
3. Dictionaries - abridged and unabridged
4. Reader's Guide to Periodical Literature
5. Webster's Geographical Dictionary
6. Encyclopedia of Nations, Lands, and People
7. Famous First Facts
8. Bartlett's Familiar Quotations
9. Almanacs

-uses audio-visual materials

Eighth Grade

Child:

- uses proper procedures for borrowing materials
- locates all types of books in media center
- uses card catalog
- chooses appropriate reference material
- selects from an increasing number and variety of resources



Using Books

Kindergarten

Child:

- can locate beginning of picture book, and knows how to look through it

First Grade

Child:

- has basic knowledge of format of book
- can locate beginning of book and knows how to look through book
- can locate title and author of book
- uses table of contents to locate page number of story or chapter needed — with teacher direction

Second Grade

Child:

- uses table of contents to locate chapters and/or sections of book

Third Grade

Child:

- continues to use table of contents to locate chapters and/or sections of book

Fourth Grade

Child:

- differentiates between fiction and non-fiction books
- uses table of contents to locate information concerning a given topic
- determines meaning and pronunciation of terms by using the glossary

## Acquiring Information Using Books

### Fifth Grade

#### Child:

- uses table of contents to locate information concerning a given topic
- uses index to locate specific information
- determines meaning and pronunciation of terms by using the glossary

### Sixth Grade

#### Child:

- uses index to locate specific information
- notes headings, titles, and variety of print as clues to relative importance of information

### Seventh Grade

#### Child:

- notes headings, titles, and variety of prints as clues to relative importance of information
- differentiates between appropriate use of table of contents and index
- refers to index of illustrations, maps, charts, etc.
- reads footnotes and is aware of variant footnoting procedures

### Eighth Grade

#### Child:

- understands significance of information on title page (copyright date, author, etc.) and its correlation with card catalog
- refers to index of illustrations, maps, charts, etc.
- reads footnotes and is aware of variant footnoting procedures
- refers to appendices and understands variants according to type of book
- is aware of bibliography as a source of additional material

Using the Dictionary

Kindergarten

Child:

- says name of letter; associates symbol and sound of letter

First Grade

Child:

- knows alphabet in order

Second Grade

Child:

- uses picture dictionary

Third Grade

Child:

- alphabetizes, using as many as three letters of a word
- is introduced to use of guide words as an aid to locating entry word
- is introduced to key words and their diacritical markings, with emphasis on long, short, and schwa sounds
- selects appropriate definition corresponding to context of sentence he has heard or read — with teacher supervision

Fourth Grade

Child:

- understands entry words, their syllabication and heavy stress marks
- finds desired word, using division of dictionary into three or four sections as an aid

## Acquiring Information Using Dictionary

- selects appropriate definition corresponding to context of sentence he has heard or read -- with teacher supervision
- uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech -- with teacher direction
- consults diacritical key to determine pronunciation of relatively familiar words
- uses guide words to assist in locating entry words
- is introduced to thesaurus as appropriate resource for synonyms and/or antonyms

### Fifth Grade

#### Child:

- selects appropriate definition when choice is available, corresponding to context of sentence he has heard or read -- with teacher supervision
- uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech -- with teacher direction
- consults dictionary for correct spelling or to determine which of two alternative spellings and/or pronunciations is preferred
- differentiates between alternative pronunciations as determined by use
- understands difference in usage between thesaurus and dictionary
- becomes aware of etymology of words as need or interest dictates
- uses dictionary to determine syllabication
- expands understanding of entry words to include:
  1. Root words
  2. Proper nouns
- develops awareness of the sections of a dictionary, in addition to the entry words, which contain other information, such as:
  1. Pronunciation symbols
  2. Abbreviations
  3. Biographical names

Sixth Grade

Child:

- selects appropriate definition corresponding to context of sentence he has heard or read
- expands understanding of entry words to include:
  1. Suffixes
  2. Prefixes
  3. Abbreviations
- uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech -- with teacher direction
- consults dictionary for correct spelling or to determine which of two alternative spellings and/or pronunciations is preferred
- differentiates between alternative pronunciations as determined by use
- understands difference in usage between thesaurus and dictionary
- uses diacritical legend and stress markings to pronounce unfamiliar words (emphasis on long, short, and schwa)
- becomes aware of etymology of words as need or interest dictates
- develops awareness of the sections of a dictionary, in addition to the entry words, which contain other information, such as:
  1. Pronunciation symbols
  2. Abbreviations
  3. Biographical names

Seventh Grade

Child:

- selects appropriate meaning corresponding to context of sentence he has heard or read
- uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech
- uses dictionary to determine correct spelling

## Acquiring Information Using Dictionary

- uses diacritical legend and stress markings to pronounce unfamiliar words (emphasis on long, short, and schwa)
- participates in study of etymology as an aid to vocabulary development, with stress on extensive "families" of words
- uses thesaurus as appropriate resource for synonyms and/or antonyms and as a means to extend vocabulary
- develops awareness of the sections of a dictionary, in addition to the entry words, which contain other information, such as:
  1. Pronunciation symbols
  2. Abbreviations
  3. Biographical names

### Eighth Grade

#### Child:

- selects appropriate meaning corresponding to context of sentence he has heard or read
- uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech
- uses diacritical legend and stress markings to pronounce unfamiliar words (emphasis on long, short, and schwa)
- participates in study of etymology as an aid to vocabulary development, with stress on extensive "families" of words
- uses thesaurus as appropriate resource for synonyms and/or antonyms and as a means to extend vocabulary
- develops awareness of the sections of a dictionary, in addition to the entry words, which contain other information, such as:
  1. Pronunciation symbols
  2. Abbreviations
  3. Biographical names
- uses dictionary as an appropriate reference tool

## Taking Notes

In determining a sequence of skills for taking notes, there should be an awareness on the part of the teacher of the goals that we are trying to reach. Sometime during high school we want most children to be able to:

1. Write down important points from textbook material
2. Record information from various sources in preparation for writing a paper
3. Record information that they gain from lectures, discussions, or media presentations in the classroom

Correlated with the skill of taking notes is the ability to identify main ideas and most important facts. For this reason, expectations for taking notes must be delayed until the teacher is certain that a child's critical reading and thinking skills enable him to know what is important, and should be written. A teacher modeling correct procedures and enumerating for the child important data are two approaches. It is essential that teachers clarify with children why they take notes.

Fourth Grade

Child:

-observes and contributes to notes taken by teacher from following sources:

1. Passage of reading
2. Media - films, filmloops, filmstrips, pictures
3. Observation of realia or experiment

Fifth Grade

Child:

-observes and contributes to notes taken by teacher from following sources:

1. Passage of reading
2. Media - film, filmloops, filmstrips, pictures
3. Observation of realia or experiment

-records results of experiment or observation of an occurrence — with a partner

Sixth Grade

Child:

-records important facts from a short reading passage, pictures, filmstrips, and/or charts — with a partner

Seventh Grade

Child:

-learns from watching and imitating a teacher taking notes from reading material

-takes notes independently on short passages of media or printed material, comparing results in large group discussion — with teacher structure

-practices a variety of techniques of taking notes — with teacher supervision



Recording Information  
Taking Notes

Eighth Grade

Child:

- learns from watching and imitating a teacher taking notes from discussion or informal lecture
- takes notes from printed material and/or media with a limited amount of teacher structure
- selects format for taking notes that seem most sensible or appropriate after determining organizational format of material he is studying

Keeping and Organizing  
Papers and Notebook

Orderliness and appropriate organization of material are prerequisites for optimum student achievement. If children can be instructed in procedures for keeping their materials in order, we may be helping them more than we realize.

First Grade

Child:

-has papers in order until work is completed and handed in

Second Grade

Child:

-has papers in order until work is completed and handed in

Third Grade

Child:

-has papers in order until work is completed and handed in

Fourth Grade

Child:

-saves a group of important papers, keeping them in order and available for use

-prepares a notebook for a specific purpose -- over a short period of time

Fifth Grade

Child:

-prepares a notebook for a specific purpose -- over a short period of time

-keeps a notebook for a content area, organizing it for his use for study or reference -- more extended period of time

Recording Information  
Keeping Notebook

Sixth Grade

Child:

- keeps a notebook for a content area, organizing it for his use for study or reference — more extended period of time
- keeps a personal log for a two or three week period of time

Seventh Grade

Child:

- keeps materials organized in a notebook by subject areas — after receiving instruction

Eighth Grade

Child:

- maintains organized notebook containing papers needed in various subject areas
- completes a structured notebook, designated to cover a particular unit or specific use (such as open-book test), including table of contents

## Proofreading

Primary

## Child:

- writes to record/communicate what he wants to say
- participates in group analysis of a good paragraph in which there are specific common errors to be correct
- shares his writing with others

Fourth Grade

## Child:

- proofreads for one type of error, e.g. - ending punctuation, commas, capitalization — after instruction in techniques

Fifth Grade

## Child:

- proofreads one paragraph to make it "perfect" (no mistakes in grammar or mechanics) — after review

Sixth, Seventh, Eighth Grade

## Child:

- uses proofreading techniques from previous years, self-correcting more extended passages
- understands symbols used by teachers in correction of written work:

When it is necessary to correct written material, the following symbols will be used by all teachers so that markings will have consistent meaning to students:

Not clear	?	Wrong word	WW
Awkward	K	Wrong tense	Tense
Better word	BW	Wrong case	Case
Spelling	Sp.	Misplaced	
Punctuation	P	modifier	MM
Capitalization	Cap.	Comma fault	CF
Paragraph	¶	Sentence	
Word Division	Syl.	fragment	Frag.
Redundancy	Red.	Run-on	
Omission	^	Sentence	RO
Agreement	Agr.	Shouldn't	
		use abbrev.	wr

Communicating Information

Oral Form

Kindergarten

Child:

- expresses ideas in thought units
- uses accurate names for objects in his environment
- verbalizes reactions concerning activities in which he is engaged
- relates experiences and observations

First Grade

Child:

- communicates information through informal activities
- participates in small group, peer to peer, and child to teacher discussion
- responds to questions, relating information concerning a topic

Second Grade

Child:

- recounts information concerning observations, experiences, or reading
- describes objects, events, and experiences
- incorporates technical or content words in discussion
- participates in discussion activities

Third Grade

Child:

- participates in structured informal presentations of information, such as science experiments, reports of social science projects, etc.

Communicating Information  
Oral Form

- contributes to group discussion of a specific topic or problem -- with teacher participation

Fourth Grade

Child:

- gives simple instructions in correct sequence
- contributes relevant comments to group discussion of a given problem or topic
- participates in structured informal presentations of information, such as science experiments, reports of social science projects, etc.
- contributes to group discussion of a specific topic or problem -- without teacher participation

Fifth Grade

Child:

- contributes to group discussion of a specific topic or problem -- without teacher participation
- gives informal speech, incorporating information for a specific purpose, such as giving instructions, describing object or event, etc.
- participates in small-group discussion, using specific small-group discussion techniques
- explains, orally, a process or procedure with which he is well acquainted
- organizes facts to defend an opinion -- in group discussion

Sixth Grade

Child:

- contributes to group discussion of a specific topic or problem -- without teacher participation

- gives informal speech, incorporating information for a specific purpose, such as giving instructions, describing an object or event, etc.
- organizes facts to defend an opinion — in group discussion
- leads small-group discussion, using specific small-group discussion techniques
- assumes responsibility for reporting informally to the class on a specific, well-defined topic
- uses multi-media aids in conjunction with informal oral reports

### Seventh Grade

#### Child:

- participates in panel discussion of a specific topic
- understands and uses structured format for a short, informative speech
- participates in small-group discussion, as leader, participant, recorder, or observer

### Eighth Grade

#### Child:

- gives structured speech to class
- gives a short, informative speech, incorporating media and/or charts and graphs, etc.

Communicating Information

Written Form

Kindergarten

Child:

- contributes to group "experience chart"

First Grade

Child:

- contributes to group "experience chart"

Second Grade

Child:

- writes informally concerning information he has gained from observation, experiences, or reading
- finds and writes answers to specific questions -- with teacher direction

Third Grade

Child:

- writes answers to specific questions when given a textbook source
- participates in group listing of information on a given topic

Fourth Grade

Child:

- records results of an experiment, using appropriate form -- with a partner
- finds and writes answers to specific questions when given suggestions for resources



Communicating Information  
Written Form

Fifth Grade

Child:

- writes a short, informative passage incorporating information he has gained, after reading several resources for information
- tabulates information under correct category when given a basic structure (such as outline or headings for a table) -- with teacher direction

Sixth Grade

Child:

- writes a short informative passage incorporating information he has gained, after reading several resources for information
- tabulates information under correct category when given a basic structure (such as outline or headings for a table) -- with teacher direction
- constructs a short essay on a factual topic

Seventh Grade

Child:

- participates in group outlining of information on a given topic
- constructs a short essay on a factual topic
- writes a short paper incorporating information which has been given to him in outline form

Eighth Grade

Child:

- organizes information into appropriate structure, such as an outline, preparatory to writing -- with teacher guidance
- uses appropriate organizational format in presenting information in written form - e.g. - cause/effect, sequential, main idea/supporting evidence, facts/summary statement
- constructs a short essay on a factual topic
- constructs a written report on a given topic, using outline or other organizational pattern as guide

General Goals and Aims  
in Literature

The study of literature should:

1. Increase a child's knowledge
2. Promote an appreciation of language
3. Provide enjoyment and leisure-time activity
4. Help a child understand himself and others (and develop ethical standards)
5. Develop a knowledge of and an appreciation for all cultures, with emphasis on diverse American cultures
6. Encourage further creative endeavor in the arts and writing
7. Provide a basis from which a child can develop his own value judgments and ethical standards
8. Provide skills which will enable a child to make judgments and form logical conclusions

## Affective Domain

Teacher Expectancies

## Teacher:

- is enthusiastic about literary material
- keeps uppermost in her mind that literature is to be enjoyed
- continually broadens her knowledge of children's stories and poems
- recognizes and encourages the interests and abilities of each child
- is acquainted with different types of activities, visual aids, and other resources to build a child's interest in literature
- recognizes the value of providing time for exploration of literary materials as a rewarding form of recreation
- recognizes and accepts a child's values and his right to like or dislike literary materials
- continually broadens understanding of the cognitive elements of literature in order to develop a child's appreciation of literary materials
- recognizes that a child must begin with his own experiences and background
- helps the child develop skill in selecting material that is appropriate to his maturity level

Affective Domain

Child Expectancies

Child:

- feels successful and happy about his experiences in literature
- grows from enjoyment to appreciation of literature by:
  1. Asking questions as to authenticity of material
  2. Distinguishing types of literature
  3. Recognizing works of authors and illustrators
  4. Recognizing that literature gives insight into human thought and action
  5. Applying this insight to his own life
  6. Continuing to seek new understandings
  7. Understanding the cognitive elements of literature
- broadens his interest in literary materials
- expresses ideas, opinions, and personal values regarding literary materials
- selects material that is commensurate with his maturity level

Cognitive Domain

Teacher Expectancies

Teacher:

- proceeds from broad to specific instruction in elements of literature
- modifies expectations to child's level of achievement
- continually assesses child's understanding and perception
- assists child in selecting materials appropriate to his level of instruction
- provides a variety of activities to help a child gain understanding of cognitive elements of literature

Child Expectancies

Child:

- recognizes that there are elements of literature such as plot, setting, and characterization
- learns the terminology of literature and uses it with relative ease
- identifies various types of literature
- moves from literal to creative abstractions (symbolism, allegory)
- relates cognitive elements of literature to the people and situations in his own world

## Cognitive Elements of Literature

Plot-Sequence

Setting

Characterization

Literal Meaning

Vocabulary Development

Mood

The cognitive elements are developed sequentially in this section, with the understanding that their importance is no greater than the enjoyment and appreciation of literature. As in other sections of the Guide, instruction is based on review and maintenance of previous skills. Expectations should be realistic for most children in a class, but must be modified for children significantly above or below the norm.

Skills are listed, by element, from kindergarten to sixth grade. Their instruction is continued in the seventh and eighth grade, but within the context of a study of genre. For this reason expectancies at the Junior High School level are listed in the following section, as are child expectancies and teaching strategies for each grade at the elementary level.

Plot-Sequence

Kindergarten

Child:

- retells a story or other appropriate literary material in sequence
- participates in group dictation of a sequential experience story
- reconstructs his personal experiences in sequence

First Grade

Child:

- tells a well-known story in sequence
- tells a personal experience in appropriate order
- identifies the beginning, middle, and end of a story
- creates stories to correspond with illustrations in a picture book
- writes a sentence describing the action in each of a set of three sequential pictures

Second Grade

Child:

- tells a story he has read in sequence
- places given events in beginning, middle, and end sequence
- draws three pictures and tells an accompanying story
- suggests possible outcomes in a story situation

Third Grade

Child:

- identifies significant events in a story that he has heard or read

Literature  
Plot-Sequence

- suggests possible causes and/or results of an important event in a story
- lists events in chronological order, contributes to an agenda or time chart, or keeps a simple journal of a day's activities
- participates in small-group discussion of chronological events in a story
- tells or dictates an original story that has sequential elements

Fourth Grade

Child:

- locates direct time clues
- identifies chronological order, if order is important to the narrative
- distinguishes between story told in chronological order and non-chronological order
- locates causes and results of significant events in a story
- writes a personal experience in a logical sequence
- suggest the relative importance of events in a story

Fifth Grade

Child:

- selects events that he thinks are most significant in a story, giving reasons for his choices
- differentiates between direct and indirect time clues
- reads a time line
- locates causes and results of a given event/action
- writes an original cause/effect sequence



Sixth Grade

Child:

- makes a time line
- diagrams the plot of a story — pictorially
- writes a cause/effect anecdote
- given several contributing factors, suggests possible logical results
- contributes to a small-group development of a story that has a clearly defined plot
- keeps a journal or diary over a period of time

## Setting

Kindergarten

## Child:

- begins to realize there are environments that are similar and different from his own

First Grade

## Child:

- suggests the location of a story he has read or heard
- uses descriptive words in telling about his environment or that of an illustration or photograph
- participates in discussion of illustrations of stories

Second Grade

## Child:

- differentiates between real and fantastic settings
- relates characters to settings
- differentiates between types of settings -- (farm, city, home, work, school)
- given a setting, such as rural, city, home, suggests descriptive words which are appropriate
- begins to categorize settings by both time and space

Third Grade

## Child:

- identifies the time and place of a story
- locates words that describe a given setting in a story
- recognizes when action changes from one setting to another within a story

Literature  
Setting

- includes a description of the setting in a story he tells

Fourth Grade

Child:

- uses a variety of clues to identify time and place settings
- identifies changes of setting within a story
- writes a series of sentences describing a given setting
- identifies possible location of realistic narratives
- participates in compilation of a list of descriptive words or phrases appropriate to a given time, place, or situation

Fifth Grade

Child:

- locates setting clues
- determines if the setting had any effect on the story
- uses audio and/or visual effects to create a setting
- keeps a personal list of time and place clues that are particularly interesting
- writes a short passage describing a particular setting, using time and place clues
- locates specific clues that identify the location of an historical fiction selection

Sixth Grade

Child:

- identifies setting clues that help create mood
- suggests possible relationships between plot and setting
- compares settings from various stories
- writes a passage comparing two different settings

## Characterization

Kindergarten

Child:

- participates in discussions of characters from stories he has heard
- suggests possible emotions or reactions of story characters
- tells what a character in a story he has heard has done

First Grade

Child:

- suggests what characters in well-known stories do, look like, and feel
- suggests one or more reasons for believing a character is real or make-believe
- identifies characters in a story read or heard

Second Grade

Child:

- discriminates between real and fantastic environments, and can give reasons for believing if a character's actions seem sensible within that setting
- describes his or a friend's physical traits
- identifies characters in a story read or heard
- begins to relate a story character's obvious traits to people he knows

Third Grade

Child:

- distinguishes between real-life and fantastic characters, referring to evidence to support his views
- locates passages in which character's physical traits are described

Literature  
Characterization

- identifies the character related to a given action
- matches descriptive words or phrases with appropriate characters

Fourth Grade

Child:

- locates the physical description of a character
- selects central character in a story and gives reasons for selection
- locates/lists actions of central characters
- suggests what else a character might do in a situation and what he might do if the situation were changed
- writes a physical description of a character
- expresses characterization through various creative modes

Fifth Grade

Child:

- locates and lists physical characteristics of a given character
- identifies a character's feelings when they are stated in a story
- locates and lists a character's actions
- locates and lists what other characters say about the central character
- locates examples of how other characters act and react to the central character
- identifies the main character's actions that contribute to the plot
- writes a short descriptive passage comparing two characters

Sixth Grade

Child:

- lists personality traits of a character and states supportive evidence
- suggests personal experiences which might affect his reactions to character

- compares and contrasts characters in similar situations
- writes a character sketch
- gives examples demonstrating ways in which characters react to each other

Literal Meaning

Kindergarten

Child:

- begins to discriminate between sense and nonsense, and real and make-believe

First Grade

Child:

- continues to discriminate between sense and nonsense and real and make-believe
- restates idiomatic expressions in his own words, indicating that he understands their meaning
- uses context to determine appropriate meaning of words

Second Grade

Child:

- continues beginning skills of interpreting idiomatic expressions such as, "I'm counting on you."
- restates complex sentences in his own words — much teacher help
- identifies pronoun antecedents (referents)
- uses context to determine the appropriate meaning of words with variant meanings

Third Grade

Child:

- suggests variations of word meanings
- paraphrases idiomatic expressions
- states the simple meaning of a complex sentence — with much teacher direction
- identifies pronoun antecedents (referents)

Literature  
Literal Meaning

Fourth Grade

Child:

- distinguishes between stated details and what he thinks is true (inference)
- explores variations of word meanings
- paraphrases idiomatic expressions
- states the simple meaning of a complex sentence — with teacher direction
- locates supporting evidence to answer a given question or support a statement

Fifth Grade

Child:

- identifies and uses variations of word meanings according to context
- explores connotations of words
- explores the uses of dialect, slang, and colloquialisms
- states, in own words, meanings of complex sentences
- differentiates between fact and opinion in discussion of a story
- locates supporting evidence to answer a given question or support a statement

Sixth Grade

Child:

- uses context to determine variance of word meaning
- explores connotations of words
- locates the uses of dialect, slang, and colloquialisms in given passages
- locates supporting evidence in responding to a given statement, conclusion, or question



Vocabulary Development

Kindergarten

Child:

- names objects in his environment
- describes objects and people in environment
- uses words to describe feelings, actions, and places

First Grade

Child:

- develops sight vocabulary of those words that have meaning for him
- uses context clues of story to establish appropriate meanings of words
- expresses feelings and ideas in group discussion
- participates in dictation of experience story

Second Grade

Child:

- participates in discussions concerning meaning of words in stories heard and read
- increases reading vocabulary
- uses context clues to establish meanings of unfamiliar words
- identifies and uses descriptive words for objects, people, emotions, and places
- names and describes objects and people in his environment and beyond
- uses affixes and inflected forms of words to increase his vocabulary

Literature  
Vocabulary Development

Third Grade

Child:

- uses context clues to help establish word meanings
- increases reading and speaking vocabulary
- contributes to categorized word lists
- uses affixes and inflected forms of words to increase his vocabulary

Fourth Grade

Child:

- uses glossary to establish meanings of unknown words
- uses definitions in context to determine meanings of words
- uses thesaurus to expand word choice
- turns to dictionary to establish meaning of unfamiliar words
- uses root words and families of words to increase vocabulary

Fifth Grade

Child:

- uses glossary to establish meanings of unknown words
- uses context clues to determine word meaning
- uses thesaurus to expand word choice
- through reading and discussion, discovers increasingly diverse meanings of words
- identifies words from minority and/or foreign language
- uses root words and families of words to establish word meanings
- turns to dictionary to establish meaning of unfamiliar words

Sixth Grade

Child:

- analyzes passages using figurative language and/or idiomatic expressions to determine variant uses of words
- uses context clues to determine word meanings
- selects definition of a word having several meanings
- explores the origin of words
- builds word meaning through root words, affixes, and families of words
- increases understanding of affixes
- uses thesaurus, dictionary, and glossary as tools to aid in development of vocabulary

Mood

Kindergarten

Child:

- reacts to stories, poems, and songs through body language and dramatic play

First Grade

Child:

- uses words to describe how he feels about events and stories that he has heard
- reacts to stories, poems, and songs through body language, dramatic play, and creative art

Second Grade

Child:

- describes how he feels about events he has experienced and stories he has heard
- begins to use expression in retelling a story
- categorizes given words under basic moods

Third Grade

Child:

- uses creative modes to express his reaction to a story, record, or picture
- suggests words that can be used to create a mood

Fourth Grade

Child:

- suggests words that describe moods in various literary materials presented through different types of media

Literature  
Mood

- uses creative modes to express his reactions to stories, records, and pictures

Fifth Grade

Child:

- suggests words that describe moods in various literary materials presented through all types of media
- uses creative modes to express his reactions to stories, records, pictures, and films
- discriminates between various moods created in stories, records, and pictures

Sixth Grade

Child:

- suggests words that describe moods in various literary materials presented through all types of media
- uses creative modes to express his reactions to stories, records, pictures, and films
- discriminates between various moods created in stories, records, and pictures
- writes poetry or narrative passages that create a mood

General Statement of Policy for Handwriting

At this point there is no new Handwriting adoption. Until the Handwriting Committee has made a selection, teachers will continue to use current programs. When an adoption is made, probably January, 1975, the general guidelines for Handwriting will be those of the adopted series unless otherwise stated in the Language Arts Guide.

Formation of letters must be consistent with the adopted text. For that reason, all teachers will have a teacher's manual. Beyond that, purchase of additional materials such as student books, overlays, etc., will be determined by the staff of each school building.

There are specific district policies and guidelines in the Language Arts Guide. Many of these reflect current practices, but since there are some changes, it is important that teachers be aware of the Handwriting Section.

As is true when any new adoption is made, there will be many materials in the building which may or may not follow the new adoption. Please examine these materials carefully. If they are strictly hand-writing aids and are in conflict with the new program, they should be discarded.

Continuum of Skills

Handwriting

Kindergarten

Child:

- is aware of body parts
- exhibits understanding of directionality
- demonstrates understanding of words used in handwriting instruction, i.e., under, over, above, below, on, beside, before, after, left, right, first, next, between
- recognizes basic shapes
- draws basic shapes
- exhibits fine motor control
- traces over a variety of dotted forms
- recognizes letters of the alphabet

First Grade

Child:

- writes letters of the alphabet in manuscript using formations suggested by adopted handwriting text
- knows difference between lines and spaces
- understands words used in handwriting instruction
- leaves appropriate space between letters and words
- heads paper according to procedures established by the first grade teachers
- positions paper correctly, holds pencil correctly, and sits properly while writing

Second Grade

Child:

- writes in manuscript

## Handwriting

### Second Grade (cont'd)

#### Child:

- heads paper according to procedure established by second grade teachers
- positions paper correctly, holds pencil correctly, and sits properly while writing

### Third Grade

#### Child:

- transitions from manuscript to cursive handwriting
- reads cursive handwriting
- retains skill in writing manuscript
- heads paper and leaves margins according to procedures established by third grade teachers

### Fourth Grade

#### Child:

- writes and reads in cursive
- retains manuscript skill
- heads paper and leaves margins according to procedures established by group of teachers by whom he is instructed
- uses standard pencil and pen

### Fifth Grade through Eighth Grade

#### Child:

- retains skills in both manuscript and cursive
- Note to teachers: Be especially alert to policy pages



## Specific Additional Handwriting Policies

1. Transition to cursive writing is the responsibility of the third grade teacher. At the same time, skill in manuscript should be retained. Fourth grade teachers are responsible for intensive review of cursive skills and retention of manuscript. At the 5th grade level, and up, opportunities should be provided for selective practice and maintenance in both cursive and manuscript.
2. As a general rule, pens will not be used in third grade and during the first half of fourth grade. However, instruction in the use of pens should be provided during the second half of fourth grade and continued in fifth.
3. When cursive writing is being presented, it is essential that instruction in reading cursive be stressed. Fourth grade teachers will need to *provide* additional instruction in reading cursive writing, and fifth grade teachers will need to be aware that some children still have difficulty.
4. Children should be exposed to, and have an opportunity to practice, a variety of writing situations:
  - board to paper
  - overhead to paper
  - book to paper
  - paper to chart or chalkboard
  - book to board

It is the responsibility of each teacher to judge each child's readiness for each of these writing situations.
5. Teachers working with a "common" group of students during a year, should decide on a uniform heading to be used on papers during the year. It is important that left to right progression be stressed, even in writing the heading on the paper. (If date is on left, writing it first; if name is on left, write it first).
6. Some children will need to use cursive writing before third grade. Usually this recommendation will be made by the school psychologist.
7. Some children, because of special reasons, may need to continue manuscript exclusively beyond third grade. Usually this recommendation will be made by the school psychologist.
8. Teachers will need to be constantly alert for correct positioning of paper, including left hand position to secure paper, proper grip of pen or pencil, and correct posture. There will be instances where incorrect habits can not be changed, and perhaps should not be changed.

## Handwriting

9. Procedures for instruction for left-handed children are found in all handwriting guides. The adopted text will be the guide.
10. There are personality differences that influence handwriting. While instruction in correct procedures is important, there are differences which must be accepted because they are practically impossible to change.

## Suggestions

1. In introduction to cursive writing, it may be beneficial to use the procedural sequence suggested for introduction to manuscript:  
e.g. in air → on chalkboard → on unlined paper → tracing  
.....
2. It will be helpful if auxiliary materials, such as overlays, tracing papers, ditto masters, etc., are available at all levels for students having difficulty with handwriting.
3. In extreme cases, where a child is having severe difficulty in handwriting, teachers should work through the principal to utilize all resources of school such as psychologist and occupational therapist.
4. Some method of self-evaluation should be used by the students. One suggestion for upper primary or intermediate children is as follows:

## HANDWRITING PROGRESS CHART

The Six Bas Handwriting Skills	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Final	Teacher's Rating
1. Size											
2. Slant											
3. Shape											
4. Spacing											
5. Sitting on the base line											
6. Style											

Once a month you will check your handwriting with your teacher. If your use of a skill is satisfactory, color the square blue. If you need to practice a skill, color the square red.

## Handwriting

1. **Size** All similar letters should be the same height. Capital and tall letters are a full space high. Small letters are one-half space high.
  2. **Slant** All letters should be uniformly slanted to the right and parallel to each other.
  3. **Shape** Each letter should be similar to the models.
  4. **Spacing** There should be uniform spacing between the letters in a word and uniform spacing between words.
  5. **Sitting on the base line** All letters should touch the base line.
  6. **Style** Neatness, clean work, and proper margins are important.
5. Such an evaluation does not focus on improvement. Teachers are encouraged to suggest a better method which would incorporate improvement.
6. Proper posture and writing conditions are of utmost importance for students. Teachers should be aware of seating and table levels on the first day of school and all through the year. Children can be taught to clear the writing space of unneeded and distracting items. The teacher should accommodate the size of the furniture to each child's needs.

## Variations Which May Occur

Because children come to Sycamore from other school districts in which instruction may have been based on different handwriting systems, teachers may wish to be alerted to the major variations between systems.

1. Contractions and possessives - *don't* *don't*
2. Capital letter joined or not to the remainder of the word - *Bantam* *Bantam*
3. No variation between writing systems in direction of the circle in manuscript is noted. As a rule of thumb, in all systems the circle goes to left if it is before the stick, to the right if it is after the stick.
4. Children instructed in various systems may have learned to start circle at 10, 12, or 2. Correction should be attempted only if they are starting it at the bottom.
5. It should be noted that there are systems in which children are taught to slant manuscript.

## Policies for Selection of Materials

Kindergarten

- Paper: Chart paper (teacher use)  
Manilla paper  
Newsprint
- Pencil: Crayons (large)  
Beginner's pencil, without eraser

First Year

- Paper:  $\frac{1}{2}$ " alternate line, 11x15 guidelines
- Pencil: Beginner's pencil, without eraser

Second Year

- Paper:  $\frac{3}{8}$ " alternate line, L.W. - 12x9
- Pencil: Beginner's pencil with eraser and/or Second Grade thick-lead pencil

Third Year

- Paper:  $\frac{1}{2}$ " x  $\frac{1}{4}$ " alternate, dotted, 10 $\frac{1}{2}$  x 8
- Pencil: Standard No. 2 pencil

Fourth Grade and higher grade levels

Wide-line notebook paper, pencil, ball-point pen (reconmend blue or black ink)

Normally at the beginning of the school year the teacher will provide paper used by children during the preceding school year. As children are able they will use paper designated for their grade level. For children who may be having particular difficulties, the teacher will provide paper best suited to their capability.

General Guidelines for  
Spelling

The teaching of spelling and all composition skills has relevance to all other subject areas and should not be treated as an isolated subject. Therefore, spelling is taught all day by the elementary school teacher. It is taught by all teachers in a departmentalized organization such as our Junior High School. The curriculum area which is most closely related to spelling is reading. However, good reading does not correlate with good spelling. These are two distinct skills.

The most important task of spelling instruction is to develop student interest and concern for good spelling. Good spelling is important so:

1. People can understand what has been written.
2. Students show greater achievement on written school work.
3. There is personal satisfaction in doing a task well.

There are two kinds of goals for spelling instruction. The first is to teach children those words they need in order to write stories and messages now. The long term goal is to teach students those words they will need most frequently as adults. Both lists are included in this guide.

The length and difficulty of the spelling list should be designed so that each child is able to reach his optimum achievement level. Achievement may be increased by helping a child determine methods of study which are most effect for him, such as:

## Spelling

1. Pronouncing and giving meanings of list words
2. Using list words in sentences
3. Using list words in creative writing
4. Alphabetizing the list words
5. Using dictionary practice
6. Using sandpaper letters
7. Writing in shallow sand
8. Forming clay letters in order
9. Using spelling games and puzzles
10. Listening to tape dictation and making corrections

Basically spelling is a written activity, so there are implications for handwriting. Children should be encouraged to apply both manuscript and cursive skills. On spelling tests the child may choose which form he will use.

Dictionary skills have direct relevance to spelling. Those skills appropriate to each grade level are stated in the Information Section of this Guide.

According to research, oral work is of little value in learning to spell. Therefore, focusing the child's attention on visual or kinesthetic activities is more worthwhile than spelling the words orally.



Spelling

Primary

Child:

-begins to acquire a spelling vocabulary from standard spelling lists and personal needs

Intermediate

Child:

-learns to spell from standard spelling lists, other content-area words, and words needed to communicate at school and at home

Junior High

Child:

-uses correct spelling in assignments and compositions with ease, using the dictionary for extraordinary words

Specific Suggestions for  
Spelling Instruction

Suggested activities for excellent spellers who can spell the standard list:

1. Make a personal list of spelling words from reading or special interests
2. Write a story or a report
3. Solve complex crossword puzzles
4. Help another student in spelling (on a limited basis)
5. Research the origins of words in the English language
6. Create puzzles and games using the text word list

Suggested steps for teachers to investigate in working with poor spellers:

1. Check to see if the child hears what is being said, by hearing test or by asking child to respond to questions
2. Consult cumulative file for achievement and mental ability test scores, and possible psychological services records
3. Evaluate your own timing, voice, and volume when dictating spelling word tests
4. Using the above information, adjust the word list to proper length and difficulty for this student

## Making Nouns Plural

(teacher reference)

Primary

1. It is usually possible to tell whether a noun is singular or plural by the way it is spelled (dog, dogs; ax, axes; lady, ladies; man, men). A few words (sheep, bass, deer, moose, salmon, trout) keep the same spelling whether they are singular or plural in number.
2. The usual way to change a noun from singular to plural number is to add an s to the singular form: pens, cards, chairs, tables, clocks, walls, beds, books.

Intermediate

1. Some nouns would be difficult or impossible to pronounce if only s were added. In such cases, the number is changed from singular to plural by adding es: tax, taxes; box, boxes; boss, bosses; search, searches; crash, crashes.
2. Singular nouns ending in y preceded by a consonant are changed to plural form by changing the y to i and adding es: country, countries; baby, babies; fly, flies.
3. Some nouns that end in f or fe are changed to the plural form by changing the f to v and adding es: life, lives; calf, calves; knife, knives; self, selves; shelf, shelves.

Junior High

Note: There are several such nouns that do not follow the above rule: grief, griefs; cliff, cliffs; safe, safes; turf, turfs; fife, fifes.

## Spelling

1. Form the plural of a hyphenated compound noun by adding s to the most important part of the word: brother-in-law, brothers-in-law; commander-in-chief, commanders-in-chief.
2. Compounds written solidly add s to form the plural: spoonful, spoonfuls; stepfather, stepfathers.

## 350 Most Useful Spelling Words for Adults

## List A

a	by	find	high	miss	read
about	call	fine	him	money	reading
across	came	fire	his	more	red
after	can	first	home	morning	remember
afternoon	candy	fish	hope	most	ride
again	car		horse	mother	right
all	children	five	horses	much	room
along	Christmas	flowers	house	my	run
always	class	food	how	name	said
am	clean	for	hurt	near	Santa Claus
an	clothes	found	I	never	saw
and	cold	four	ice	new	say
another	come	friend	if	next	school
any	comes	friends	I'm	nice	second
are	coming	from	in	night	see
arithmetic	corn	front	interesting	no	seen
around	could	funny	into	not	set
as	couldn't	game	is	now	she
at	country	games	it	o'clock	shoes
aunt	cousin	gave	just	of	should
away	daddy	get	keep	off	show
baby	day	getting	kind	oh	sister
back	days	girl	know	old	six
bad	dear	girls	last	on	small
ball	did	give	left	once	snow
be	didn't	glad	let	one	so
because	dinner	go	letter	or	some
bed	do	goes	like	other	something
been	does	going	liked	our	sometimes
before	dog	good	little	out	soon
best	doll	got	live	over	spelling
better	done	grade	long	pair	spring
beg	don't	ground	look	paper	started
black	door	had	lot	party	stay
blue	down	hair	lots	people	store
book	dress	hand	love	picture	story
books	each	happy	made	pictures	street
both	eat	hard	make	place	summer
box	eggs	has	making	play	Sunday
boy	end	have	man	played	supper
boys	enjoyed	he	many	playing	sure
bring	every	head	may	please	table
brother	far	heard	me	pretty	take
brought	father	help	men	program	teacher
but	feet	her	might	put	teacher's
buy	fifth	here	milk	rain	tell

Spelling  
Most Useful  
Words for Adults

ten	which
thank	while
that	white
the	who
their	why
them	will
then	winter
there	wish
these	with
they	won't
thing	work
things	would
think	write
third	writing
this	written
three	year
through	years
time	yes
to	yesterday
today	yet
together	you
told	your
too	
took	
town	
tree	
trees	
two	
under	
until	
up	
upon	
us	
use	
need	
very	
visit	
walk	
want	
wants	
was	
wash	
water	
way	
we	
well	
went	
were	
what	
when	
where	

## 450 Very Useful Spelling Words for Adults

## List B

afraid	built	dishes	folk	ice cream	lunch
age	busy	doctor	foot	I'll	mad
ago	cake	doesn't	football	important	mail
air	called	dogs	forest	inches	makes
airplane	cannot	doing	forget	Indian	mamma
all right	can't	dollars	forgot	ink	March
almost	card	draw	fourth	inside	maybe
alone	care	dresses	Friday	instead	mean
already	carry	drink	fruit	iron	meat
also	cat	dry	full	isn't	meet
animals	catch	during	fun	it's	merry
answer	caught	early	garden	its	middle
anything	cave	Easter	geography	I've	mine
apple	cents	eating	gets	Jan.	minutes
apples	chair	egg	gives	jump	Miss
April	chicken	eight	glass	kept	month
ask	chickens	else	gone	kill	mountains
asked	child	enjoy	grades	killed	mouth
assembly	church	enough	grandma	kinds	move
ate	city	even	grandmother	knew	moved
awful	clay	evening	grass	knife	Mr.
awhile	close	ever	great	lady	Mrs.
babies	coal	everybody	green	lake	mud
bank	coat	everyone	grow	land	music
barn	color	everything	guess	language	must
basket	colors	eyes	gun	large	myself
bath	company	face	half	largest	named
beautiful	cook	fair	Halloween	late	names
began	corner	fall	handkerchief	later	nearly
behind	cotton	family	hands	laugh	news
being	course	farm	hardly	lay	nine
bet	cousins	fast	hat	learn	north
bicycle	cow	fat	haven't	learned	nothing
bird	cows	Feb.	having	leave	Nov.
birds	cross	February	hay	leaves	number
birthday	cut	feed	hear	lessons	nuts
bit	cuts	feeling	helped	letters	ocean
board	dad	fell	hill	light	Oct.
boat	dance	few	hit	likes	often
body	dark	field	hold	lines	ones
bottom	Dec.	fight	hole	living	only
bread	December	finished	hospital	lived	open
breakfast	decided	fishing	hot	lives	orange
broke	deep	flag	houses	looked	oranges
brothers	desk	flew	hundred	looking	outside
brown	died	floor	hunt	looks	own
build	different	flower	hunting	lost	paint
building	girl	fly	hurry	lovely	papa

Spelling  
Very Useful  
Words for Adults

park	shall	tells	yellow
part	shoot	test	yours
pass	short	then	
pen	sick	Thanksgiving	
pencil	side	that's	
pet	silk	those	
piano	since	thought	
pick	sing	throw	
picnic	sisters	till	
pie	sit	times	
piece	sitting	tired	
places	skates	tomorrow	
plant	skating	tonight	
plays	sled	top	
pony	sleep	toy	
poor	snowing	train	
present	soap	tried	
presents	someone	trip	
P.S.	sometime	truck	
pull	song	truly	
quite	sorry	try	
rabbit	south	trying	
rabbits	spend	turn	
radio	stand	twenty	
raining	stars	uncle	
ran	state	vacation	
ready	stick	valentines	
real	sticks	valentine	
received	still	wagon	
recess	stockings	warm	
rest	stop	wasn't	
riding	stopped	watch	
ring	stories	wear	
river	stove	weather	
road	straight	week	
rode	string	weeks	
roll	strong	wet	
rope	study	wild	
round	studying	wind	
rubber	such	window	
running	suit	windows	
same	sun	without	
sand	suppose	women	
sat	surprised	won	
Saturday	sweet	wood	
says	swim	woods	
sea	swimming	word	
seat	takes	working	
sell	talk	world	
send	tall	wouldn't	
sent	teach	wrote	
seven	teachers	yard	
several	teeth		



## Dale List of 3000 Familiar Words

a	always	attack	bathing	bench	bluebird
able	am	attend	bathroom	bend	bluejay
aboard	America	attention	bathtub	bent	blush
above	American	August	battle	berry(ies)	board
absent	among	aunt	battleship	beside(s)	boast
accept	amount	author	bay	best	boat
accident	an	auto	be(ing)	bet	bob
account	and	automobile	beach	better	bobwhite
ache(ing)	angel	autumn	bead	between	body(ies)
accord	anger	avenue	beam	big	boil(er)
acre	angry	awake(n)	bean	bible	bold
across	animal	away	bear	bicycle	bone
act (s)	another	awful(ly)	beard	bid	bonnet
add	answer	awhile	beast	big(ger)	boo
address	ant	ax	beat(ing)	bill	book
admire	any	baa	beautiful	billboard	bookcase
adventure	anybody	babe	beautify	bin	bookkeeper
afar	anyhow	baby(ies)	beauty	bind	boom
afraid	anyone	back	became	bird	boot
after	anything	background	because	birthday	born
afternoon	anyway	backward(s)	become	birthday	borrow
afterward(s)	anywhere	bacon	becoming	biscuit	boss
again	apart	bad(ly)	bed	bit	both
against	apartment	badge	bedbug	bite	bother
age	ape	bag	bedroom	biting	bottle
aged	apiece	bake(r)	bedspread	better	bottom
ago	appear	baking	bedtime	black	bought
agree	apple	bakery	bee	blackberry	bounce
ah	April	ball	beech	blackbird	bow
ahead	apron	balloon	beef	blackboard	bowl
aid	are	banana	beefsteak	blackness	bow-wow
aim	aren't	band	beehive	blacksmith	box(es)
air	arise	bandage	been	blame	boxcar
airfield	arithmetic	bang	beer	blank	boxer
airport	arm	banjo	beet	blanket	boy
airplane	armful	bank(er)	before	blast	boyhood
airship	army	bar	beg	blaze	bracelet
airy	arose	barber	began	bleed	brain
alarm	around	bare(ly)	beggar	blessing	brake
alike	arrange	barefoot	begged	blew	bran
alive	arrive(d)	bark	begin	blind(s)	branch
all	arrow	barn	begun	blindfold	brass
alley	art	barrel	behave	block	brave
alligator	artist	base	behind	blood	bread
allow	as	basement	believe	bloom	break
almost	ash(es)	basket	bell	blossom	breakfast
alone	aside	bat	belong	blot	breast
along	asleep	batch	below	blow	breath
aloud	at	bath	belt	blue	breathe
already	ate	bathe	beneath	blueberry	breeze

Spelling  
Dale List

brick	buttonhole	cash	chin	cob	course
bridge	buy	cashier	china	cobbler	court
bright	buzz	castle	chip	cocoa	cousin
brightness	by	cat	chipmunk	coconut	cover
bring	bye	catbird	chocolate	cocoon	cow
broad	cab	catch	choice	cod	coward(ly)
broadcast	cabbage	catcher	choose	codfish	cowboy
broke(n)	cabin	caterpillar	chop	coffee	cozy
brook	cabinet	catfish	chorus	coffeepot	crab
broom	cackle	catsup	chose(n)	coin	crack
brother	cage	cattle	christen	cold	cracker
brought	cake	caught	Christmas	collar	cradle
brown	calendar	cause	church	college	cramps
brush	calf	cave	churn	color(ed)	cranberry
bubble	call(er)(ing)	ceiling	cigarette	colt	crank(y)
bucket	came	cell	circle	column	crash
buckle	camel	cellar	circus	comb	crawl
bud	camp	cent	citizen	come	cream(y)
buffalo	campfire	center	city	comfort	creek
bug	can	cereal	clang	comic	creep
buggy	canal	certain(ly)	clap	coming	crept
build	canary	chain	class	company	cried
building	candle	chair	classmate	compare	criek
built	candlestick	chalk	classroom	conductor	croak(ed)
bulb	candy	champion	claw	cone	crop
bull	cane	chance	clay	connect	cross(ing)
bullet	cannon	change	clean(er)	coo	cross-eyed
bum	cannot	chap	clear	cook(ed)	crow
bumblebee	canoe	charge	clerk	cook(ing)	crowd(ed)
bump	can't	charm	clever	cooky(ie)(s)	crown
bun	canyon	chart	click	cool(er)	cruel
bunch	cap	chase	cliff	coop	crumb
bundle	cape	chatter	climb	copper	crumble
bunny	capital	cheap	clip	copy	crush
burn	captain	cheat	cloak	cord	crust
burst	car	check	clock	cork	cry(ies)
bury	card	checkers	close	corn	cub
bus	cardboard	cheek	closet	corner	cuff
bush	care	cheer	cloth	correct	cup
bushel	careful	cheese	clothes	cost	cupboard
business	careless	cherry	clothing	cot	cupful
busy	carelessness	chest	cloud(y)	cottage	cure
but	carload	chew	clover	cotton	curl(y)
butcher	carpenter	chick	clown	couch	curtain
butt	carpet	chicken	club	cough	curve
butter	carriage	chief	cluck	could	cushion
buttercup	carrot	child	clump	couldn't	custard
butterfly	carry	childhood	coach	count	customer
buttermilk	cart	children	coal	counter	cut
butterscotch	carve	chill(y)	coast	country	cute
button	case	chimney	coat	county	cutting

dab	devil	drag	eight	eye	fifteen
dad	dew	drain	eighteen	eyebrow	fifth
daddy	diamond	drank	eighth	fable	fifty
daily	did	draw(er)	eighty	face	fig
dairy	didn't	draw(ing)	either	facing	fight
daisy	die(d)(s)	dream	elbow	fact	figure
dam	difference	dress	elder	factory	file
damage	different	dresser	eldest	fail	fill
dame	dig	dressmaker	electric	faint	film
damp	dim	drew	electricity	fair	finally
dance(r)	dime	dried	elephant	fairy	find
dancing	dine	drift	eleven	faith	fine
dandy	ding-dong	drill	elf	fake	finger
danger(ous)	dinner	drink	elm	fall	finish
dare	dip	drip	else	false	fire
dark(ness)	direct	drive(n)	elsewhere	family	firearm
darling	direction	driver	empty	fan	firecracker
darn	dirt(y)	drop	end(ing)	fancy	fireplace
dart	discover	drove	enemy	far	fireworks
dash	dish	drown	engine	faraway	firing
date	dislike	drowsy	engineer	fare	first
daughter	dismiss	drug	English	farmer	fish
dawn	ditch	drum	enjoy	farm(ing)	fisherman
day	dive	drunk	enough	far-off	fist
daybreak	diver	dry	enter	farther	fit(s)
daytime	divide	duck	envelope	fashion	five
dead	do	due	equal	fast	fix
deaf	dock	dug	erase(r)	fasten	flag
deal	doctor	dull	errand	fat	flake
dear	does	dumb	escape	father	flame
death	doesn't	dump	eve	fault	flap
December	dog	during	even	favor	flash
decide	doll	dust(y)	evening	favorite	flashlight
deck	dollar	duty	ever	fear	flat
deed	dolly	dwarf	every	feast	flea
deep	done	dwell	everybody	feather	flesh
deer	donkey	dwelt	everyday	February	flew
defeat	don't	dying	everyone	fed	flies
defend	door	each	everything	feed	flight
defense	doorbell	eager	everywhere	feel	flip
delight	doorknob	eagle	evil	feet	flip-flop
den	doorstep	eat	exact	fell	float
dentist	dope	early	except	fellow	flock
depend	dot	earn	exchange	felt	flood
deposit	double	earth	excited	fence	floor
describe	dough	east(ern)	exciting	fever	flop
desert	dove	easy	excuse	few	flour
deserve	down	eat(en)	exit	fib	flow
desire	downstairs	edge	except	fiddle	flower(y)
desk	downtown	egg	explain	field	flutter
destroy	dozen	eh	extra	fife	fly

Spelling  
Dale List

foam	froze	goes	grind	hasn't	high
fog	fruit	goal	groan	haste(n)	highway
foggy	fry	goat	grocery	hasty	hill
fold	fudge	gobble	ground	hat	hillside
folks	fuel	God(ly)	group	hatch	hilltop
follow(ing)	full(y)	godmother	grove	hatchet	hilly
fond	fun	gold(en)	grow	hate	him
food	funny	goldfish	guard	haul	himself
fool	fur	golf	guess	have	hind
foolish	furniture	gone	guest	haven't	hint
foot	further	good(s)	guide	having	hip
football	fuzzy	good-by(bye)	gulf	hawk	hire
footprint	gain	good-looking	gum	hay	his
for	gallon	goodness	gun	hayfield	hiss
forehead	gallop	goody	gunpowder	haystack	history
forest	game	goose	guy	he	hit
forget	gang	gooseberry	ha	head	hitch
forgive	garage	got	habit	headache	hive
forgot(ten)	garbage	govern	had	heal	ho
fork	garden	government	hadn't	health(y)	hoe
form	gas	gown	hail	heap	hog
fort	gasoline	grab	hair	hear(ing)	hold(er)
forth	gate	gracious	haircut	heard	hole
fortune	gather	grade	hairpin	hears	holiday
forty	gave	grain	half	heat(er)	hollow
forward	gay	grand	hall	heaven	holy
fought	gear	grandchild	halt	heavy	home
found	geese	grandchildren	ham	he'd	homely
fountain	general	granddaughter	hammer	heel	homesick
four	gentle	grandfather	hand	height	honest
fourteen	gentleman	grandma	handful	held	honey
fourth	gentlemen	grandmother	handkerchief	hell	honeybee
fox	geography	grandpa	handle	he'll	honeymoon
frame	get	grandson	handwriting	hello	honk
free	getting	grandstand	hang	helmet	honor
freedom	giant	grape(s)	happen	help(er)	hood
freeze	gift	grapefruit	happily	helpful	noof
freight	gingerbread	grass	happiness	hem	hook
French	girl	grasshopper	happy	henhouse	hoop
fresh	give(n)	grateful	harbor	her(s)	hop
fret	giving	grave	hard	herd	hope(ful)
Friday	glad(ly)	gravel	hardly	here	hopeless
fried	glance	graveyard	hardship	here's	horn
friend(ly)	glass(es)	gravy	hardware	hero	horse
friendship	gleam	gray	hare	herself	horseback
frighten	glide	graze	hark	he's	horseshoe
frog	glory	grease	harm	hey	hose
from	glove	great	harness	hickory	hospital
front	glow	green	harp	hid	host
frost	glue	greet	harvest	hidden	hot
frown	go(ing)	grew	has	hide	hotel

Spelling  
Date List

hound	instant	keep	lawn	listen	making
hour	instead	kept	lawyer	lit	male
house	insult	kettle	lay	little	mama
housetop	intend	key	lazy	live(s)	mamma
housewife	interested	kick	lead	lively	man
housework	interesting	kid	leader	liver	manager
how	into	kill(ed)	leaf	living	mane
however	invite	kind(ly)	leak	lizard	manger
howl	iron	kindness	lean	load	many
hug	is	king	leap	loaf	map
huge	island	kingdom	learn(ed)	loan	maple
hum	isn't	kiss	least	loaves	marble
humble	it	kitchen	leather	lock	march (M)
hump	its	kite	leave(ing)	locomotive	mare
hundred	it's	kitten	led	log	mark
hung	itself	kitty	left	lone	market
hunger	I've	knee	leg	lonely	marriage
hungry	ivory	kneel	lemon	lonesome	married
hunk	ivy	knew	lemonade	long	marry
hunt(er)	jacket	knife	lend	look	mask
hurrah	jacks	knit	length	lookout	mast
hurried	jail	knives	less	loop	master
hurry	jam	knob	lesson	loose	mat
hurt	January	knock	let	lord	match
husband	jar	knot	let's	lose(r)	matter
hush	jaw	know	letter	loss	mattress
hut	jay	known	letting	lost	may (M)
hymn	jelly	lace	lettuce	lot	misspell
I	jellyfish	lad	level	loud	mistake
ice	jerk	ladder	liberty	love	misty
icy	jig	ladies	library	lovely	mitt
I'd	job	lady	lice	lover	mitten
idea	jockey	laid	lick	low	mix
ideal	join	lake	lid	luck(y)	moment
if	joke	lamb	lie	lumber	Monday
ill	joking	lame	life	lump	money
I'll	jolly	lamp	lift	lunch	monkey
I'm	journey	land	light(ness)	lying	month
important	joy(ful)	lane	lightning	ma	moo
impossible	joyous	language	like	machine	moon
improve	judge	lantern	likely	machinery	moonlight
in	jug	lap	liking	mad	moose
inch(es)	juice	lard	lily	made	mop
income	juicy	large	limb	magazine	more
indeed	July	lash	lime	magic	morning
Indian	jump	lass	limp	maid	morrow
indoors	June	last	line	mail	moss
ink	junior	late	linen	mailbox	most(ly)
inn	junk	laugh	lion	mailman	mother
insect	just	laundry	lip	major	motor
inside	keen	law	list	make	mount

Spelling  
Dale List

mountain	night	orange	papa	piece	pool
mouse	nightgown	orchard	paper	pig	poor
mouth	nine	order	parade	pigeon	pop
move	nineteen	orc	pardon	piggy	popcorn
movie	ninety	organ	parent	pile	popped
movies	no	other	park	pill	porch
moving	nobody	otherwise	part (ly)	pillow	pork
mow	nod	ouch	partner	pin	possible
Mr., Mrs.	noise	ought	party	pine	post
much	noisy	our(s)	pass	pineapple	postage
mud	none	ourselves	passenger	pink	postman
muddy	noon	out	past	pint	pot
mug	nor	outdoors	paste	pipe	potato(es)
mule	north(ern)	outfit	pasture	pistol	pound
multiply	nose	outlaw	pat	pit	pour
murder	not	outline	patch	pitch	powder
music	note	outside	path	pitcher	power(ful)
must	nothing	outward	patter	pity	praise
myself	notice	oven	pave	place	pray
nail	November	over	pavement	plain	prayer
name	now	overalls	paw	plan	prepare
nap	nowhere	overcoat	pay	plane	present
napkin	number	overest	payment	plant	pretty
narrow	nurse	overhead	pea(s)	plate	price
nasty	nut	overhear	peace(ful)	platform	prick
naughty	oak	overnight	peach(es)	platter	prince
navy	oar	overturn	peak	play(er)	princess
near	oatmeal	owe	peanut	playground	print
nearby	oats	owing	pear	playhouse	prison
nearly	obey	owl	pearl	playmate	prize
neat	ocean	own(er)	peck	playing	promise
neck	o'clock	ox	peek	pleasant	proper
necktie	October	pa	peel	please	protect
need	odd	pace	peep	pleasure	proud
needle	of	pack	peg	plenty	prove
needn't	off	package	pen	plow	prune
Negro	offer	pad	pencil	plug	public
neighbor	office	page	penny	plum	puddle
neighborhood	officer	paid	people	pocket	puff
neither	often	pail	pepper	pocketbook	pull
nerve	oh	pain(ful)	peppermint	poem	pump
nest	oil	painter	perfume	point	pumpkin
net	old	painting	perhaps	poison	punch
never	old-fashioned	pair	person	poke	punish
nevermore	on	pal	pet	pole	pup
new	once	palace	phone	police	pupil
news	one	pale	piano	policeman	puppy
newspaper	onion	pan	pick	polish	pure
next	only	pancake	pickle	polite	purple
nibble	onward	pane	picnic	pond	purse
nice	open	pans;	picture	ponies	push
nickel	or	pants	pie	pony	puss

pussy	receive	rooster	savage	settlement	shut
pussycat	recess	root	save	seven	shy
put	record	rope	savings	seventeen	sick(ness)
putting	red	rose	saw	seventh	side
puzzle	redbird	rosebud	say	seventy	sidewalk
quack	redbreast	rot	scab	several	sideways
quart	refuse	rotten	scales	sew	sigh
quarter	reindeer	rough	scare	shade	sight
queen	rejoice	round	scarf	shadow	sign
queer	remain	route	school	shady	silence
questions	remember	row	schoolboy	shake(r)	silent
quick(ly)	remind	rowboat	schoolhouse	shaking	silk
quiet	remove	royal	schoolmaster	shall	sill
quilt	rent	rub	schoolroom	shame	silly
quit	repair	rubbed	scorch	shan't	silver
quite	repay	rubber	score	shape	simple
rabbit	repeat	rubbish	scrap	share	sin
race	report	rug	scrape	sharp	since
rack	rest	rule(r)	scratch	shave	sing
radio	return	ruble	scream	she	singer
radish	review	run	screen	she'd	single
rag	reward	rung	screw	she'll	sink
rail	rib	runner	scrub	she's	sip
railroad	ribbon	running	sea	shear(s)	sir
railway	rice	rush	seal	shed	sis
rain(y)	rich	rust(y)	seam	sheep	sissy
rainbow	rid	rye	search	sheet	sister
raise	riddle	sack	season	shelf	sit
raisin	ride(r)	sad	seat	shell	sitting
rake	riding	saddle	second	shepherd	six
ram	right	sadness	secret	shine	sixteen
ran	rim	safe	see(ing)	shining	sixth
ranch	ring	safety	seed	shiny	sixty
rang	rip	said	seek	ship	size
rap	ripe	sail	seem	shirt	skate
rapidly	rise	sailboat	seen	shock	skater
rat	rising	sailor	seesaw	shoe	ski
rate	river	saint	select	shoemaker	skin
rather	road	salad	self	shone	skip
rattle	roadside	sale	selfish	shook	skirt
raw	roar	salt	sell	shoot	sky
ray	roast	same	send	shop	slam
reach	rob	sand(y)	sense	shopping	slap
read	robber	sandwich	sent	shore	slate
reader	robe	sang	sentence	short	slave
reading	robin	sank	separate	shot	sled
ready	rock(y)	sap	September	should	sleep(y)
real	rocket	sash	servant	shoulder	sleeve
really	rode	sat	serve	shouldn't	sleigh
reap	roll	satin	service	shout	slept
rear	roller	satisfactory	set	shovel	slice
reason	roof	Saturday	setting	show	slid
rebuild	room	sausage	settle	shower	slide

Spelling  
Dale List

sling	soul	stay	subject	take(n)	thief
slip	sound	steak	such	taking	thimble
slipped	soup	steal	suck	tale	thin
slipper	sour	steam	sudden	talk(er)	thing
slippery	south(ern)	steamboat	suffer	tall	think
slit	space	steamer	sugar	tame	third
slow(ly)	spade	steel	suit	tan	thirsty
sly	spank	steep	sum	tank	thirteen
smack	sparrow	steeple	summer	tap	thirty
small	speak(er)	steer	sun	tape	this
smart	spear	stem	Sunday	tar	tho
smell	speech	step	sunflower	tardy	thorn
smile	speed	stepping	sung	task	those
smoke	spell(ing)	stick(y)	sunk	taste	though
smooth	spend	stiff	sunlight	taught	thought
snail	spent	still(ness)	sunny	tax	thousand
snake	spider	sting	sunrise	tea	thread
snap	spike	stir	sunset	teach(er)	three
snapping	spill	stitch	sunshine	team	threw
sneeze	spin	stock	supper	tear	throat
snow(y)	spinach	stocking	suppose	tease	throne
snowball	spirit	stole	sure(ly)	teaspoon	through
snowflake	spit	stone	surface	teeth	throw(n)
snuff	splash	stood	surprise	telephone	thumb
snug	spoil	stool	swallow	tell	thunder
so	spoke	stoop	swam	temper	Thursday
soak	spook	stop	swamp	ten	thy
soap	spoon	stopped	swan	tennis	tick
sob	sport	stopping	swat	tent	ticker
socks	spot	store	swear	term	tickle
sod	spread	stork	sweat	terrible	tie
soda	spring	stories	sweater	test	tiger
sofa	springtime	storm(y)	sweep	than	tight
soft	sprinkle	story	sweet(ness)	thank(s)	till
soil	square	stove	sweetheart	thankful	time
sold	squash	straight	swell	Thanksgiving	tin
soldier	squeak	strange(r)	swept	that	tinkle
sole	squeeze	strap	swift	that's	tiny
some	squirrel	straw	swim	the	tip
somebody	stable	strawberry	swimming	theater	tiptoe
somehow	stack	stream	swing	thee	tire
someone	stage	street	switch	their	tired
something	stair	stretch	sword	then	'tis
sometime(s)	stall	string	swore	then	title
somewhere	stamp	strip	table	there	to
son	stand	stripes	tablecloth	these	toad
song	star	strong	tablespoon	they	toadstool
soon	stare	stuck	tablet	they'd	toast
sore	start	study	tack	they'll	tobacco
sorrow	starve	stuff	tag	they're	today
sorry	state	stump	tail	they've	toe
sort	station	stung	tailor	thick	together



toilet	tug	vegetable	wee	wine	yard
told	tulip	velvet	weed	wing	year
tomato	tumble	very	week	wink	yell
tomorrow	tune	vessel	we'll	winner	yellow
ton	tunnel	victory	weep	winter	yes
tone	turkey	view	weigh	wipe	yesterday
tongue	turn	village	welcome	wire	yet
tonight	turtle	vine	well	wise	yolk
too	twelve	violet	went	wish	yonder
took	twenty	visit	were	wit	you
tool	twice	visitor	we're	witch	you'd
toot	twig	voice	west(ern)	with	you'll
tooth	twin	vote	wet	without	young
toothbrush	two	wag	we've	woke	youngster
toothpick	ugly	wagon	whale	wolf	your(s)
top	umbrella	waist	what	woman	you're
tore	uncle	wait	what's	women	yourself
torn	under	wake(n)	wheat	won	yourselves
toss	understand	walk	wheel	wonder	youth
touch	underwear	wall	when	wonderful	you've
tow	undress	walnut	whenever	won't	
toward(s)	unfair	want	where	wood(en)	
towel	unfinished	war	which	woodpecker	
tower	unfold	warm	while	woods	
town	unfriendly	warn	whip	wool	
toy	unhappy	was	whipped	woolen	
trace	unhurt	wash(er)	whirl	word	
track	uniform	washtub	whiskey	wore	
trade	United	wasn't	whisper	work(er)	
train	States	waste	whistle	workman	
tramp	unkind	watch	white	world	
trap	unknown	watchman	who	worm	
tray	unless	water	who'd	worn	
treasure	unpleasant	watermelon	whole	worry	
treat	until	waterproof	who'll	worse	
tree	unwilling	wave	whom	worst	
trick	up	wax	who's	worth	
tricycle	upon	way	whose	would	
tried	upper	wayside	why	wouldn't	
trim	upset	we	wicked	wound	
trip	upside	weak(ness)	wide	wove	
trolley	upstairs	weaken	wife	wrap	
trouble	uptown	wealth	wiggle	wrapped	
truck	upward	weapon	wild	wreck	
true	us	wear	wildcat	wren	
truly	use(d)	weary	will	wring	
trunk	useful	weather	willing	write	
trust	valentine	weave	willow	writing	
truth	valley	web	win	written	
try	valuable	we'd	wind(y)	wrong	
tub	value	wedding	windmill	wrote	
Tuesday	vase	Wednesday	window	wrung	

Robert Hillerich  
 Spelling Lists Based on Words  
 Appearing Most Frequently in  
 Children's Writing

(\* - difficult and high  
 frequency words; good  
 for review selection)

Grade 2

4 weeks @ 5 words = 20  
 23 weeks @ 12 words = 276  
 296 words

Lesson: <u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
is big it not fun	book look but hat at	on in me by let	cat bed see a I
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
go can old fast she eat	into thing man bus as his	days stay books call game dinner	hit boys bags an has next
fish put well then father by	ball sing give candy told ran	you milk beds off went baby	men like now daddy long if
<u>9</u> (Review)	<u>10</u>	<u>11</u>	<u>12</u>
next then father fish candy thing	fat he sat elf run name	going nice fly will found to	car best all have made bird
dinner off baby she daddy long	five wet money hill *soon *over	jump bring from *other *they dresses	saw wish jaw *there *said *their

Spelling  
Hillerich List

<u>13</u>	<u>14</u>	<u>15 (Review)</u>	<u>16</u>
good	my	didn't	cap
bank	park	their	wcek
this	for	other	dad
that	am	they	mouse
here	try	over	do
cold	ice	money	eating
balls	are	when	happy
help	four	there	dear
Santa	with	what	jumped
*what	*when	said	*after
*where	houses	where	story
Christmas	*didn't	from	*people
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>
no	may	and	be
sun	ring	more	card
was	toy	food	or
last	box	start	room
away	one	her	owl
today	green	sit	find
ride	of	say	new
helping	*your	store	three
take	took	water	much
*school	been	fishing	*our
read	Indian	before	getting
*because	dressed		running
<u>21 (Review)</u>	<u>22</u>	<u>23</u>	<u>24</u>
people	feet	red	up
after	way	lake	day
because	time	home	boot
school	got	did	live
your	sleep	playing	fireman
our	doll	glad	hen
room	fire	work	back
getting	coat	*house	mother
before	brings	balloon	just
Indian	dress	girl	brother
been	white	train	*know
dressed	*little	*around	coming

25

the  
duck  
pen  
us  
boy  
calling

stop  
\*about  
feel  
\*who  
use  
letter

29

cow  
barn  
make  
bag  
him  
two

games  
\*don't  
\*were  
keep  
any  
\*every

26

yes  
hand  
pan  
tree  
come  
called

tell  
too  
\*very  
gave  
\*think  
\*could

30

dark  
walk  
doing  
so  
get  
snow

some  
\*them  
sister  
black  
morning  
\*would

27 (Review)

know  
little  
around  
coat  
white  
balloon

who  
use  
letter  
very  
think  
could

31

cake  
year  
came  
pet  
out  
play

apple  
how  
ask  
blue  
bang  
yellow

28

dog  
kitten  
paw  
bad  
love  
saying

down  
lot  
\*want  
\*night  
first  
hurt

32 (Review)

want  
were  
don't  
every  
would  
morning

yellow  
blue  
ask  
first  
night  
hurt

Spelling  
Hillerich List

Grade 3

27 weeks @ 17 words = 459 words  
(+5. review @ 17 each)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
jar	ten	ink	ham
hall	lamp	need	art
fell	lives	Mr.	singer
clay	rope	sea	funny
pool	robin	cowboy	nine
swim	soap	head	kiss
salt	team	pick	floor
keeper	rug	sound	wind
clean	yet	near	turn
wash	table	child	lasted
mail	afternoon	word	pond
tire	second	dream	*that's
summer	strong	why	supper
bet	weed	only	boxes
*upon	teach	Tuesday	met
stories	tired	*doesn't	*teacher
curl	uncle	*caught	pencil
<u>5</u>	<u>6</u>	<u>7</u>	<u>8 (Review)</u>
tan	win	became	uncle
town	line	door	stories
kite	land	moon	doesn't
mud	cart	gate	always
stand	string	along	brought
boat	city	dish	piece
move	liv d	part	pencil
show	clock	world	nose
talk	low	mile	that's
nose	air	cannot	broke
sorry	pin	hid	clothes
puppy	asking	dirt	teach
mailman	making	good-by	better
aunt	downstairs	better	only
*clothes	*brought	broke	sorry
catch	*always	chief	catch
putting	*piece	bigger	ink

Spelling  
Hillerich List

<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
king asks pull end paper	gun thank nut slide right	ship inside pole net high	fine rock leg bath won
babies sky birds oh bear someone	class I'll others fight each I'm	truck hide party own player colder	body bread longer gray behind drop
let's also everybody lovely animal *until	desk asked place tribe littlest again	begin *Mrs. eight kept chicken south	change merry across *friend goes heard
<u>13</u>	<u>14 (Review)</u>	<u>15</u>	<u>16</u>
cage hair far helper burn	everybody heard animal someone inside	six outside send shop test	kind camp stove bone melt
add blow paint dance plant sometime	behind desk tribe littlest again until	born pony road gone lay lunch	snowball small reading set meat than
fair both Santa Claus anything learn third	asked learn change lovely helpers Santa Claus	rider fed seen church picture watch	deep drive late lion carry race

Spelling  
Hillerich List

<u>17</u>	<u>18</u>	<u>19</u>	<u>20 (Review)</u>
swing light cry pink log	under band top mad brown	working feed grow hay pie	visit sister's birthday watch lion
winter close bright left flying spell	flat cent street even please shall	Monday dishes arm full cream something	fed didn't leave church wasn't lunch
neck *buy *leave sister's boy's country	birthday I'd great *wasn't says visit	throw *few knowing hadn't began using	buy few pictures says something I'd
<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
key kill open sang same	wool hop egg most song	mine tall fill bell hard	garden lost fall sheep foot
lock bark boots hold can't cook	hunt ago window bunny sell does	mix round sick spring poor done	rain liked eye warm corn brothers
front children *almost *we're raw which	basket giant rabbit taking tiger Easter	meet pair *many *another large stopper	horse these *should cookies ice cream *Saturday

25

rose  
side  
face  
news  
frog

flag  
flower  
bit  
miss  
likes  
Friday

closer  
ground  
used  
wear  
mean  
\*thought

26 (Review)

giant  
Saturday  
mean  
face  
tiger

used  
raw  
children  
likes  
cookies  
ice cream

should  
many  
another  
thought  
Easter  
bunny

27

drink  
cup  
hope  
ear  
next

gift  
shot  
grade  
ever  
hear  
wait

apples  
knew  
might  
biggest  
happiest  
greatest

28

must  
Sunday  
river  
pig  
bud

push  
storm  
trip  
stick  
hello  
hole

loud  
chair  
having  
Thursday  
happily  
happier

29

darts  
looking  
seed  
skin  
fox

bee  
thick  
grass  
lip  
once  
sent

yours  
while  
above  
we'll  
theirs  
they're

30

mark  
named  
tonight  
cut  
never

tent  
rest  
ate  
farm  
those  
sled

write  
laid  
feeling  
giving  
afraid  
Wednesday

31

wing  
wood  
hot  
bat  
bug

sand  
number  
its  
it's  
dime  
still

bringing  
closed  
guess  
\*pretty  
\*color  
stopped

32 (Review)

biggest  
pig  
we'll  
ever  
pretty

color  
guess  
it's  
happiest  
apples  
afraid

giving  
bringing  
Wednesday  
write  
knew  
might



Spelling  
Hillerich List

Grade 4

27 weeks @ 20 words = 540  
(+5 review @ 20 each)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
grand son thin life smart	less alike wide alive pay	spot die step date point	post bedroom lead brave horn
bean seat rather rubber fry	block dry baseball spider cabin	join airport woke tooth thankful	he's meal October drove space
September bottle aren't *whole bought	bike brighter listen skate mother's	rode ticket enjoy finish library build	spend o'clock grew *there's awhile
wrote hasn't shouldn't mountain	often *decide Dad's sign	fifty careful paid wreck	*I've orange kitchen twelve *surprise
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u> (Review)
wheel sport past north brick	pot wolf midnight dig ocean	gold kid bill awake ant	mother's coffee surprise twelve o'clock
cost purple seal tiny fur	alone hotel trick treat size	goat short shore pass half	whole family wreck witch certain
ahead circle movie present worm	weather ghost drew upstairs Halloween	playground felt bowl moss *family	careful spider mountain I've answer

<u>5</u> cont'd	<u>6</u> cont'd	<u>7</u> cont'd	<u>8</u> cont'd
death month saddle barrel coffee	witch follow agent plain *though	*answer cheese America telephone women	though America Halloween there's decide
<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
case page oil slip nail	grandfather grandmother age inch grandpa	asleep without become dive bake	fit wall rainy gum row
fix November noon daylight break	grandma math penny God coin	hook reach fence brush dead	December hung pack stock amount
desert wagon pound ready isn't	turkey beg noise company Thanksgiving	real holiday program nearly roll	nobody phone slept candle bloom
bare led eighteen *through *threw	either stood angel evening whose	tight laugh trouble enough microscope	somewhere wore *together reindeer sleigh
<u>13</u>	<u>14</u> (Review)	<u>15</u>	<u>16</u>
rice slow list cast ruler	reindeer sleigh through microscope trouble	belong driver butter sack nurse	drank luck tip beside mice
free true suit held track	minute company won't shoot wore	shirt mind farmer base dirty	seem twenty silk mess teeth
eve loose voice brother's easy	evening December whose threw Thanksgiving	hurry *maybe bottom earth famous	sleepy sunny mostly silver valley

Spelling  
Hillerich List

<u>13</u> cont'd	<u>14</u> cont'd	<u>15</u> cont'd	<u>16</u> cont'd
*won't busy between shoot *minute	together brother enough isn't laugh	early planet cotton you'll bullet	woman sight coal engine toward
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u> (Review)
cover spoke east state slid	spent west rang report forgive	mouth glass sharp care study	sudden rocket toward wrong planet
arrow sweet spoon shoe rocket	crash beach fort hang dug	tear bow yard yesterday soft	bullet silver remember button doctor
nothing everywhere scare *everyone haven't	bite spread clothing pocket chase	star stairs *wrong monkey raise	thirty February everyone worry maybe
poem during worry doctor *sudden	police pants January *remember February	pear fairy button thirty marry	you'll January coal engine cotton
<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
jet March cab sad finger	crown trap forgot sold note	lawn plan map smoke ranch	queen dust shape rule zoo
bush cool thousand highway wooden	fireplace taken cross tie snake	seven sore cloth sale tail	wife peas climb everything wheat
able health gym sugar young	war draw beat load breakfast	sir somebody blew corner Mister	self leaves *happen picnic attack

<u>21</u> cont'd	<u>22</u> cont'd	<u>23</u> cont'd	<u>24</u> cont'd
middle magic *couldn't *reason league	fresh freeze hungry catcher *believe	cause different board fourth tomorrow	quick quiet field mighty business
<u>25</u>	<u>26</u> (Review)	<u>27</u>	<u>28</u>
cave shell smell save wire	happen tomorrow believe catcher league	May tea rich newspaper jail	chop heat unless honey pipe
deer sock airplane wonder club	diamond middle board couldn't reason	plane trade branch lamb seventh	strange shout army plenty spelling
share April anybody captain sure	secret mighty hungry wouldn't fourth	flew forest single circus heart	heavy knee invite knife potato
*wouldn't fifteen secret instead diamond	instead somebody sure cause problem	princess quit else special *you're	Bible whistle cousin cabinet *beautiful
<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u> (Review)
pop job August match being	feast bunch herself smile stage	nap junk sail till belt	whistle ankle beautiful Bible cousin
lie crew broken lady huge	enter cattle chew June feather	person porch July spy myself	chocolate probably cabinet you're special
himself such policeman brain oak	chick silly stuck cottage interesting	history hour anyway station patch	person mirror squirrel potato heart

Spelling  
Hillerich List

29 cont'd

bubble  
already  
mirror  
recess  
squirrel

30 cont'd

problem  
act  
escape  
really  
\*probably

31 cont'd

vacation  
hundred  
sew  
ankle  
chocolate

32 cont'd

else  
sew  
princess  
quit  
hundred

Grade 5

27 weeks @ 20 words = 540  
(+5 review @ 20 each)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
golden shake fork jelly basketball	unhappy cement rise spoil soup	main sheet apart welcome slave	score oven science kick trail
contest flash explore guide changed	bench northern battle leaf prize	toast prove sink lazy fool	boss brook important group crack
hockey polite fifth stare verse	seventy lonesome forward court American	sweater nation theater carried machine	sour iron lace ladies address
view creek aim weigh wrap	capital metal whether continue *against	worth fields minutes careless earliest	juice choice since allow *course
<u>5</u>	<u>6</u>	<u>7</u>	<u>8 (Review)</u>
gay trust clear safe peace	below pointed she's float ditch	tore leather shine speed ill	certainly worst scene possible earliest
jolly discover center speak breath	sort bucket elephant island return	path lean begun lesson trunk	pitcher whether continue minutes explain
adventure dangerous signed daughters causes	angry strike bait electric pumpkin	ugly struck acre geese chain	view stomach against allow awful

Spelling  
Hillerich List

<u>5</u> cont'd	<u>6</u> cont'd	<u>7</u> cont'd	<u>8</u> cont'd
possible piano pitcher awful certainly	seek you've heel worst stomach	reasons explain thief scene speech	heel weigh speech course wrap
<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
wild sunshine weak hate remind	stone power blast broom fold	bar torn blood yell navy	grape sixth tax vine dare
United States whenever nor cloud fellow	thunder earn scared mistake raft	peach turtle pail chose bravery	plate grown fried fact chalk
period restless folks who's finally	officer scream puddle cousins throat	anyone hammer taught truth fought	birth except purse known closet
force pale themselves model rotten	cheek flies remembered borrow carefully	blond toss unknown slippery neighbor	practice anyhow several celebrate pleasant
<u>13</u>	<u>14</u> (Review)	<u>15</u>	<u>16</u>
yourself lad rid sidewalk mill	model submarine blood pleasant usually	chance count clown railroad shelf	onto bull form spare signal
lift check least united neat	neighbor themselves slippery sidewalk several	modern trace pillow hobby he'll	leap scout understand matter pal
ax perfect artist factory forty	remembered celebrate flies rotten yelled	wonderful expect appear among brighten	basement perhaps knit sentence dozen

<u>13</u> cont'd	<u>14</u> cont'd	<u>15</u> cont'd	<u>16</u> cont'd
promise submarine language beauty usually	beauty promise pale borrow carefully	blouse sandwich wrist surrounded sincere	knocked government destroy canoe cellar
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u> (Review)
leader nature joke march breeze	bathing bend airplanes cash tank	anywhere duty toe subject protect	holiday question government suppose forgotten
we'd holidays what's couple bother	blown she'll straw freedom harm	foolish pile seventeen reason creamed	excuse March sandwich climbed cellar
pitch capture motor useful you'd	comb message needle steal brake	husband fruit press apron baking	saucer destroy sincere lose wrist
question excuse lose earlier sense	favorite honor search lying forgotten	choose climbed supply suppose saucer	earlier search lying pillow knocked
<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
goose wake wave drum order	county butterfly bent rainbow farther	market sank shut sixteen law	price gown booklet roof pump
deliver touch blanket noises pasture	softball fear gentle sweep double	coast sixty drill notice proud	favor wipe waste none reached
moment sneeze joy future lonely	tune quarter quickly although queer	bold weight worse copy upper	idea industry shook suffer unfair



Spelling  
Hillerich List

<u>21</u> cont'd	<u>22</u> cont'd	<u>23</u> cont'd	<u>24</u> cont'd
background pilot empty believed Negro	quietly built pieces happiness citizen	laundry thirteen ought haul regular	drown bicycle surprised believing beginning
<u>25</u>	<u>26</u> (Review)	<u>27</u>	<u>28</u>
glove hike powder braver deck	beginning rough tough citizens surprised	pain blame square stream grant	charge rake aid bridge edge
mask office western froze gasoline	receive background Negro built believed	ladder blind taste pleased twice	congress agree skirt flood oranges
frost enemy choke figure stuff	happiness empty thirteen haul pieces	buffalo fail meeting repair screen	burned dew garage crowd television
terrible tough rough bicycles receive	stuff regular terrible quietly believing	million helicopter furniture suggest journey	ache weren't general guard niece
<u>29</u>	<u>30</u>	<u>31</u>	<u>32</u> (Review)
hours besides drawing thorn action	obey cape tool soil danger	prince shade master fog hose	accident niece faint imagine helicopter
whom dried package radio honest	thread invent cheer cute distance	forever roar monster Washington travel	journey guard poison breathe unusual
hospital stake caused stole bacon	crumbs excited extra bulb stamp	village eleven maid coach laughed	ache suggest crackers dollar easily

29 cont'd

cities  
president  
unusual  
easily  
imagine

30 cont'd

crackers  
faint  
answered  
breathe  
accident

31 cont'd

chimney  
poison  
dollars  
banana  
especially

32 cont'd

answered  
laughed  
bananas  
weren't  
especially

Spelling  
Hillerich List

Grade 6

27 weeks @ 20 words = 540  
(+5 review @ 20 each)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
pray remain shaking value courage	drift wound print effort orbit	sailor crime port mate silent	demand apartment rush collect drag
native speeding seasons actually straight	conduct advance feathers improve insect	sigh formed original mystery museum	handle dull salad protection ancient
directions final traveling stir lightning	borrowed magazine creep creatures ceiling	calm reply capsule accomplish height	settlement anxious surface stiff beard
brakes daily arrive neighborhood astronaut	arrange ski lettuce strangely college	recognize length dessert professor aisle	machines entered losing doubt naughty
<u>5</u>	<u>6</u>	<u>7</u>	<u>8 (Review)</u>
method wheels buildings direct duties	beyond clouds shaped vote design	bounce whale create safety movement	doubt planning position decided pirate
condition direction smooth central university	alarm castle smiled joined giants	passage meanwhile boom comfortable fault	naughty medicine grocery author strangely
bury all right announced relief difference	blooming narrow bothering contain society	chances waist entire circles cracked	neighborhood decided astronaut losing appointment

<u>5</u> cont'd	<u>6</u> cont'd	<u>7</u> cont'd	<u>8</u> cont'd
series attic pirate position medicine	soldiers planning drumming balanced grocery	daughters fasten decided author appointment	entered balanced fasten arrived drumming
<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
greet student flame slight peanut	within hollow thousands depend sample	shown record bay deal purpose	century file writer manage liquid
divide bound level written deed	section swept operation fooled chosen	whisper fuel eighth steel channel	swift chest decorate removed exciting
camera settle sword yield gather	prepare composition knock population difficult	advice labor union accidentally rescue	haunted serve experience guest service
similar allowed account practically fountain	collar forth embarrassed costume blizzard	expected exclaim perfume calendar heavily	knowledge fierce innocent supplies angrily
<u>13</u>	<u>14</u> (Review)	<u>15</u>	<u>16</u>
ourselves property delight silence pure	principal fountain forth practically supplies	furnish timber support council portable	lack tried split claim style
located Europe member powerful calmly	principle account fierce blizzard ninety	fever object automatic command various	admit discovered voyage realize conversation

Spelling  
Hillerich List

<u>13</u> cont'd	<u>14</u> cont'd	<u>15</u> cont'd	<u>16</u> cont'd
electricity compared allowance collecting opinion	calendar handkerchief embarrassed costume angrily	manner transportation nineteen handsome bunches	afford praise buried association scenery
healthy ninety handkerchief principal principle	exclaimed heavily opinion section expected	empire nuclear extremely refrigerator hurrying	struggle control quarrel article receiving
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u> (Review)
frozen charged tunnel popular prevent	angle we've equal crop sandwiches	avoid jungle cheap slower reward	consider assignment pleasure pupil excellent
clerk heaven finished southern dumb	measure quality owner amazed success	shovel include ordinary soldier judge	article nickel wander hurrying refrigerator
awoke terribly junior strength	consider capitol agreed ribbon breathed	argument passenger border examination ashamed	receiving frightened character exercise struggle
organ correct character noticed frightened	wander pleasure pattern intelligent assignment	pajamas exercise excellent pupil nickel	pattern quarrel avoid ordinary include
<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
habit envelope defeat tasted partner	result flight whatever tablet dairy	canyon mount boil P. M. tongue	type department interest natural statement

21 cont'd

thinking  
gang  
freezing  
pour  
balance

valuable  
civilization  
organization  
instance  
ironing

excused  
attend  
opposite  
evidence  
material

22 cont'd

cheerful  
holy  
fourteen  
itself  
speaker

flow  
manufacture  
altogether  
education  
wherever

captured  
approached  
division  
treasure  
restaurant

23 cont'd

A. M.  
energy  
cell  
temple  
complete

scientist  
spirit  
declare  
shoulder  
cough

burst  
favorites  
foreign  
curtain  
etc.

24 con't

damage  
recently  
settled  
event  
according

occurs  
appeared  
attempt  
autumn  
human

blossom  
national  
average  
barely  
attention

General Guidelines for  
Grammar Instruction

A child comes to school with knowledge of the spoken word as demonstrated by his use of the basic sentence patterns of our language. There has been a tendency in the past to move from this intuitive understanding to formalized instruction before a child could grasp the abstractions of grammar. Too frequently this has contributed to an active dislike of formal English instruction. Analysis can wait until the child is intellectually mature enough to truly comprehend and use analytic labels effectively. Our task is to increase inherent understanding of his language by providing opportunities for him to use and experiment with it.

In the elementary grades students will be given basic sentence patterns to study and explore with the teacher. Children will be provided with many opportunities to write and speak about topics consistent with their knowledge and interests, using these sentence patterns, and applying skills they are acquiring as a result of instruction in mechanics and usage. If instruction is sequential, purposeful, and consistent with a child's level of understanding, the child's ability to write and speak correctly should show relatively consistent growth. The following criteria are suggested for teacher-student evaluation of this growth:

1. Did I say what I wanted to say?
2. Did I say it in an interesting way?
3. Does my reader (or listener) understand what I mean?
4. Did I say it correctly?

## Grammar

While these criteria are valid for both speaking and writing, this section of the Language Arts Guide is designed to focus on writing skills, with the understanding that teachers will correlate instruction in speaking skills wherever applicable.

As determined in our survey of the district, the term "Grammar" has had a variety of connotations. For our instructional purposes, the section of the guide dealing with grammar is sub-divided into four components - mechanics, usage, sentence structure, and their application in composition. In order that all teachers will share a common understanding of terms, they are defined as follows:

Mechanics, generally speaking, includes the written symbols that provide clarity for the reader that vocal inflections, intonations, and pauses provide for the listener.

Usage is concerned with the appropriateness of language (formal and informal.) in context

Sentence structure is the development of thoughts into organized word patterns.

Teacher and student expectations in each area will be based upon the instruction that the child has had, as outlined on the following pages. Where charts are provided, intensive instruction is designated by an asterisk. Readiness and informal instruction precedes this year, and maintenance follows. For example, intensive instruction in capitalization of the first word in the sentence is designated for the third grade. It is introduced at the first grade. After third grade instruction, the expectation for most children is that they will capitalize the first letter of the first word in a sentence when they write independently or are



given exercises to do. However, review will be necessary in order that the skill is maintained. Periodic writing samples from children will provide the basis for analysis of errors and indicate when review is necessary.

The readiness stage for grammar skills is just as real and necessary as it is for reading skills. The committee has attempted to place emphasis and intensive instruction at an appropriate grade level so that readiness will have been established and most of the students will be successful. It is suggested that proofreading and correction of student writing be focused only on those items or skills that have been assigned for previous and/or present intensive instruction.

● Introduction  
 \*Emphasis  
 → Maintenance

Mechanics

This is not a totally inclusive list. Skills designated are those considered most important by the grammar committee and those needed in other areas of the curriculum.

	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
APOSTROPHE		●	●		* <u>In</u> contractions	* <u>Singular</u> possessives	* <u>Plural</u> possessives (both regular and irregular)		
CAPITALIZATION				* <u>Names</u> of persons, nicknames, titles * <u>Names</u> of days of the week, months of the year, and special days * <u>Names</u> of family relationships such as Mother, Father, Aunt, Uncle					
									* <u>Names</u> of buildings and monuments

Grammar  
Mechanics

- Introduction
- \*Emphasis
- Maintenance

Mechanics

First      Second      Third      Fourth      Fifth      Sixth      Seventh      Eighth      Ninth

<p>CAPITALIZATION (CONT'D)</p>					<p>*Names of organizations, clubs, business firms, institutions, and government departments</p>								
					<p>*Names and locations related to geography (major categories such as continents, oceans, countries, etc.)</p>								

\*Names of races, nationalities, and languages.

\*First word in sentence  
\*The pronoun "I"



- Introduction
- \*Emphasis
- Maintenance

Mechanics

First      Second      Third      Fourth      Fifth      Sixth      Seventh      Eighth      Ninth

CAPITALIZATION (CONT'D)

	●							
		●			*The <u>first</u> word and all nouns in the salutation of a letter			
					*The <u>first</u> word in the closing of a letter			
							*Names of periods, events, and documents of historic importance	
		●					*In a conversation	
							*States and postal abbreviations of states	
								●
								*Trade Names
								*Titles - Mr., Mrs., Miss, Ms., Dr., Rev.
								●
								*In a quoted sentence



- Introduction
- \*Emphasis
- Maintenance

Mechanics

First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
	CAPITALIZATION (CONT'D)					<p>*Names of stars, planets, and constellations</p> <p>*First, last, and all other important words in the titles of articles, short stories and books</p> <p>*First word in a line of poetry</p>	<p>*Names of political parties</p>	<p>*First word in each topic of an outline</p> <p>*Bibliography</p>
				<p>*In numerical expression of time</p>	<p>*Introduction of a list</p>			

Mechanics

- Introduction
- \* Emphasis
- Maintenance

First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
COLON (CONT'D)			●		* <u>After the</u> salutation in a business letter			→
COMMA					* <u>Between</u> cities, towns and states			→
					* <u>Between</u> day of month and year			→
	●				* <u>After</u> salutation and closing of a friendly letter			→
			●		* <u>After</u> closing of a business letter			→
							* <u>In a</u> direct quote	→
			●				* <u>Words</u> in a series	→
				●			* <u>Introductory</u> elements	→
								* <u>Bill</u> 'o- graphics

Grammar  
Mechanics









- Introduction
- \*Emphasis
- Maintenance

Mechanics

	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
PERIOD (CONT'D)		●	●			*Abbreviated titles			
QUESTION MARK					*Initials *In legal signature				
QUOTATION MARKS	●		*End punctuation in question						
SEMICOLON				●			*Titles of short stories, poems, and articles		
UNDERLINING								*In conversation	
									Quote with in a quote
									*Titles of books, newspapers, and magazines



## Making Nouns Possessive

(for teacher reference)

1. Possessive nouns normally function as adjectives in a sentence. Most possessive formations fall into three categories

- A. To show possession by a singular noun, add an apostrophe and s.  
boy, boy's; horse, horse's; cat, cat's; Les, Les's

Note that to show possession by a singular noun ending in s, add only an apostrophe unless a new syllable is formed in the pronunciation of the possessive.

Simmons' factory; Mr. Jones's book

- B. To show possession by a plural noun that ends in s, add an apostrophe.

boys, boys'; horses, horses'; cats, cats'.

- C. If the plural does not end in s, add an apostrophe and s.  
women, women's; children, children's; men, men's.

2. With few exceptions, nouns that name inanimate objects do not have possessive forms. Possession is shown by making such a noun part of a prepositional phrase.

Right:	the roof of the house	the drawers of the desk
Wrong:	the house's roof	the desk's drawers
<u>Exceptions:</u>	a year's salary, a day's work, today's assignment	

Note: Many times the possessive will function better as a descriptive adjective. For example: door of the car, car door.

3. To form the possessive of a compound noun, add apostrophe s to the last word.

sister-in-law, sister-in-law's; vice-president, vice-president's.

4. To form the possessive of a group of words containing a single idea, add an apostrophe s to the last word.

Elise and Ted's house  
Hays, Hodgdon, and Smith's office

## Usage

Correct usage as determined by grammatic analysis will be delayed until high school. Emphasis before that time will be on sound and pattern. For the child who is accustomed to correct standard usage, many items listed for instruction on the following chart are used correctly without instruction. Conversely, for the child who hears "sub-standard" English, correct forms frequently sound incorrect. It is imperative that teachers approach usage instruction in such a way that a child's culture is not insulted.

While instructional emphasis is designated for specific grade levels, the ultimate guide must be the teacher's awareness of the necessity for modification of expectation. As in other skills, these skills must be maintained by review and selected practice throughout the grades.







\* Introduction  
\* Emphasis  
→ Maintenance

Usage

First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
VERB USAGE (CONT'D)						* wrote- written	* began-begun blew- brought grew-grow lie-lay sit-set- sat	* throw broke- broken burst chosen drew drove fallen flown froze stolen torn * should have have been
								* to-two-too learn- teach their- they're- there

WORD CHOICE



## Sentence Structure

Knowledge of sentence structure evolves from intuitive understanding of the language. Proficiency and flexibility are acquired through instruction. In the elementary grades children will be introduced to the basic sentence patterns so that they may develop an awareness that there is structure in language. At the Junior High level instruction will focus on expansion and transformation of basic patterns. All instruction should have as its goal the power to handle sentences in such a way that the child can express himself with precision and can communicate his ideas effectively and in an interesting way.

There are seven sentence patterns which form the basis for all sentences used in English. These provide a frame-work for instruction in sentence structure. It is understood, however, that knowing "Boys throw balls." belongs to Basic Sentence Pattern 2 is not a goal in and of itself. It is the task of a creative teacher to judge how much emphasis is enough and how much is too much. Grade level designations for introduction and intensive study are shown, and should be appropriate for most children.



Sentence Structure: Basic Sentence Patterns

The following is a table demonstrating model sentences, with terminology and classification used by the "old" American Book Company, OUR LANGUAGE TO-DAY, and the corresponding terminology of the present pilot adoption. It is important that teachers use the new terminology and approaches, and that they provide a bridge for children by referring to the terms they have used previously.

A sentence is a noun phrase and a verb phrase.  
S                      NP                      +                      VP

	<u>Model Sentences</u>		<u>Pilot</u>	<u>Old Am.</u>
Introduction - 1	NP	(V)	BSP-1	N-V
Intensive study - 4	Dogs	chew.		
Introduction - 4	NP	(V/NP)	BSP-2	N-V-N
Intensive study - 6	Dogs	chew bones		
Introduction - 5	NP	(be/NP)	BSP-3	N-LV-N
Intensive study - 8	Dogs	are eaters		
Introduction - 5	NP	(be/Adj.)	BSP-4	N-LV-Adj.
Intensive study - 8	Dogs	are small.		
Introduction - 5	NP	(be/Adv.p)	BSP-5	N-V
Intensive study - 8	Dogs	are in the yard.		
Introduction - 5	NP	LV/NP	BSP-6	N-LV-N
Intensive study - 8	Dogs	become hunters		
Introduction - 5	NP	LV/Adj.	BSP-7	N-LV-Adj.
Intensive study - 8	Dogs	become tired.		
Introduction - 8	The child gave the dog a bone.			
Intensive study - 9	The child named the dog Max.			N-V-N-N

Note: "be" - those verbs which state a condition  
 "LV" - "be" verbs and others such as "seem" and "appear" which link the subject with a predicate word.

Expansion and Modification of  
Basic Sentence Patterns

Basic Sentence Patterns are given to provide foundation for the teacher, and at the appropriate grade level for the student in analyzing language. Basic sentence patterns may be expanded/modified without changing the classification of the sentence. This technique should be used judiciously with the children to increase the interest and precision of their writing. Continued exploration and practice in using these patterns should be done as large or small group activities with teacher leadership.

BSP-1	Max	chews.	
	Dogs	chew.	
	They	chew.	
	The dogs	chew.	
	My dogs	chew.	
	These dogs	chew.	
	Some dogs	chew.	
	Six dogs	chew.	
	Six small dogs	chew.	
	Six small dogs	chew hungrily.	
	Six small dogs	chew hungrily in the morning.	
BSP-2	Dogs	chew	bones.
	Dogs	chew	them.
	Dogs	chew	the bones.
(NP may be modified as above)	Dogs	chew	their bones.
	Dogs	chew	several bones.
	Dogs	chew	six bones.
	Dogs	chew	six knuckle bones
	Dogs	chew	six knuckle bones in the yard.
BSP-3	Dogs	are	eaters.
	Dogs	are	big eaters.
	Dogs	are	very big eaters.
	Dogs	are	very big eaters every day.
BSP-4	Dogs	are	small.
BSP-5	Dogs	are	in the yard.
BSP-6	Dogs	become	hunters.
	Dogs	become	good hunters.
	Dogs	become	good hunters in the spring.
BSP-7	Dogs	become	tired.

## Indefinite Pronouns

for teacher reference

1. Indefinite pronouns refer to persons or things generally rather than specifically. Usually the antecedents are understood but not stated.

any-singular	few-plural
anybody-singular	neither-singular
anyone-singular	none-singular
anything-singular	nobody-singular
both-plural	nothing-singular
each-singular	one-singular
either-singular	several-plural
everybody-singular	some-plural
everyone-singular	somebody-singular
everything-singular	something-singular

Note: Indefinite pronouns use the apostrophe to show possession:  
one's, anybody's.

2. Here are a few more pronouns to watch for:

this-singular	itself-singular
that-singular	ourselves-plural
these-plural	yourselves-plural
those-plural	themselves-plural
myself-singular	who-singular
yourself-singular	whom-singular
himself-singular	which-singular
herself-singular	what-singular

Note: Who refers to people; which refers to animals or things;  
that can refer to all three; and what has no definite antecedent.

### Sentence Structure: Transforms

A transform is a sentence that does not follow a Basic Sentence Pattern

or

a sentence in which addition of words changes the original meaning (possessive, negative).

The basic sentence patterns (BSP) are the starting point for all transforms.

Whether we realize it or not, students and teachers continually use transforms. As a result, excessive drill on the transform is not required.

Teachers should show students the types of transforms appropriate at each grade level and assist them in making up their own examples. Power in manipulating transforms at the appropriate grade level can be an enjoyable experience.

Grammar  
Sentence Structure

e Introduction  
\* Emphasis  
→ Maintenance

Transforms

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth
POSSESSIVE TRANSFORM	e				*		
NEGATIVE TRANSFORM		•	*				
EXCLAMATION TRANSFORM		•			*		
HERE AND THERE TRANSFORM		•			*		
COMPOUND TRANSFORM		•			*		
YES-NO QUESTION TRANSFORM		simple					*complex
REQUEST TRANSFORM			•	*			
WH-QUESTION TRANSFORM			•		*		
							•

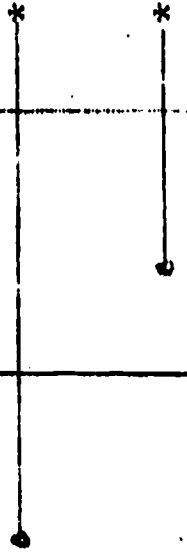
● Introduction  
\*Emphasis  
→ Maintenance

Transforms

Third Fourth Fifth Sixth Seventh Eighth Ninth

SUBORDINATE TRANSFORM

ADJECTIVE TRANSFORM



Possessive Transforms

Introduction - 3rd grade  
Emphasis - 7th grade

The possessive transform is made by replacing a determiner in one basic sentence with the possessive form of a NP from another basic sentence.

Miss Kelly has a story.  
The story portrays courage.  
Miss Kelly's story portrays courage.

Negative Transforms

Introduction - 4th grade

Emphasis - 5th grade

The negative transform requires an auxiliary, but the word order is not changed. Add not (or its contracted form n't) to the auxiliary or the first word of an auxiliary combination.

John will come back.  
John will not come back.  
John won't come back.

It is sometimes necessary to use a form of do when no other auxiliary is present.

Angie lives there.  
Angie does not live there.  
Angie doesn't live there.

Be and sometimes have are exceptions in this transformation because the negative is added to the main verb rather than an auxiliary.

She is here.  
She isn't here.

He has some candy.  
He hasn't any candy.



### Exclamation Transforms

Introduction - 4th grade  
Emphasis - 7th grade

The exclamation does not necessarily require a change in word order or sentence pattern.

The statement, "I've caught one.", is readily transformed into the exclamatory sentence. The exclamation mark indicates that the sentence is now exclamatory. It is spoken with more emphasis or higher pitch than the statement.

I've caught one!

The statement, "I have caught one.", may be transformed into the question -

Have I caught one?

The question may then be transformed further into the exclamatory sentence -

Have I caught one!

The statement, "You will stop at the corner.", may become exclamatory after becoming a command -

Stop at the corner.  
Stop at the corner!

Here and There Transforms

Introduction - 4th grade

Emphasis - 8th grade

These transforms can be accomplished by placing the verb before the subject and by changing the position of the words here or there in a sentence.

The children are here.  
Here are the children.

The money is there.  
There is the money.

### Compound Transforms

Introduction - 4th grade  
Emphasis - 9th grade

The compound transform is made by putting all or part of one basic sentence into another basic sentence.

A compound transform may be formed by putting the subject NP of one basic sentence into the subject NP of another basic sentence. The two subject NPs are joined by a coordinate conjunction or a correlative conjunction.

The woman laughed at the clown.  
The child laughed at the clown.  
The woman and the child laughed at the clown.

A compound transform may be formed by putting the whole VP or part of the VP in one basic sentence into the VP of another sentence.

Carl made a drum.  
Carl sold the drum.  
Carl made and sold a drum.

Susan baked an apple pie.  
Susan baked a chocolate cake.  
Susan baked an apple pie and a chocolate cake.

Your answer is correct.  
Your answer is acceptable.  
Your answer is correct and acceptable.

A compound transform may be made by joining two basic sentences with a coordinate conjunction or a conjunctive adverb.

Tom came into the room.  
Sally left.  
Tom came into the room, so Sally left.

I wrote a poem.  
My teacher read it.  
I wrote a poem and my teacher read it.

Sally needs my help.  
I will help her.  
Sally needs my help; therefore, I will help her.

Yes-No Question Transforms

Introduction - 5th grade  
Emphasis - 6th grade

When a statement is transformed into a yes-no question, the basic sentence pattern is not changed.

In a statement with an auxiliary verb, the transformation is accomplished simply by moving the auxiliary (helping verb) to the beginning of the sentence.

Summer vacation will begin in a few months.  
Will summer vacation begin in a few months?

The children are eating lunch now.  
Are the children eating lunch now?

The weather has been unpredictable.  
Has the weather been unpredictable?

The transformation of a statement with a single-word form of the verb be can be accomplished by moving the form of be to the beginning of the sentence.

The food is cold.  
Is the food cold?

Jane was here yesterday.  
Was Jane here yesterday?

In a statement containing neither a be verb nor an auxiliary, add an auxiliary at the beginning of the sentence. It may also be necessary to change the verb to the form that is used with that auxiliary.

John hit the ball.  
Did John hit the ball?

The dog barked at the child.  
Did the dog bark at the child?

Request Transforms

Introduction - 5th grade  
Emphasis - 7th grade

The request transform is made from a basic sentence in which the NP is you and the VP contains an auxiliary.

You will bait the hook.

In the transformation the subject NP and the auxiliary can be omitted but still understood. The remaining sentence parts form the basic command transform.

Bait the hook.

The request transform can often be made by the addition of please or will (change of word order).

Bait the hook, please.  
Will you bait the hook?

Wh - Question Transforms

Introduction - 6th grade  
Emphasis - 9th grade

In this transform the basic sentence contains an adverbial of place, time, condition (manner), or reason in the VP.

The desk is at home.  
The soldiers drank thirstily.

The basic sentence is transformed into a yes-no question.

Is the desk at home?  
Did they drink thirstily?

The adverbial of place, time, condition, or reason is replaced with the words where, when, how, or why, and placed at the beginning of the question.

Where is the desk?  
How did the soldiers drink?



Subordinate Transforms

Introduction - 7th grade  
Emphasis - 9th grade

The subordinate transform is made by using a subordinator to put all or part of one basic sentence into another basic sentence.

A student needs paper.  
A student writes letters.  
A student who writes letters needs paper.

We walked into the room.  
We found a puppy.  
When we walked into the room, we found a puppy.

## Adjective Transforms

Introduction - 8th grade  
Emphasis - 9th grade

An adjective transform is a variation of a compound transform which involves putting all or part of one basic sentence into another basic sentence. This sometimes changes the position of the adjective from the VP to the NP.

Some children were young.  
Some children joined the school.  
Some young children joined the school.



### Policy Guidelines for Composition

Composition is the act of putting together words to record feelings, a story, or information in written form. Children are able to communicate in writing before they have mastered mature oral language. As specific skills are taught, children gradually apply their knowledge of mechanics, usage, and basic sentence patterns into written language. They also tend to reflect the model of language as spoken in their home. For that reason, students who come from homes where standard American-English is spoken appear to have less difficulty in transferring ideas from thoughts to spoken or written language. However, all children have something of value to say, and all children need to know how to speak and write so that others can understand them.

To facilitate composition with students:

1. Define the purpose. Is it to write something for a specific person to read, or is it practice in using punctuation marks? Let students know the purpose, also.
2. Furnish models for writing. Constructive examination of student papers can be used to advantage.
3. Provide short, frequent writing sessions.
4. Make the assignment realistic in terms of the age, interests, and experiences of the students. Ideally, many of the topics would come from the students' lives. To ease the discomfort that some children experience in getting started, a choice of topics might be given. Topics stated in open-ended questions may also prove stimulating.

5. Provide for oral planning before composing. Class discussion is helpful, but a recent study indicates that pairing of students for interaction before writing is more effective. The paired situation gives the individual student more talking time. Verbalizing was found to be conducive to better writing.

Becker, R.A. "The Effects of Oral Planning on Fifth Grade Composition." Unpublished doctoral dissertation, North Texas State University, 1970.

6. Write needed spelling words and/or examples of mechanics or usage on the board to aid students during writing.
7. Be certain students have enough time to complete the task you have assigned. Motivated students may be discouraged by interruption.
8. Encourage proofreading. One approach is to ask the students to search for only one kind of error at a time, based upon those skills that have been taught. Pairing students for this task is also helpful in developing a good attitude toward proofreading.
9. Evaluate the composition according to the purpose. Correct spelling and writing are essential when the writing is intended for a specific reader as correctness is a courtesy to that person. Creative writing, however, is basically an opportunity for children to create something new and different. Expectations for applying rules of spelling, mechanics, and usage should be based upon the known skills that have been taught. Conferences between student and teacher to improve content and the use of skills are recommended.

More specific guidelines for instruction in composition are included in the Factual Material and Literature sections of the Language Arts Guide. In addition, as teaching strategies are devised, there will need to be clarification of the instructional sequence of composition skills.

Critical Skills Applied to

Factual Material

Kindergarten

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Child Expectancies

Teaching Strategies

Literal Meaning and Specific Facts

Child:

- names objects accurately in his environment
- uses all senses to make observations about items in his environment
- contributes facts or thinking when given an item, situation, or idea

Sequence

Child:

- recalls sequence of events from his own experience
- follows one or two simple oral directions
- uses sequence clue words to indicate understanding of time order

-such words as after that,  
and then, before, etc.

Main Idea

Child:

- suggests a topic for an experience story

Cause and Effect

Child:

- suggests possible causes or outcomes of situations within his everyday experience

Comparison and Contrast

Child:

- compares concrete items according to size, length, weight, etc., using appropriate language
- identifies likenesses and differences of concrete items and symbols

-shorter, smallest,  
heavier, etc.,

Classification and Categorization

Child:

- sorts concrete items into sets using a variety of attributes or characteristics
- identifies item that does not belong when given a series of objects, pictures, or symbols, one of which is dissimilar
- identifies items that are the same when given a series of objects, pictures, or symbols, two of which are alike

-starts with teacher suggestion of attributes-at later date with increasing independence

Vocabulary Development

Child:

- builds and broadens knowledge of words relevant to his experience:

-in group discussion -  
holiday, summer, audience,  
helper, etc.



Acquiring Information

Kindergarten

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Child ExpectanciesTeaching StrategiesListening

Child:

- discriminates between sounds in his environment
- reproduces a tapping pattern or similar pattern
- distinguishes between high-low, soft-loud, near-far sounds
- identifies rhyming sounds
- associates consonant sounds at beginning of word with appropriate symbol
- responds to questions
- follows one or two-step oral instructions
- listens to a story
- attends to a task, resisting distraction by aural stimuli

-see Pre-reading and Decoding Sections

-for a limited time

Locating Sources of Information

Child:

- observes items and events in his environment, questioning and commenting upon those things that interest and/or concern him
- uses pictures, real objects, and aural stimuli as resources to increase his fund of knowledge

-provides wide variety of items and experiences in the classroom, including resources from science and social science curricula

## Acquiring Information

### Locating Sources of Information (cont'd)

-finds activities in the classroom which spark his curiosity or challenge him

-employs all senses to gain information

### Using Resources of Media Center

Child:

-after instruction, is able to:

1. Call media specialist by name
2. Locate the area containing easy books
3. Pick out a book from the collection

4. Demonstrate the following steps in the proper handling of books:

- a. how to open books
- b. how to turn pages
- c. how to properly retrieve a book
- d. how to return a book to the shelf

(When children check out books to take home, add:)

- e. how to keep books from younger brothers, sisters, and pets
- f. how to protect books from rain and snow

-listens to a story

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-teacher and media specialist schedule informal visits to media center

-it is suggested that, at the beginning of the year, books be displayed on tables

-when children are learning to select books from shelves, the media specialist may wish to limit the available easy books to a relatively small section ..... gradually increase number from which to make a choice

-media specialist and/or classroom teacher provide opportunities for story hour in the media center

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Using Books

Child:

-can locate beginning of picture book and knows how to look through it

-see Using Resources of Media Center

Using the Dictionary

Child:

-says name of letter; associates symbol and sound of letter

-see Prereading and Decoding Section

Recording Information

Kindergarten

Child Expectancies

Taking Notes

Child:

-nothing at this level

Keeping and Organizing Papers and  
Notebook

Child:

-nothing at this level

Proofreading

-nothing at this level

Teaching Strategies

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Communicating Information

Kindergarten

Child Expectancies

Teaching Strategies

Oral Form

Child:

- expresses ideas in thought units
- uses accurate names for objects in his environment
- verbalizes reactions concerning activities in which he is engaged
- relates experiences and observations

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Written Form

Child:

- contributes to group "experience chart"

General Goals and Strategies

Kindergarten

Child Expectancies

Child:

-listens and reacts to many types of literature

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-reads pictures and books

Teaching Strategies

-Time should be allotted daily for introduction to a variety of literary materials. It is vital that children hear all types of literature and have an opportunity to react and respond.

-Teachers will present literary materials through:  
story hour  
visits to media center  
films  
film-strips  
records  
having picture books and easy reading books displayed and available in the classroom

-Children will be given opportunities for:  
discussion  
listening  
reading  
dramatizing  
creative expression

-Books and other types of literary materials should be an important element in every classroom.

-Before children read, they should have picture books available as well as children's books which they may look at or request that parents and/or teacher read to them.

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-tells or dictates original stories

Cognitive elements of literature  
for kindergarten on following pages.

-As soon as children acquire independent reading skills, books at an appropriate reading level should be readily available, and time should be provided each day for each child to read for his own pleasure.

-The natural creativity of children is encouraged if they are given opportunities to tell and later to write original stories.

-It is important that the teacher not only accept attempts at story-telling, but that she indicate that she values all efforts.

-Children's stories, whether dictated or written, may be displayed, included in a class magazine, or sent home with comments of a positive nature.

-At this point correctness should be of negligible importance - creativity of prime importance.

Cognitive Elements of Literature

Kindergarten

Child Expectancies

Teaching Strategies

Plot Sequence

Child:

-retells a story or other appropriate literary material in sequence

-participates in group dictation of a sequential experience story

-reconstructs his personal experiences in sequence

Setting

Child:

-begins to realize there are environments that are similar and different from his own

Characterization

Child:

-participates in discussions of characters in stories he has heard

-designs daily activities to introduce children to as much literature as possible using a variety of media

-provides opportunities for children to re-tell favorite stories or nursery rhymes in a variety of ways

-reads a wide variety of stories to children, showing illustrations and directing discussion toward variety of settings depicted

-see Social Science curriculum

-introduces child to a variety of characters in all types of children's literature



Characterization (cont'd)

- suggests possible emotions or reactions of story characters
- tells what a character has done in a story he has heard

- reads books which present characters exhibiting a variety of emotions

Literal Meaning

## Child:

- begins to discriminate between sense-nonsense, real and make-believe

- exposes children to many kinds of literature, with discussion focused on helping children gain meaning from material they have heard

- most skills in this area are itemized in the critical reading section of the guide

Vocabulary Development

## Child:

- names objects in his environment
- describes objects and people in environment
- uses words to describe feelings, actions, and places

- uses concrete experiences and manipulative materials

- provides many and varied situations in which child practices classification skills

- creates situations in which child may react in a small group

- provides opportunities in science, social science, language arts, and Fine Arts for child to hear and use an increasingly wide variety of words

Mood

## Child:

- reacts to stories, poems, and songs through body language and dramatic play

- gives child exposure to stories and poems with a wide variety of moods and themes

Handwriting

Kindergarten

Child Expectancies

Teaching Strategies

Child:

- is aware of body parts
- exhibits understanding of directionality
- demonstrates understanding of words used in handwriting instruction, i.e., under, over, above, below, on, beside, before, after, left, right, first, next, between, last
- recognizes basic shapes
  
- draws basic shapes
  
  
  
  
  
  
  
  
  
- exhibits fine motor control

- teacher will emphasize top to bottom, left to right
- teacher provides many activities for "acting out" concepts associated with prepositions before applying them to lines, spaces, and paper
- teacher provides activities in which children sort concrete objects according to shape, manipulate objects having basic shape, puzzles, and so on
- teacher structures activities:
  - A. ○ → □ → △ → ▭ → ◇
  - B. Air writing →  
Chalkboard →  
Winterhaven forms →  
kinesthetic tracing
  - C. Chalk → crayon →  
pencil
- teacher provides a variety of activities by which child will have an opportunity to use small muscles:
  1. Playing with toys
  2. Paper tearing
  3. Cutting paper with scissors
  4. Finger painting
  5. Clay modeling
  6. Scribbling
  7. Putting puzzle together
  8. Buttoning, zipping, typing (for handicapped children)

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Kindergarten (cont'd)

## Child:

-traces over a variety of  
dotted forms

-recognizes letters of the  
alphabet

## -teacher structures:

1. Chalkboard → large  
paper
2. Chalk → crayon →  
pencil
3. Simple → more  
complex

-see decoding sequence

Grade Level Designation for  
Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after instruction.

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Grammar Instruction

## Kindergarten

Responsibility for grammar instruction at the Kindergarten level falls into two major classifications. In the area of spoken language, the teacher will provide the model for correct usage and sentence structure. In addition she will provide as many opportunities as possible for children to express themselves on a variety of topics and in different groupings—large, small, and one-to-one.

Using experience charts, the teacher initiates the concept of written expression of oral language. Without belaboring the point, the teacher, by using capital letters, periods, and question marks, introduces skills in mechanics which will be initiated in formal instruction at a later grade level.

Critical Skills Applied toFactual Material

First Grade

Child ExpectanciesTeaching StrategiesLiteral Meaning and Specific Facts

Child:

- begins to locate and read aloud a sentence within a limited passage which answers a teacher's question requiring a specific factual answer
- contributes to a discussion involving recall of factual information after listening to or viewing factual material
- suggests relevant factual statements that corroborate a statement or answer a specific question based on observation or experiences

Sequence

Child:

- contributes to discussion concerning what was first, next, and last, after reading a short passage silently
- follows two or three simple oral directions, in sequence
- places sequential pictures in appropriate order and explains reasoning
- determines logical order and explains reasoning when given informational topic that has inherent sequence

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-e.g.— planting seeds,  
getting ready for school

Factual Material  
Critical Skills

Main Idea

Child:

- suggests a title for an informative passage he has heard

Cause and Effect

Child:

- identifies possible cause(s) when given an effect of an action in his environment
- suggests alternative outcomes in cause/effect relationships

Comparison and Contrast

Child:

- enumerates ways in which items are similar and dissimilar
- continues to expand vocabulary used in describing comparison/contrast situations
- begins to distinguish between real and fanciful situations

-with teacher direction

-with teacher help in establishing criteria — see also Classification and Organization

Classification and Categorization

Child:

- continues to classify objects using an increasing number of attributes or characteristics
- uses key word/idea to develop related vocabulary

-good words, holiday words, etc.

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Classification and Categorization (cont'd)

-identifies the disparate word  
and states reasons when given  
a group of words, one of which  
is dissimilar in category

-begins to distinguish between  
real and fanciful situations

-with teacher direction —  
see also Comparison and  
Contrast

Inference

Child:

-uses pictures or similar media  
as basis for suggesting information

-participates in group discussion  
exploring ideas gained from  
reading

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Vocabulary Development

Child:

-builds and broadens knowledge of  
words relevant to his experiences

-uses words connected with content  
areas being studied

-in group discussion — holiday,  
summer, audience, insects, etc.



Acquiring Information

First Grade

Child Expectancies

Teaching Strategies

Listening

Child:

- listens and responds in conversation with teachers and peers
- focuses on clue words used by teachers in giving simple instructions
- discriminates between sounds needed in phonetic analysis
- identifies rhyming elements
- follows two or three-step oral instructions, in sequence
- recalls important elements after listening to a story

- such words as; underline, circle, draw a line from, bring your workbook and pencil, etc.
- see Decoding and Prereading sections

Locating Sources of Information

Child:

- continues to use Kindergarten level resources for locating information
- participates in class discussion to increase understanding of topics on which more information is needed

Using Resources of Media Center

Child:

- practices proper care of books
- checks out books

- teacher assumes responsibility for instruction in procedures for checking out books

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Using Resources of Media Center  
(cont'd)

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- returns books on time
- uses following criteria for book selection:
  1. Does the book interest me?
  2. What am I going to do with it?
    - look at pictures
    - take it home and ask to have it read to me
    - take it to the room for teacher to read to me
    - read it myself
- listens to a story
- watches film strip

-media specialist reintroduces children to easy book section

-media specialist and teacher, during the year, instruct and provide opportunities for practice in the proper selection of books

-media specialist and/or teacher provide opportunities for story hour and audio-visual viewing

-media specialist introduces audio-visual equipment, as she is able

Using Books

Child:

- has basic knowledge of format of book
- can locate beginning of book and knows how to look through book
- can locate title and author of book
- uses table of contents to locate page number of story or chapter needed

-with teacher direction

Using the Dictionary

Child:

- knows alphabet in order

-helps child make personal picture dictionary

Recording Information

First Grade

Child Expectancies

Teaching Strategies

Taking Notes

Child:

-nothing at this level

Keeping and Organizing Papers and Notebook

Child:

-has papers in order until work is completed and handed in

Proofreading

Child:

-writes to record/communicate what he wants to say

-shares his writing with others

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-provides the structure and reason

-varies the time frame according to age and maturity of children

-provides many opportunities to write

-saves writing samples to share growth with child

-since there has been no intensive instruction at this level, in all probability there would be no reason to correct papers

Communicating Information

First Grade

Child Expectancies

Teaching Strategies

Oral Form

Child:

- communicates information through informal activities
- participates in small group, peer to peer, and child to teacher discussion
- responds to questions, relating information concerning a topic

Written Form

Child:

- contributes to group "experience chart"

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General Goals and Strategies

First Grade

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Child Expectancies

Teaching Strategies

Child:

-listens and reacts to many types of literature

-reads pictures and books

-Time should be allotted daily for introduction to a variety of literary materials. It is vital that children hear all types of literature and have an opportunity to react and respond.

-Teachers will present literary materials through:  
story hour  
visits to media center  
films  
film-strips  
records  
having picture books and easy reading books displayed and available in the classroom

-Children will be given opportunities for:  
discussion  
listening  
reading  
dramatizing  
creative expression

-Books and other types of literary materials should be an important element in every classroom.

-Before children read, they should have picture books available as well as children's books which they may look at or request that parents and/or teacher read to them.

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-tells or dictates original stories

Cognitive elements of literature for first grade on following pages.

-As soon as children acquire independent reading skills, books at an appropriate reading level should be readily available, and time should be provided each day for each child to read for his own pleasure.

-The natural creativity of children is encouraged if they are given opportunities to tell and later to write original stories.

-It is important that the teacher not only accept attempts at story-telling, but that she indicate that she values all efforts.

-Children's stories, whether dictated or written, may be displayed, included in a class magazine, or sent home with comments of a positive nature.

-At this point correctness should be of negligible importance — creativity of prime importance.

Cognitive Elements of Literature

## First Grade

Child ExpectanciesTeaching StrategiesPlot-Sequence

## Child:

- tells a well-known story in sequence
- tells a personal experience in appropriate order
- identifies the beginning, middle, and end of a story
- creates stories to correspond with illustrations in a picture book
- writes a sentence describing the action in each of a set of three sequential pictures

- exposes to story more than one time and gives child opportunity to:

illustrate in sequence  
tell in sequence  
dramatize

- stresses and includes child in daily planning

Setting

## Child:

- suggests location of story he has read or heard
- uses descriptive words in telling about his environment or that of an illustration or photograph
- participates in discussion of illustrations of stories

- uses camera to stimulate child's interest
- provides mounted pictures, film strips, books, T.V., to stimulate discussion
- selects from different basal texts and trade books for supplementary reading so that child is exposed to many types of illustrations

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Characterization

## Child:

- suggests what characters in well-known stories do, look like, and feel
- suggests one or more reasons for believing a character is real or make-believe
- identifies characters in a story read or heard

- uses guided oral activities:  
"could you do that?"  
"does your dog talk?"

Literal Meaning

## Child:

- continues to discriminate between sense-nonsense, real-make-believe
- restates idiomatic expressions in his own words, indicating that he understands their meaning
- uses context to determine appropriate meaning of words

- continues exposure to teacher-selected literary materials to help child gain insight into literal meaning

- helps a child interpret such phrases as: "he flew through the door."

Vocabulary Development

## Child:

- develops sight vocabulary of those words that have meaning for him
- uses context clues of story to establish appropriate meanings of words
- expresses feelings and ideas in group setting

- matches words with pictures and real objects

- develops categorized word lists with children as a means of expanding their vocabulary:  
kind of day  
texture words



Vocabulary Development (cont'd)

-uses words in dictating  
experience story

-provides many and varied  
opportunities for children  
to dictate ideas

Mood

Child:

-uses words to describe how  
he feels about events and  
stories that he has heard

-provides opportunities for  
children to react to mood  
of stories, expressing  
their emotions

-reacts to stories, poems, and  
songs through body language,  
dramatic play, and creative art

-accepts a variety of  
opinions

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Handwriting

First Grade

Child Expectancies

## Child:

-writes letters of the alphabet in manuscript using formations suggested by adopted handwriting text

-knows difference between lines and spaces

-understands words used in handwriting instruction

-leaves appropriate space between letters and words

-heads paper according to procedures established by the first grade teachers

-positions paper correctly, holds pencil correctly, and sits properly while writing

Teaching Strategies

-teacher will structure procedures:

1. Air-writing  
chalkboard  
large tracing letters  
folded newsprint  
lined paper
2. Finger → chalk →  
crayon → pencil

-teachers will want to follow general procedures designated for kindergarten instruction.

paper:  $\frac{1}{2}$ " alternate line  
11x15

pencil: beginner's pencil  
without eraser

Spelling

## Primary

Child Expectancies

## Child:

-begins to acquire a spelling vocabulary from standard spelling lists and personal needs

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Teaching Strategies

- gives instruction in basic spelling skills
- after discussion that precedes writing, writes needed words on chalkboard for child reference
- develops personal dictionaries with children
- working with a student, <sup>proof-</sup>reads and corrects spelling errors on important papers
- avoids marking spelling on creative writing papers unless it is being proofread with the child in preparation for display or for being sent to someone

Grade Level Disignation for  
Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after instruction.

Grammar Instruction

First Grade

Introduction

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Mechanics:

Apostrophe

- in contractions

Capitalization

- names of person, nicknames, titles
- names of days of the week, the months of the year, and special days
- names of family relationships such as Mother, Father, Aunt, Uncle
- first word in a sentence
- the pronoun "I"

Colon

- in numerical expression of time

Comma

- between cities, towns, and states
- between day of month and year

Period

- at the end of a sentence (statement)
- after request that does not exclaim

Question mark

- end punctuation in question

Usage:

Naming self last

Verb usage

- come-came; did-done; give-gave; is-are; see-saw; was-were;

Sentence Structure

Basic Sentence Pattern I

- NP + (V)

Critical Skills Applied toFactual Material

Second Grade

**BEST COPY AVAILABLE**Child ExpectanciesTeaching StrategiesLiteral Meaning and Specific Facts

Child:

- locates and reads aloud a sentence which answers question demanding factual answer
- formulates questions which will be answered in material to be read, viewed, or heard
- notes significant details in material he has read, heard, or viewed

-with teacher direction

Sequence

Child:

- contributes to discussion concerning what was first, next, and last, after reading a short passage silently
- follows two or three-step written/oral directions when correct order is necessary to accomplishing a task
- recalls a short sequence of events or series of steps when order is necessary for understanding

Main Idea

Child:

- suggests an appropriate title for an informative passage he has heard

Factual Material  
Critical Skills

Main Idea (cont'd)

-begins to select main idea when several are suggested and supports his choice

-use only with informative material

-with much teacher direction

Cause and Effect

Child:

-suggests the possible cause or effect of an event or action

-identifies cause and effect situations in his reading

-with teacher direction

Comparison and Contrast

Child:

-identifies words or phrases that have similar or contrasting meanings (synonyms and antonyms)

-supplies antonyms for given common words

-responds to teacher's questions which call for ability to compare or contrast situations, events, or objects in material he has read, viewed, or heard

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Classification and Categorization

Child:

-distinguishes between real and fanciful situations, giving reasons

-identifies the disparate word and states reasons when given a group of words, one of which is dissimilar in meaning or category

Classification and Categorization  
(cont'd)

- classifies words in categories of general meaning
- suggests additional words which belong in a particular category

Inference

Child:

- uses pictures or similar media as basis for suggesting information
- participates in group discussion exploring ideas gained from reading

Vocabulary Development

Child:

- develops in-depth meaning of key words associated with a topic
- contributes to discussion of varied meaning of words according to context

- such as color words, animal words, etc.
- give two or three words in a category, then ask children to contribute additional words

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- through experimentation, teacher directed discussion, and reading -- to develop meaning of words such as gravity, friction, group
- such as walk, light, etc.



Acquiring Information

Second Grade

Child Expectancies

Teaching Strategies

Listening

Child:

- writes from dictation
- follows two or three-step oral directions
- focuses on a task, ignoring extraneous aural stimuli
- responds accurately to an increasing number of words used in giving instructions
  
- listens to and delivers a simple message accurately
- listens in small and large group discussion, which enables him to participate
- discriminates between sounds needed in phonetic analysis

Locating Sources of Information

Child:

- turns to books and audio-visual material as sources of information
- locates specific information in a given source

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- spelling lists
  
- page numbers, location of supplies, book needed, where to place finished work
- see Decoding skills - Service words
  
- see Decoding section

Using Resources of Media Center

Child:

- is aware of layout of media center
- differentiates between the following types of books as he exhibits readiness for instruction
  1. Fiction
  2. Non-fiction
  3. Biography  
(as a type of non-fiction)
- follows procedures appropriate to the following areas:
  1. Audio-visual section
  2. Book section
  3. Periodical section
  4. Circulation desk
- visits media center independently
- reads new books and rereads old favorites

Using Books

Child:

- uses table of contents to locate chapters and/or sections of book

Using the Dictionary

- uses picture dictionary

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- media specialist acquaints children with general layout of media center
- media specialist and classroom teacher teach children to differentiate between fiction, non-fiction, and biography, and encourage children to read in each area
- media specialist instructs in proper usage of various areas of the media center
- teacher makes optimum use of the media center in the presence of children so they may observe and pattern their behavior after a good model
- teacher encourages children to read widely and to turn to media center for information as need and interest dictate
- media specialist and teacher share responsibility for instruction in use and care of audio-visual hardware and software

- textbooks used in classroom

Recording Information

Second Grade

Child Expectancies

Taking Notes

Child:

-nothing at this level

Keeping and Organizing Papers and Notebook

Child:

-has papers in order until work is completed and handed in

Proofreading

Child:

-writes to record/communicate what he wants to say

-participates in group analysis of a good paragraph in which there are specific common errors to be corrected

-shares his writing with others

Teaching Strategies

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-provides the structure and reason

-varies the time frame according to age and maturity of children

-provides many opportunities to write

-saves writing samples to share growth with child

-marks only mechanical or grammatical errors in which instruction has occurred

-analyzes types of mistakes children are making and instructs to those skills needed

-reacts to content and "style" in a positive way

-provides many opportunities when a child's creative writing is not corrected in any way

Communicating Information

Second Grade

Child Expectancies

Teaching Strategies

Oral Form

Child:

- recounts information concerning observations, experiences, or reading
- describes objects, events, and experiences
- incorporates technical or content words in discussion
- participates in discussion activities

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- concentrate on developing in-depth meaning of these words

Written Form

Child:

- writes informally concerning information he has gained from observation, experiences, or reading
- finds and writes answers to specific questions

- see Procfreading

- in classroom textbooks
- with teacher direction

General Goals and Strategies

Second Grade

Child Expectancies

Child:

-continues to listen to a variety of literary materials

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-reads many books independently

Teaching Strategies

-Even though the average child is becoming an independent reader at this time, it is vital that teachers continue to provide time in which children may listen to stories and poems.

-Carefully selected literary materials provide an opportunity for developing critical and creative comprehension skills without being tied to reading, which may still be rather difficult for many children.

-Children are unable to read, independently, much of the literature that they find enjoyable. Listening to more difficult selections is especially important at a time when their reading ability is limited.

-Teachers should encourage children to explore and sample all types of books.

-While teachers will want to have individual conferences with children, discussing books read, the child should not be required to report on or discuss all books he has read.

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-writes original stories

Cognitive elements of literature  
for second grade & 9 on following  
pages.

-Value judgments concerning type of book, difficulty, or length should be avoided. Good readers become better readers by reading. It is essential that nothing be done to discourage reading.

-It is not enough to provide opportunities for children to write. Teachers can discuss ideas with children, read selections that stimulate creative ideas, and provide other motivators to stimulate creative writing. While some compositions to be displayed or shared with others may be corrected jointly by teacher and child, most efforts should be valued for their creativity rather than evaluated for their correctness.

Cognitive Elements of Literature

Second Grade

Child Expectancies

Teaching Strategies

Plot-Sequence

Child:

-tells a story he has read in sequence

-places given events in beginning, middle, and end sequence

-draws three pictures and tells an accompanying story

-suggests possible outcomes in a story situation

Setting

Child:

-differentiates between real and fantastic settings

-provides opportunities for short book reports, book "sales", informal discussions of books

-may include a multi-media approach for many literary materials such as poetry, stories that are short, and books

-encourages children to select most important events in story rather than re-telling complete plot

-gives scrambled sentences or pictures from a story and asks child to explain his reasoning as he places them in order

-calls attention to time-order clues such as: before, after, while, etc.

-provides a variety of materials/situations

-begins to establish criteria with children for determining difference in real and unreal settings

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Setting (cont'd)

- relates characters to settings
- differentiates between types of settings
- suggests descriptive words which are appropriate when given a setting such as rural, city, home, etc.
- begins to categorize settings by both time and space

Characterization

## Child:

- discriminates between real and fantastic environments, and can give reasons for believing if a character's actions seem sensible within that setting
- describes a friend or himself according to physical traits
- identifies characters in a story read or heard
- begins to relate a story character's obvious traits to people in everyday life

- uses a variety of techniques to show that character exists within an appropriate environment
- reads wide variety of literary materials including sampling of stories using dialect
- calls attention, through discussion, to illustrations, with opportunities for children to relate story to way in which illustrator depicted the setting
- calls attention to categories of settings, both time and space, such as city, country, on another planet, long ago, in the present, etc.

- uses a variety of literary materials to help child discriminate between real and fantastic characters and their environments -- teacher directed discussion
- correlate with social science
- reads a description or an action and child identifies character
- selects examples carefully



Literal Meaning

Child:

- continues beginning skills of interpreting idiomatic expressions
- restates complex sentences in his own words
- identifies pronoun referents
- uses context to determine appropriate meanings of words with variant meanings

Vocabulary Development

Child:

- participates in discussion of meaning of words in stories heard and read
- increases reading vocabulary
- uses context clues to establish meanings of unfamiliar words
- identifies and uses descriptive words for objects, people, emotions, and places
- names and describes objects and people in his environment and beyond
- uses affixes and inflected forms of words to increase vocabulary

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- guides child in understanding such expressions as "I'm counting on you."
- selects judiciously - could kill enjoyment while building comprehension
- selects and presents a wide variety of literary materials
- allows much time for discussion and reaction
- encourages child to make a personal dictionary
- see Decoding section

Mood

Child:

- describes how he feels about events he has experienced and stories he has heard
- begins to use expression in retelling a story
- categorizes given words under basic moods

- employs all types of media to enable a child to explore emotional reactions

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Handwriting

Second Grade

Child Expectancies

## Child:

- writes in manuscript
- heads paper according to procedures established by second grade teachers
- positions paper correctly, holds pencil correctly, and sits properly while writing

Teaching Strategies

- may want to correlate handwriting instruction with spelling
- checks children to be certain paper is correctly positioned and pencil held correctly
- teachers should start the year using first grade paper and transition to second grade paper as class indicates readiness  
Paper: 3/8 alternate line. L.W. 12"x9"  
Pencil: Beginner's pencil with or without eraser at beginning of year. Transition to smaller thick lead pencil, and then to standard No. 2 pencils at end of year

## BEST COPY AVAILABLE

Spelling

## Primary

Child Expectancies

## Child:

-begins to acquire a spelling vocabulary from standard spelling lists and personal needs

Teaching Strategies

-gives instruction in basic spelling skills

-after discussion that precedes writing, writes needed words on chalkboard for child reference

-develops personal dictionaries with children

-working with a student, proof-reads and corrects spelling errors on important papers

-avoids marking spelling on creative writing papers unless it is being proofread with the child in preparation for display or for being sent to someone

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Grade Level Designation for  
Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after instruction.

Grammar Instruction

Second Grade

Introduction

Mechanics:

Apostrophe

- singular possessives

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Capitalization

- names of streets, towns, and cities
- names of races, nationalities, and languages
- the first word and all nouns in the salutation of a letter
- the first word in the closing of a letter

Comma

- after salutation and closing of a friendly letter

Indenting

- letter writing
- paragraph

Period

- after initials

Usage:

Contractions

- don't-doesn't; isn't-aren't; wasn't-weren't

Determiners

- a-an

Verb usage

- eat-ate; run-ran; saw-seen

Critical Skills Applied to

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Factual Material

Third Grade

Child Expectancies

Teaching Strategies

Literal Meaning and Specific Facts

Child:

- locates, within a short passage, specific information which answers a question or verifies a statement
- participates with group in listing facts relevant to a topic
- begins to develop criteria for differentiating between factual and fictional material
- uses "who", "when", "where", "which", "how", and "why", words to determine specific facts he may consider important
- thinks of one question which might be answered by reading the passage after reading title or heading of passage
- begins to organize facts into broad categories

-much teacher direction

-all facts known about oil, all known about Puritans, etc.

Sequence

Child:

- recalls what was first, next, and last after reading a short passage silently
- follows written/oral directions when correct order is necessary to accomplishing a task
- determines whether sequence is important to a specific event or process

-through class discussion

## Critical Skills

### Main Idea

#### Child:

- selects main idea when several are suggested and supports his choice
- suggests supporting facts for a main idea

### Cause and Effect

#### Child:

- suggest the possible cause or effect of an event or action
- develops awareness of words which are good indicators of cause/effect
- begins to relate time sequence to cause and effect
- participates in discussions concerning the validity of cause/effect relationships in material he has read, heard, or viewed
- identifies cause and effect situations in reading

### Comparison and Contrast

#### Child:

- recognizes synonyms or antonyms for an increasing number of words
- supplies synonyms and antonyms for given common words
- identifies similar or parallel situations or events in analogous situations
- relates situation or information to analogous personal experience or information

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-with teacher direction

-in small group discussion

-such as: because, for that reason, since, etc.

-particular application to science - much teacher direction

-good place to introduce thesaurus

-particular application in social science - much teacher direction



Classification and Categorization

Child:

- classifies and categorizes with words as well as with objects
- begins to organize facts into broad categories

Generalizations and Conclusions

Child:

- participates in discussion leading to a generalized statement

Inference

Child:

- contributes to a group listing of facts that are provable by observation or experimentation
- suggests statements on a given topic that might be proved

Vocabulary Development

Child:

- uses context clues as aids in identifying meanings of words
- participates in group identification of words which are significant to the specific content being studied
- understands technical terms used in content reading

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- facts about oil, facts about Puritans, etc.

- with teacher guidance

- must be preceded by classifying - use common attribute as basis for generalization

- emphasize italics, bold print, etc.

- emphasize in class discussion the thorough, in-depth meaning of key content words

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Acquiring Information

Third Grade

Child ExpectanciesTeaching StrategiesListening

Child:

-follows oral directions when order is necessary to accomplishing a task

-retains oral instructions for a longer period of time

-focuses attention in both small and large group discussion

-writes from dictation

-delivers oral messages accurately

-listens for information he needs when a series of instructions is being given

-will need to gauge this according to class, and gradually extend time expectations

-see Decoding skills - service words

-spelling lists

-to office, another teacher, to parent

Locating Sources of Information

Child:

-uses non-fiction section of media center as source for information

-notes illustrations as valuable source of information

-suggests possible sources for finding information needed

-with teacher direction

-see Using Media Center

Using Resources of Media Center

Child:

- is developing an awareness of location of non-fiction books which have personal interest for him
- differentiates between specific areas of non-fiction, using these books to pursue personal interests and/or to find information needed in school work
- after instruction, is aware of the following categories of books and their locations in the media center:
  1. Biography
  2. Collective biography
- uses audio-visual materials
- uses table of contents to locate chapter or section of book he needs
- reads a variety of books

Using Books

Child:

- continues to use table of contents to locate chapters and/or sections of book

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- teacher and/or media specialist help children locate books relevant to their needs
- teacher alerts media specialist to special interests of children and topics being discussed in the classroom
- media specialist provides opportunities to help children locate books to satisfy needs and broaden their interests
- informal instruction in use of card catalog is limited to individual help by the media specialist or teacher - is important that child be able to observe adults' need to use tools of media center
- media specialist reviews use of audio-visual material and introduces new equipment
- media specialist reinforces classroom instruction on use of parts of book
- media specialist and/or teacher use part of time in media center for reading aloud, story-telling or sustained silent reading

- classroom textbooks

Using the Dictionary

Child:

- alphabetizes, using as many as three letters of a word
- is introduced to use of guide words as an aid to locating entry word
- is introduced to key words and their diacritical markings
- selects appropriate definition corresponding to context of sentence he has heard or read

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- be certain that appropriate dictionary is used - normally Beginner's Dictionary at third grade
- emphasis on long, short, and schwa sounds
- with teacher supervision

Recording Information

Third Grade

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Child Expectancies

Teaching Strategies

Taking Notes

Child:

-nothing at this level

Keeping and Organizing Papers and Notebook

Child:

-has papers in order until work is completed and handed in

Proofreading

Child:

-writes to record/communicate what he wants to say

-participates in group analysis of a good paragraph in which there are specific common errors to be corrected

-shares his writing with others

-provides the structure and reason

-varies the time frame according to age and maturity of children

-provides many opportunities to write

-saves writing samples to share growth with child

-marks only mechanical or grammatical errors in which instruction has occurred

-analyzes types of mistakes children are making and instructs to those skills needed

-reacts to content and "style" in a positive way

-provides many opportunities when a child's writing is not corrected in any way

Communicating Information

Third Grade

Child Expectancies

Teaching Strategies

Oral Form

Child:

- participates in structured informal presentations of information
- contributes to group discussion of a specific topic or problem

- such as science experiments, reports of social science projects, etc.
- teacher direction

Written Form

Child:

- writes answers to specific questions
- participates in group listing of information on a given topic

- suggest textbook source

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General Goals and Strategies

Third Grade

Child Expectancies

Child:

-continues to listen to a variety of literary materials

-reads many books independently

Teaching Strategies

-Even though the average child is becoming an independent reader at this time, it is vital that teachers continue to provide time in which children may listen to stories and poems.

-Carefully selected literary materials provide an opportunity for developing critical and creative comprehension skills without being tied to reading, which may still be rather difficult for many children.

-Children are unable to read, independently, much of the literature that they find enjoyable. Listening to more difficult selections is especially important at a time when their reading ability is limited.

-Teachers should encourage children to explore and sample all types of books.

-While teachers will want to have individual conferences with children, discussing books read, the child should not be required to report on or discuss all books he has read.

-Value judgments concerning type of book, difficulty, or length should be avoided. As readers become better readers by reading. It is essential that nothing be done to discourage reading.

-writes original stories

-It is not enough to provide opportunities for children to write. Teachers can discuss ideas with children, read selections that stimulate creative ideas, and provide other motivators to stimulate creative writing. While some compositions to be displayed or shared with others may be corrected jointly by teacher and child, most efforts should be valued for their creativity rather than evaluated for their correctness.

Cognitive elements of literature for third grade are on following pages

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Cognitive Elements of Literature

Third Grade

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Child ExpectanciesTeaching StrategiesPlot-Sequence

Child:

- identifies significant events in a story that he has heard or read
- suggests possible causes and/or results of an important event in a story
- lists events in chronological order, contributing to an agenda or time chart, or keeping a simple journal of a day's activities
- participates in small-group discussion of chronological events in a story
- tells or dictates an original story that has sequential elements

-provides opportunities for reconstructing and/or planning day's agenda

-structures and limits time span

-initiates by using a picture or an event, discussing what happened before and after

Setting

Child:

- identifies time and place in a story
- locates words that describe a given setting in a story
- recognizes when action changes from one setting to another within a story
- includes description of setting in a story he tells

-suggests murals, dioramas, etc. to illustrate setting of a story

-stresses that stories occur in "places"

Characterization

Child:

- distinguishes between real-life and fantastic characters, referring to evidence to support his views
- locates passage(s) in which character's physical traits are described
- identifies the character related to a given action
- matches descriptive words or phrases with appropriate characters

-guides child into stating reasons

-begins to direct child toward the understanding that characterization/plot/setting are interrelated

-much teacher direction

Literal Meaning

Child:

- suggests variations of word meanings
- paraphrases idiomatic expressions
- states the simple meaning of a complex sentence
- identifies pronoun referents

-is alert to idiomatic expressions which may confuse children and discusses their meaning

-much teacher direction

Vocabulary Development

Child:

- uses context clues to help establish word meanings
- increases reading and speaking vocabulary

-continues to provide opportunities for child to do much reading and participate in many discussions

Vocabulary Development (cont'd)

- contributes to categorized word lists
- uses affixes and inflected forms of words to increase vocabulary

Mood

Child:

- uses creative modes to express his reaction to a story, record, or picture
- suggests words that can be used to create a mood

- provides opportunity to explore increasingly complex word lists

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- directs children in the exploration of emotions/moods through the creative arts (art, music, movement, etc.)
- uses poetry and descriptive narrative passages to increase child's fund of mood words

Handwriting

Third Grade

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Child Expectancies

Child:

-transitions from manuscript to cursive handwriting

-reads cursive handwriting

-retains skill in writing manuscript

-heads paper and leaves margins according to procedures established by third grade teachers

Teaching Strategies

-teacher initiates instruction in cursive during first part of year

-There is a feeling by some teachers that second grade paper is preferable for initial instruction in cursive. Third grade paper should be used as soon as all letters have been presented. However, for some children, use of third grade paper may need to be delayed.

-pens will not be used in third grade

-instruction in reading cursive should be considered almost as important as writing in cursive

Spelling

Primary

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Child Expectancies

## Child:

-begins to acquire a spelling vocabulary from standard spelling lists and personal needs

Teaching Strategies

-gives instruction in basic spelling skills

-after discussion that precedes writing, writes needed words on chalkboard for child reference

-develops personal dictionaries with children

-working with a student, proof-reads and corrects spelling errors on important papers

-avoids marking spelling on creative writing papers unless it is being proofread with the child in preparation for display or for being sent to someone

Grade Level Designation for  
Grammar Instruction

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Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after such instruction.

Grammar Instruction

Third Grade

Introduction

Emphasis or  
Intensive Instruction

Mechanics:

Apostrophe

- plural possessives, both regular and irregular

Capitalization

- names of buildings and monuments
- names and locations related to geography (major categories such as continents, oceans, countries, etc.)
- names of periods, events, and documents of historic importance
- in a conversation
- states and postal abbreviations of states
- trade names
- titles - Mr., Mrs., Miss, Ms., Dr., Rev.
- names of stars, planets and constellations
- first word in a line of poetry

Colon

- introduction of a list

Hyphen

- to divide words at the end of a line

Period

- state abbreviations (old method)
- abbreviated titles

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- first word in a sentence
- the pronoun "I"

- end punctuation in statement
- after request that does not exclaim

Question mark

-end punctuation in  
question

Quotation mark

-in conversation

Usage:

Comparative and superlatives

Determiners

-this-these-that  
-that-those-them

Verb usage

-knew-known  
-took-taken

Word choice

-to-two-too  
-learn-teach  
-their-they're-there

Sentence Structure:

Possessive transform



Critical Skills Applied toFactual Material

Fourth Grade

Child ExpectanciesTeaching StrategiesLiteral Meaning and Specific Facts

Child:

- determines if a selection is fact or fiction by using criteria established in group discussion to justify his choice
- selects direct statements of fact that relate to a topic (identification of direct statements) when given a reading passage
- defines problem for which he needs pertinent information or the question needing a factual answer

Sequence

Child:

- places in logical sequence a series of statements based on a written passage and in random order
- functions in small group following multi-stepped sequence
- begins to determine if paragraph is organized in sequential pattern

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-suggestions for procedures in Harcourt, Brace reading manual

-much teacher direction

-such as science experiment

-in discussion situation

Sequence (cont'd)

- gives simple written/oral directions when correct order is necessary to accomplishing a task
- determines if sequence is important to a specific event or process

Main Idea

Child:

- determines topic of a paragraph, what is being told about the topic, and suggests possible main idea statements
- identifies topic sentence or summary statement in a simple paragraph organized by topic sentence/supporting evidence or facts/summary statement

Cause and Effect

Child:

- contributes a logical cause for an event or action
- predicts outcomes suggested by a causative statement
- uses word indicators in describing cause and effect
- writes a series of cause/effect statements
- participates in discussions concerning the validity of cause/effect relationships he has read, heard, or viewed
- participates in discussion identifying place/time/or events contributing to cause/effect relationships

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-through class discussion

-teacher-directed group discussion

-only with teacher direction

-because-then, if-then

-particular application to science - much teacher help

-with much teacher direction

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Comparison and Contrast

Child:

- supplies synonyms or antonyms for given common words
- identifies similar or parallel situations or events in analogous situations
- begins to determine criteria for similarities and differences
- tabulates statements that are paired either as comparisons or contrasts

- use thesaurus
- particular application in social science - much teacher direction
- in group discussion
- in group discussion

Classification and Categorization:

Child:

- determines the common characteristic of a list of items
- classifies with words, facts, and ideas as well as with objects
- applies classification skill to content areas

- through group discussion
- such as science, grammar, etc. - in group discussion - teachers should create awareness of the process with students

Generalizations-Conclusions

Child:

- participates in discussion leading to a generalized statement, and begins to identify supportive evidence

- much teacher guidance

Factual Material  
Critical Skills

Inference

Child:

- contributes to a group listing of facts that are provable by observation or experimentation
- suggests statements about a given topic that might be proved
- differentiates between fact and opinion

Vocabulary Development

Child:

- continues to use context clues to learn meanings of words
- participates in group identification of words which are significant to the specific content being studied
- recalls and uses specialized vocabulary

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-with teacher guidance

-emphasizes awareness of italics, bold type, etc.

Acquiring Information

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## Fourth Grade

Child ExpectanciesTeaching StrategiesListening

## Child:

- continues to use third grade skills in more complex situations

- Note to teachers: The committee has not identified any additional listening skills at the fourth or fifth grades. If teachers can identify any, they should be suggested to the revision committee

Locating Sources of Information

## Child:

- differentiates between fiction and non-fiction using non-fiction as resource for information
- turns increasingly to media center when information is needed, using audio-visual resources as well as books
- begins to assume responsibility in using table of contents to locate section of book he needs

- See Information - Using Resources of Media Center

Using Resources of Media Center

## Child:

- after instruction, uses card catalog in increasingly complex way:
  1. Identifies the following types of cards:
    - a. author
    - b. subject
    - c. title
    - c. "see"

- media specialist introduces the card catalog as an aid to locating a particular area, book, or specific information
- media specialist teaches relationship of information on catalog card to information in book

Using Resources of Media Center (cont'd)

Child:

2. Demonstrates awareness of location and meaning of classification symbols on catalog cards, and uses symbol to find location of book on shelf.
3. After consulting "The Color Key for the Card Catalog", distinguishes between the following cards and the type of media they refer to:
  - a. books (plain)
  - b. filmstrips (green band) FS
  - c. recordings (orange band) Rec., RA, and Ta.
  - d. realia (brown band) Re.
  - e. study prints (pink band) SP
  - f. transparencies (yellow band) Tr.
  - g. kits (solid green) K
  - h. vertical file (solid orange) VF
  - i. films and filmloops (blue band) F
  - j. games (cherry band) Ga.
  - k. programmed material (purple band) P!

-media specialist teaches four types of catalog cards, calling attention to differentiation in type of print, etc. Large catalog cards can be displayed as reference for continuous review.

-both media specialist and teacher ask children to differentiate between four types of cards by the questions they ask and suggestions they make in working with children.

-media specialist gives generalized explanation of letter symbols and Dewey decimal categories, without suggesting that they should be memorized

-media specialist has "Color Key for the Card Catalog" prominently displayed, and refers to it when working with children so that they are constantly reminded of its significance and use

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Using Resources of Media Center (cont'd)

## Child:

- uses indices to encyclopedias
- uses almanacs when these are best reference for information needed

Using Books

## Child:

- differentiates between fiction and non-fiction books
- uses table of contents to locate information concerning a given topic
- determines meaning and pronunciation of terms by using the glossary

Using the Dictionary

## Child:

- understands entry words, their syllabication and heavy stress marks

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- media specialist instructs in use of indices for most commonly used encyclopedias in the media center
- teacher reviews and reinforces as she works with children in class
- media specialist and teacher guide children to use almanacs when current, specific information is needed
- both media specialist and teacher emphasize use of various types of reference material in media center, suggesting the most appropriate source for the type of information needed by the student
- as children encounter new textbooks, suggests that they look through the book, including checking to see if it contains a glossary
- be certain that appropriate dictionary is used -- normally either Beginner's or Junior Dictionary

Using the Dictionary (cont'd)

Child:

- finds desired word, using division of dictionary into three or four sections as aid
- selects appropriate definition corresponding to context of sentence he has heard or read
- uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech
- consults diacritical key to determine pronunciation of relatively familiar words
- uses guide words to assist in locating entry words
- is introduced to thesaurus as appropriate resource for synonyms and/or antonyms

-with teacher supervision

-with teacher direction

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Recording Information

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Fourth Grade

Child ExpectanciesTeaching StrategiesTaking Notes

Child:

-observes and contributes to notes taken by teacher from following sources:

1. Passage of reading
2. Media - films, filmloops, filmstrips, pictures
3. Observation of realia or experiment

-records only most important words or ideas

-models note taking using skeletal phrases

Keeping and Organizing Papers and Notebook

Child:

-saves a group of important papers, keeping them in order and available for use

-prepares a notebook for a specific purpose — over a short period of time

-structures procedures

-gives detailed instructions and supervises to see that work is not delayed until last minute

Proofreading

Child:

-proofreads for one type of error — after instruction in techniques

-reviews, then gives time for child to proofread paper, looking for one type of error, such as ending punctuation, commas, capitalization, etc.

Communicating Information

## Fourth Grade

Child ExpectanciesOral Form

## Child:

- gives simple instructions in correct sequence
- contributes relevant comments to group discussion of a given problem or topic
- participates in structured informal presentations of information
- contributes to group discussion of a specific topic or problem

Written Form

## Child:

- records results of an experiment, using appropriate form
- finds and writes answers to specific questions when given suggestions for resources

Teaching Strategies**BEST COPY AVAILABLE**

- science experiments, reports of social science projects, etc.
- without teacher participation
- structures form to be used
- child works with a partner

General Goals and Strategies

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## Fourth Grade

Child Expectancies

Child:

-reads widely and listens to many types of literature

-reads a full length children's "novel"

Teaching Strategies

-Structured opportunities should be provided throughout the year for children to read widely and with teacher direction in children's books:

mystery  
fantasy  
animal  
sports  
adventure  
historical fiction  
biography

-Expose children to a variety of poems to develop:  
reactions  
mood  
setting  
description  
emotions  
vocabulary

-Time for much reading should be provided within the school day — e.g. sustained silent reading

-Motivators for wide reading should be developed

-Provision for individual and/or small group conferences should be made

-Group instruction and discussion of techniques in reading a full length book should be provided

-General application of cognitive literary skills: characterization, plot, theme, mood, and setting should be included

- writes frequently about:
  - a. topics suggested by teacher
  - b. subjects that interest him
  - c. topics related to study of literature

Cognitive elements of literature for fourth grade are on following pages

-Options in book selections should be available (It is suggested that sets of suitable paperbacks on different levels of difficulty and in different interest areas be provided when the fourth grade teachers have time to meet and make selections)

-See Grammar - Composition and Information - Communicating Information in Written Form

-Because much of the focus in literature in the fourth grade is on description, it is suggested that structured opportunities be provided in which children write descriptions of:

- characters
- actions
- settings

-Teachers will want to encourage children to write stories that are short in some of the categories suggested for reading: mystery, animal, fantasy, science fiction, etc.

-Policy guidelines for book reports need to be developed as this guide is implemented

-In developing cognitive skills, be careful to select stories in which the element being studied is relatively obvious - i.e. much action with definite conflict for plot

-As you teach this year, please record stories which are particularly good for developing each cognitive skill so that suggestions may be included when the Guide is revised

Cognitive Elements of Literature

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## Fourth Grade

Child ExpectanciesTeaching StrategiesPlot-Sequence

## Child:

- locates direct time clues
- identifies chronological order, if order is important to the narrative
- distinguishes between story told in chronological order and non-chronological order
- writes a personal experience in a logical sequence
- discusses relative importance of events in a story
- locates possible causes and/or results of significant events in story

-with group, selects events to order on a time line

-uses chain reaction charts

-is careful that stories selected for this type of discussion have obvious action

-builds idea that chronological events in a story have relationship — there is usually cause/effect element in sequence to create plot

Setting

## Child:

- uses a variety of clues to establish time and place settings
- identifies changes of setting within a story
- writes a series of sentences describing a given setting

-provides a variety of experiences such as radio mysteries, illustrations, sound effect records

-initiates idea that there is a relationship between setting and plot

Setting (cont'd)

- identifies possible location of realistic narratives
- participates in compilation of a list of descriptive words or phrases appropriate to a given time, place, or situation

Characterization

Child:

- locates physical characteristics
- writes a physical description of a character
- expresses characterization through various creative modes
- selects central character in a story and gives reasons for selection
- lists/locates actions of central character
- suggests what else a character might do in a situation and what he might do if the situation is changed

Literal Meaning

Child:

- distinguishes between stated details and "inferences"
- explores variations of word meanings

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- will correlate well with creative writing

- builds gradually by writing descriptive sentences using physical characteristics of a friend, of self, of family member, etc., then a character in a story

- provides opportunity for children to act out traits, pantomime

- important that teacher require reasons

- selects story in which the central character is relatively obvious

- important that teacher require reasons for opinions

- at this level, inference has a heavy relationship to what a child believes to be true. Emphasize identification of basis for beliefs

- multiple meanings rather than connotations

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Literal Meaning (cont'd)

- paraphrases idiomatic expressions
- states the simple meaning of a complex sentence
- locates supporting evidence to answer a given question or support a statement

Vocabulary Development

## Child:

- uses glossary to establish meanings of unknown words
- uses definitions in context to determine meaning of words
- uses thesaurus to expand word choice
- turns to dictionary to establish meaning of unfamiliar words
- uses root words and families of words to increase vocabulary

Mood

## Child:

- suggests words that describe moods in various literary materials presented through different types of media
- uses creative modes to express his reactions to stories, records, pictures

-teacher direction

-see Information — Using books

-uses poetry as a rich source of mood words

-directs students to various books that show moods characteristic of types of literature (adventure, science fiction, mystery)

Handwriting

Fourth Grade

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Child Expectancies

## Child:

- writes and reads in cursive
  
- retains manuscript skill
  
- heads paper and leaves margin according to procedures established by group of teachers by whom he is instructed
  
- uses standard pencil and pen

Teaching Strategies

- reviews in depth correct formation of cursive letters
  
- continues instruction in reading cursive
  
- starts year using third grade paper and transitions to standard wide-lined notebook paper when children exhibit readiness
  
- instruction in use of ball-point pen occurs in fourth grade at a time selected by teacher. Felt tip pens should be discouraged due to damage to furniture, clothing, and expense involved.
  
- teachers should be aware of need to continue emphasis on left to right progression, including heading on paper
  
- be alert to position of paper, including position of left hand, posture, and pencil grip
  
- reviews manuscript skills at regular intervals - gives children reason for using, such as maps, labeling, posters, etc.



Spelling

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Intermediate

Child Expectancies

Child:

-learns to spell from standard spelling lists, other content-area words, and words needed to communicate at school and at home

Teaching Strategies

- gives basic spelling instruction for all students
- writes correct spelling of needed words on board during large group discussion that precedes writing
- begins instruction in using dictionary to find correct spelling
- uses conference for individualizing proofreading skills
- avoids marking spelling on creative writing papers unless it is being proofread with the child in preparation for display or for being sent to someone

Grade Level Designation for  
Grammar Instruction

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Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after such instruction.

Grammar Instruction

Fourth Grade

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Introduction

Emphasis or  
Intensive Instruction

Mechanics:

Capitalization

- names of organization, clubs, business firms, institutions, and government departments
- first, last, and all other important words in the titles of articles, short stories, and books
- names of political parties

- names of persons, nicknames, titles
- names of days of the week, months of the year, and special days
- names of family relationships such as Mother, Father, Aunt, Uncle

Colon

- after the salutation in a business letter

Comma

- after closing of a business letter
- words in a series

Exclamation mark

- command
- emphasis

Italics

- titles
- words used as words (underlining in children's work corresponds to italics in print)

Quotation marks

- titles of short stories, poems, and articles

Mechanics: (cont'd)Underlining

-titles of books, newspapers,  
and magazines

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Usage:Contractions

-your-you're; their-they're-  
there; its-it's

Determiners

-it's-its; their-they're-  
there; your-you're

-a-an

Double negative

-awareness of misuse

Double subject

-agreement with verb

Verb usage

-rang-rung; went-gone;  
began-begun; wrote-written

-come-came; did-done; give-  
gave; is-are; see-saw; was-  
were

Sentence Structure:Basic Sentence Pattern 2

-NP + (V+NP)

Basic Sentence Pattern 1

-NP + (V)

Transforms

-Negative  
-Exclamation  
-Here and There  
-Compound-simple

Critical Skills Applied toFactual Material

Fifth Grade

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Child ExpectanciesTeaching StrategiesLiteral Meaning and Specific Facts

Child:

- determines if a selection is fact or fiction, stating criteria he used to make his decision
- discriminates between direct and indirect statements
- locates pertinent information on a topic in a given factual passage
- gives definitive answers to factual questions, omitting irrelevant details
- identifies what is known about a given topic in order to establish purpose for further reading

-review criteria for differentiating between factual and fictional material

-much teacher direction

-through group discussion

Sequence

Child:

- follows multi-stepped written sequential instruction
- determines if sequence is important to a specific event or process
- gives simple written/oral directions when correct order is necessary to accomplishing a task

-small group with at least one member who can provide leadership

Sequence (cont'd)

- reads a time line
- identifies a paragraph written in sequential order

Main Idea

Child:

- identifies organization of paragraph as:
  1. Facts with summary statement
  2. Main idea with supporting facts
  3. Other
- attempts to apply both types of reasoning, inductive and deductive, when dealing with information
- begins to use main idea/supporting details or details/main idea statement as organizational pattern for writing a paragraph

Cause and Effect

Child:

- begins to determine if passage is organized in cause/effect form
- recognizes a main idea which is stated in cause/effect terms
- uses word indicators in describing cause and effect
- writes a paragraph using cause/effect relationship

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-only with teacher direction

-with teacher direction  
i.e. - inductive: facts →  
main idea  
deductive: main idea →  
supporting evidence

-with teacher supervision

-much teacher direction

-because-then; if-then

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Cause and Effect (cont'd)

- participates in discussion identifying place/time/or events contributing to cause/effect relationships
- explains why he thinks a cause/effect relationship is important in a given situation

Comparison and Contrast

Child:

- identifies similarities and differences of events, situations, and groups
- determines if paired examples are analogous
- compares and/or contrasts information to facts from another previously acquired source
- participates in tabulating facts that are useful in making generalized comparison/contrasting statements
- identifies words and/or phrases which are typically used in comparing and contrasting items and ideas

Classification and Organization

Child:

- lists a significant number of attributes of a given object or idea
- determines the common characteristic of a list of items

-teacher direction

-with teacher direction

-cultural attributes, results of science experiments, etc.

-in group discussion

-in group discussion

-through group discussion

Classification and Organization (cont'd)

- classifies objects or ideas according to common attributes
- contributes to group application of classification/categorization activities

Generalizations and Conclusions

Child:

- determines which are the inclusive statements and which are specific when given generalized statements and specific statements
- participates in tabulating facts that are useful in making generalized comparison/contrasting statements
- participates in discussion identifying evidence leading to a given generalization
- develops word clues that are typically used in generalizations
- participates in tabulating facts suggesting possible generalizations

Inference

Child:

- distinguishes between stated information and information that he believes is true
- identifies facts or sources on which his opinion (inference) is based

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- cultural attributes in social science, phyla, etc., in science

- in group discussion

- cultural attributes, results of science experiments, etc.

- this will need much teacher direction-word clues such as: all, most, etc.

- much teacher direction

- much teacher direction



Vocabulary Development

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Child:

- identifies key words in an informational passage
- uses the specific vocabulary of a content area in speaking and writing
- participates in group development of relationship of key words as an aid to organizing information and locating needed information
- contributes to paraphrasing of a factual passage, demonstrating his understanding of language used in content writing

-structured overview

-much teacher direction

Acquiring Information

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## Fifth Grade

Child ExpectanciesTeaching StrategiesListening

## Child:

- follows oral direction when order is necessary to accomplishing a task
- retains oral instructions for a longer period of time
- is able to focus attention in both small and large group discussion
- writes from dictation
- delivers oral messages accurately
- listens for information he needs when a series of instructions is being given

-Note to teachers: These are the skills presented as third grade skills. The committee has not identified any additional listening skills at the fourth or fifth grades. We believe the same skills are applied in more complex situations and for longer periods of retention. If teachers can identify other skills, they should be suggested to the Language Arts revision committee.

Locating Sources of Information

## Child:

- begins to differentiate between types of information to be gained from various resources with which he is familiar
- uses card catalog as an aid to locating information
- locates pertinent information on a topic in a given source
- checks table of contents of a book to see if it contains information related to his needs
- reads graphs and tables accurately

-See Using Resources of Media Center for identification of reference materials in which children have had instruction

-teacher direction

-be certain instruction has been given - See Math Scope and Sequence - Geometry XI and XII

Using Resources of Media Center

Child:

- uses appropriate procedures for working in media center and borrowing materials
  
- after review, uses information found in card catalog:
  1. Author, title, subject cards
  2. Call number - meaning and key to locating materials
  3. Color banding
  4. Parts of book and relationship to information on card
  5. Cross reference cards
  
- understands color coding and abbreviations for a.v. materials above classification number
  
- understands annotations and tracings on the catalog card
  
- understands series cards
  
- uses vertical file
  
- after review, relates major divisions of Dewey decimal system to location of materials in the media center
  
- uses sub-divisions of Dewey decimal system as they are necessary to locate information needed
  
- after review, locates books needed in:
  1. Collective and individual biography
  2. Fiction
  3. Reference section

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- media specialist introduces children to general arrangement of the media center and procedures for borrowing materials
  
- media specialist teaches "see also" cards
  
- media specialist provides instruction in a.v. abbreviations, classification numbers, and color coding
  
- media specialist introduces: series cards, annotations and tracings, and vertical file
  
- media specialist reviews Dewey decimal system and its use in classification of non-fiction material
  
- working with teacher, media specialist introduces sub-divisions of Dewey decimal system
  
- media specialist reviews, as necessary, shelf arrangement for individual and collective biography, fiction, reference, and story collection

Using Resources of  
Media Center (cont'd)

- extends use of media center to include a greater variety of reference materials
- selects with aid of teacher and media specialist, specific reference which is most appropriate source of information
- uses a.v. hardware and software independently

Using Books

Child:

- uses table of contents to locate information concerning a given topic
- uses index to locate specific information
- determines meaning and pronunciation of terms by using the glossary

Using the Dictionary

Child:

- selects appropriate definition, corresponding to context of sentence he has heard or read

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- media specialist reviews use of general encyclopedias and almanac
- media specialist introduces:  
School and Library Atlas of World  
Goode's World Atlas  
Jr. Book of Authors  
Webster Biographical Dictionary  
correlating introduction with classroom work whenever possible
- media specialist reviews use of a.v. material as need arises

- as children encounter new textbooks, suggests that they look through the book, including checking to see if it contains a glossary

- be certain that dictionary is appropriate to achievement level and needs of child
- with teacher supervision

Using the Dictionary (cont'd)

- uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech
- consults dictionary for correct spelling or to determine which of two alternative spellings and/or pronunciations is preferred
- differentiates between alternative pronunciations as determined by use
- understands difference in usage between thesaurus and dictionary
- becomes aware of etymology of words as need or interest dictates
- uses dictionary to determine syllabication
- expands understanding of entry words to include:
  1. Root words
  2. Proper nouns
- develops awareness of the sections of a dictionary, in addition to the entry words, which contain other information, such as:
  1. Pronunciation symbols
  2. Abbreviations
  3. Biographical names

- with teacher direction
- as guide is implemented, appropriate techniques will need to be devised to help child locate word when he doesn't know how to spell it
- need this for correct use of hyphen

Recording Information

Fifth Grade

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Child ExpectanciesTaking Notes

Child:

-observes and contributes to notes taken by teacher from following sources:

1. Passage of reading
2. Media - films, filmloops, filmstrips, pictures
3. Observation of realia or experiment

-records results of experiment or observation of an occurrence

Keeping and Organizing Papers and Notebook

Child:

-prepares a notebook for a specific purpose

-keeps a notebook for a content area, organizing it for his use for study or reference

Proofreading

Child:

-proofreads one paragraph to make it "perfect"

Teaching Strategies

-records only most important words or ideas

-models note-taking using skeletal phrases

-child works with a partner

-over a short period of time

-gives detailed instructions and supervises to see that work is not delayed until last minute

-extended period of time

-no mistakes in grammar or mechanics

-reviews most frequent mistakes, then gives time for child to proofread

-pupil-teacher proofreading as a "conference" very important

Communicating Information

Fifth Grade

**BEST COPY AVAILABLE**Child ExpectanciesTeaching StrategiesOral Form

Child:

- contributes to group discussion of a specific topic or problem
- gives informal speech, incorporating information for a specific purpose, such as giving instructions, describing object or event, etc.
- participates in small-group discussion, using specific small-group discussion techniques
- explains, orally, a process or procedure with which he is well acquainted
- organizes facts to defend an opinion

- without teacher participation
- much instruction in how to prepare a "speech"
- in group discussion

Written Form

Child:

- writes a short information passage incorporating information he has gained, after reading several resources for information
- tabulates information under correct category when given a basic structure (such as outline or headings for a table)

- does not include formal note cards
- with teacher direction

General Goals and Strategies

Fifth Grade

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Child Expectancies

Child:

-reads widely and listens to many types of literature

-reads full length "novels"

Teaching Strategies

-Time for much reading should be provided within the school day — e.g. sustained silent reading.

-Time should be provided in the day for teachers to read to children.

-Motivators for wide reading should be developed.

-Opportunities should be provided throughout the year for children to read widely to pursue individual areas of interest. Although particular emphasis is on historical fiction and biography in the fifth grade, this should not be interpreted as a limitation to be imposed upon students.

-There should be provision for individual and/or small group conferences.

-Instruction should be provided to maintain and build on skills needed to read a full-length book. These were initiated at fourth grade level, but need to be reinforced at fifth grade.

-Structured opportunities should be provided throughout the year for children to read and discuss with teacher instruction and direction examples of historical fiction (see Literature sequence — plot and setting) and biography (see Literature — character sketches)



- writes frequently about:
1. Topics suggested by teacher
  2. Subjects that interest him
  3. Topics related to literature

Cognitive elements of Literature for fifth grade on following pages

-Options in book selection should be available. The committee suggests that fifth grade teachers meet to select a limited number of paperbacks which would be suitable for group study in the areas of historical fiction and/or biography.

-See Grammar: Composition, and Communicating Information in Written Form

-Emphasis during this year is on historical fiction and biography. It seems logical to include a unit on the newspaper, and many opportunities for composition can be set in identifiable settings and patterned on real experiences. personal anecdotes or sketches of real people may be written. Accounts of actual occurrences will correlate well and can form a basis for a class newspaper. This does not preclude other types of creative writing but only suggests an area for more extensive instruction.

-Please do not write autobiographies.

-Policy guidelines for book reports need to be developed as this guide is implemented.

-In developing cognitive skills, be careful to select stories in which the element being studied is relatively obvious (e.g. much action for plot, with definite conflict)

-As you teach this year, please record titles and sources of stories which are particularly good for developing specific cognitive skills.

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Cognitive Elements of Literature

## Fifth Grade

Child ExpectanciesTeaching StrategiesPlot-Sequence

## Child:

- selects events that he thinks are most significant in a story, giving reasons for his choices
- differentiates between direct and indirect time clues
- reads a time line
- locates cause and/or results for a given event/action
- writes an original cause/effect sequence

- teacher directed using group discussion techniques
- selects stories for this type of discussion with obvious action
- see critical reading skills
- develops appropriate intervals on a time line through class discussion
- class places events on a time-line - group activity
- approaches cause and effect in literature by using if/then relationship statements with children

Setting

## Child:

- locates setting clues
- determines if the setting had any effect on the story
- uses audio and/or visual effects to create a setting
- keeps a personal list of particularly interesting time and place clues from stories he is reading

- class discussion

Setting (cont'd)

- writes a short passage describing a particular setting, using time and place clues
- locates specific clues that identify the setting of an historical fiction selection

Characterization

Child:

- locates and lists physical characteristics of a given character
- identifies a character's feelings as directly stated in a story
- locates and lists a character's actions
- locates and lists what other characters say about the central character
- locates examples of how other characters act and react to the central character
- identifies the main character's actions that contribute to the plot
- writes a short descriptive passage comparing two given characters

Literal Meaning

Child:

- identifies and uses variations of word meanings according to context
- explores connotations of words

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- correlates with unit on historical fiction and reading a full length historical "novel"

- emphasizes many elements — how a character looks, behaves, feels, and relates to other characters

- introduction to indepth study of characterization

- items listed under "Child Expectancies" are intended to be group activities, with teacher direction.

- writing should be preceded by a tabulation of physical characteristics, or other traits to be compared

- see Using the Dictionary

- guides children through small group discussions

- see Using the Dictionary

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Literal Meaning (cont'd)

- explores the uses of dialect, slang, and colloquialisms
- states, in own words, meaning of complex sentences
- tabulates data according to importance
- differentiates between fact and opinion
- locates supporting evidence to answer a given question or support a statement

Vocabulary Development

## Child:

- uses glossary to establish meanings of unknown words
- uses context clues to determine word meaning
- uses thesaurus to expand word choice
- discovers increasingly diverse meanings of words, through reading and discussion
- identifies words from minority and/or foreign languages
- uses root words and families of words to establish word meanings
- turns to dictionary to establish meaning of unfamiliar words

-guides exploration and directs children to uses in historical fiction and biographies

-select passages in which data is obviously differentiated according to importance

-consistently emphasize identification of a child's sources of his opinions - are they based on facts?

-See Information - Using Books

-suggest specific work in etymology. Most reading and English manuals contain resources for teachers

-see Information - Using the Dictionary

Mood

Child:

-suggests words that describe moods in various literary materials presented through all types of media

-uses creative modes to express his reaction to stories, records, pictures, and films

-discriminates among various moods created in stories, records, and pictures

-uses poetry as a rich source of mood words. Directs students to various books that express moods characteristic of types of literature (adventure, science fiction, mystery)

-uses same medium to portray different moods

-uses variety of media to portray the same mood

Handwriting

Fifth Grade

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Child:

-retains skills in both manuscript  
and cursive

-Note to teachers: Be especially  
alert to policy pages

Spelling

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## Intermediate

Child ExpectanciesTeaching Strategies

## Child:

-learns to spell from standard spelling lists, other content-area words, and words needed to communicate at school and at home

-gives basic spelling instruction for all students

-writes correct spelling of needed words on board during large group discussion that precedes writing

-begins instruction in using dictionary to find correct spelling

-uses conference for individualizing proofreading skills

-avoids marking spelling on creative writing papers unless it is being proofread with the child in preparation for display or for being sent to someone

Grade Level Designation forGrammar Instruction**BEST COPY AVAILABLE**

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after such instruction.



Grammar Instruction

Fifth Grade

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Introduction

Emphasis or Intensive Instruction

Mechanics:

Apostrophe

-in contractions

Capitalization

-first word in each topic of an outline

Colon

-in numerical expression of time

Comma

-introductory elements

Hyphen

-numbers (when written out)

-in some compound words

Indenting

-change of speaker

Period

-written conversation

-initials

-in legal signature

Usage:

Determiners

-this-these-that; that-those-them

Usage: (cont'd)

Usage Labels

-(dialect, slang)

Sentence Structure

Basic Sentence Pattern

Basic Sentence Pattern 3  
NP + (be + NP)

Basic Sentence Pattern 4  
NP + (be + Adj.)

Basic Sentence Pattern 5  
NP + (be + Adv. p)

Basic Sentence Pattern 6  
NP + (LV + NP)

Basic Sentence Pattern 7  
NP + (LV + Adj.)

Transforms

-Yes-No Question

-Request

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-negative

Critical Skills Applied toFactual Material

Sixth Grade

**BEST COPY AVAILABLE**Child ExpectanciesTeaching StrategiesLiteral Meaning and Specific Facts

Child:

-tabulates related direct statements (specific facts) which may be used as a basis for a general statement

-identifies what is known about a given topic in order to establish purpose for further reading

-distinguishes between factual statements and opinions

-gives definitive answers to factual questions, omitting irrelevant details

-participates in determining which facts are most important in a passage

Sequence

Child:

-follows multi-stepped written sequential instructions

-follows oral/written directions in longer term planning

-working in a small group

-through group discussion

-question the validity and extent of child's information in order to establish categories of information known or needed. Purpose for further reading is to corroborate known information and to find facts in categories where little is known

-in group discussion

-independently

-field trip, short unit, project, etc.

Sequence (cont'd)

- orders events or processes after reading a paragraph or short passage in which statements are not in sequential order
- broadens understanding of sequence to include events over a period of years
- places items on a time line
- identifies a paragraph written in sequential order

-independently

Main Idea

Child:

- states main idea of a paragraph organized by topic sentence or summary statement
- identifies organization of paragraph as:
  1. Related details with a summary statement (main idea)
  2. Main idea with supporting details
- uses main idea/supporting details or details/main idea statement as organizational pattern for writing a paragraph
- attempts to apply both types of reasoning, inductive and deductive, when dealing with information
- categorizes facts to determine main idea and generalization

-with teacher supervision

-with teacher direction  
i.e. - inductive: facts →  
main idea  
deductive: main idea →  
supporting evidence

Cause and Effect

Child:

- identifies passages written in cause/effect format
- uses cause/effect logic when presenting his ideas in discussion
- determines if a set of sequential occurrences is related by cause and effect
- develops awareness that some stated cause/effect relationships may be invalid

Comparison and Contrast

Child:

- identifies similarities and differences of events, situations, and groups
- compares and/or contrasts his information with facts from another previously acquired source
- participates in tabulating facts that are useful in making generalized comparison/contrasting statements
- identifies words and/or phrases which are typically used in comparing and contrasting items and ideas
- makes a valid statement involving comparison/contrast

Classification and Categorization

Child:

- lists a significant number of attributes of a given object or idea
- determines the common characteristic of a list of items

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-group discussion

-with teacher direction

-cultural attributes, results of science experiments, etc.

-in group discussion

-after group discussion

-working in a small group

Classification and Categorization  
(cont'd)

- classifies events, situations, and ideas according to common attributes
- categorizes facts preliminary to determining the main idea or generalization

Generalizations and Conclusions

Child:

- participates in tabulating facts that are useful in making generalized comparison/contrasting statements
- tabulates related direct statements (specific facts) which may be used as a basis for a general statement
- identifies a generalization in material heard or read
- attempts to apply both types of reasoning, inductive and deductive, when dealing with information

Inference

Child:

- distinguishes between stated information and information that he believes is true (inference)
- identifies facts or sources on which his opinion (inference) is based

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- cultural attributes, results of science experiments, etc.
- working in a small group
- in group discussion
- with teacher direction  
i.e. - inductive: facts →  
main idea  
deductive: main idea →  
supporting evidence

-much teacher direction

Vocabulary Development

Child:

- identifies key words in a factual passage
- uses the specific vocabulary of a content area in speaking and writing
- participates in group development of relationship of key words as an aid to organizing information and locating needed information
- contributes to paraphrasing of a factual passage, demonstrating his understanding of language used in content writing
- uses key words as an aid in locating needed information

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- structured overview
- index, card catalog

Acquiring Information

Sixth Grade

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Child ExpectanciesTeaching StrategiesListening

## Child:

- listens and retains without visual reinforcement
- follows oral directions when order is necessary to accomplishing a task
- retains oral instructions for a longer period of time
- is able to focus attention in both small and large group discussion
- writes from dictation
- delivers oral message accurately
- listens for information he needs when a series of instructions is being given

- uses tapes or informal lecture or discussion without providing accompanying visual materials to develop the ability to retain informative material without seeing it
- Note to teachers: These are the skills presented as third grade skills. The committee has not identified significant additional skills for upper grade levels. We believe the same skills are applied in more complex situations and for longer periods of retention. If teachers can identify other skills, they should be suggested to the Language Arts Revision Committee.

Locating Sources of Information

## Child:

- employs observation, interviewing, and experimentation as alternative forms to written material in locating information
- uses table of contents, index, chapter headings, and topic sentences as aids in locating information

- correlates with science, social science, and community studies curricula



Locating Sources of Information (cont'd)

- defines his problem as a preliminary step to looking for appropriate resources
- skims to get overview of information in a section of material to be read
- notes source, listing information such as title, author, and page number

Using Resources of Media Center

Child:

- understands arrangement of media center including subdivisions according to Dewey decimal system
- uses card catalog to locate materials needed
- continues to increase number of reference materials he can use to find information needed
- uses a.v. materials

- asking a child to list what he already knows about a topic will frequently help him determine what he needs to know
- this is not a formal note card, but rather a reference so that child knows reference if he needs the information again

- media specialist reviews arrangement of media center, with special emphasis on important subdivisions of Dewey decimal system
- media specialist reviews, if necessary, card catalog skill — author, title, subject, illustrator, series, and cross reference cards
- as needed, media specialist reviews color coding and abbreviations used on cards
- media specialist introduces Current Biography, Ohio Almanac, Subject Index to Children's Periodicals, and National Geographic Index, and reviews previously introduced reference materials, as needed
- media specialist instructs in use of a.v. material on an individual basis, as needed

Using Books

Child:

- uses index to locate specific information
- notes headings, titles, and variety of print as clues to relative importance of information

Using the Dictionary

Child:

- selects appropriate definition corresponding to context of sentence he has heard or read
- expands understanding of entry words to include:
  1. Suffixes
  2. Prefixes
  3. Abbreviations
- uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech
- consults dictionary for correct spelling or to determine which of two alternative spellings and/or pronunciations is preferred
- differentiates between alternative pronunciations as determined by use
- understands difference in usage between thesaurus and dictionary

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- encourages children to look up all reference pages, not just the first one listed
- be certain that dictionary is appropriate to achievement level and needs of child
- many children will still need teacher direction and supervision
- with teacher direction. Since parts of speech are not being emphasized in grammar, example sentences take on new importance
- as guide is implemented, appropriate techniques will need to be devised to help child locate word when he doesn't know how to spell it

Using the Dictionary (cont'd)

-uses diacritical legend and stress markings to pronounce unfamiliar words

-becomes aware of etymology of words as need or interest dictates

-develops awareness of the sections of a dictionary, in addition to the entry words, which contain other information, such as:

1. Pronunciation symbols
2. Abbreviations
3. Biographical names

-emphasis on long, short, and schwa

-a good enrichment activity for those children who do not need to spend so much time on spelling

-sections vary according to dictionary being used

Recording Information

Sixth Grade

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Child ExpectanciesTeaching StrategiesNote-taking

Child:

- records important facts from a short reading passage, pictures, filmstrips, and/or charts

- most work of this type should be with a partner

- be certain reading level is below instructional level if children are attempting to take notes on written material

Keeping and Organizing Papers and Notebook

Child:

- keeps a notebook for a content area, organizing it for his use for study or reference

- particularly important because children need to keep papers organized when they go from class to class at the Junior High School. Careful instruction in a controlled situation should help some of the children who are having real difficulties with this at higher grade levels

- keeps a personal log for a two or three week period of time

- could be correlated with the community studies program

Proofreading

Child:

- uses proofreading techniques from previous years, self-correcting more extended passages

- responsibility for self-correction is limited to those skills in which a child has had intensive instruction

Proofreading (cont'd)

-understands symbols used by teachers in correction of written work

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-a conference in which teacher and child proofread together is advocated, whenever possible

-when it is necessary to correct written material, the following symbols will be used by all teachers so that markings will have consistent meaning to students:

Not clear	?
Awkward	K
Better word	BW
Spelling	Sp
Punctuation	P
Capitalization	Cap.
Paragraph	¶
Word Division	Syl.
Redundancy	Red.
Omission	^
Agreement	Agr.
Wrong word	WW
Wrong tense	Tense
Wrong case	Case
Misplaced modifier	MM
Comma fault	CF
Sentence fragment	Frag.
Run-on sentence	RO
Shouldn't use abbrev.	wr

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Communicating Information

Sixth Grade

Child ExpectanciesTeaching StrategiesOral Form

## Child:

- contributes to group discussion of a specific topic or problem
- gives informal speech, incorporating information for a specific purpose, such as giving instructions, describing an object or event, etc.
- organizes facts to defend an opinion
- leads small-group discussion, using specific small group discussion techniques
- assumes responsibility for reporting informally to the class on a specific, well-defined topic
- uses multi-media aids in conjunction with informal oral report

Written Form

## Child:

- writes a short information passage incorporating information he has gained, after reading several resources for information

- without teacher participation
- there are Handbooks available which give detailed instructions and techniques for helping children acquire the ability to participate effectively in small group discussions
- in group discussion
- teacher can incorporate many of these aids, and by example, give children ideas for appropriate types of materials to use

- does not include formal note cards

Written Form (cont'd)

-tabulates information under correct category when given a basic structure (such as outline or headings for a table)

-constructs a short essay on a factual topic

-with teacher direction

-much teacher direction. This is first stage in learning to write an essay answer on a test

General Goals and Strategies

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Sixth Grade

Child Expectancies

## Child:

-reads widely and listens to many types of literature

-studies folk story that is short, preparing children for the study of the short story at the seventh grade

-writes creatively on a variety of topics

Teaching Strategies

-Time for much reading should be provided within the school day e.g. sustained silent reading

-Time should be provided for the teacher to read to the children; emphasis should be placed on poetry, legends, folktales, etc.

-Opportunities should be provided throughout the year for children to read widely to pursue individual areas of interest

-Provisions should be made for individual and/or small group conferences

-Motivators for wide reading should be developed

-Structured opportunities should be provided throughout the year for children to read widely with teacher direction in the areas of:

legends  
folktale  
tall tale  
fairytale  
fable  
myth  
plays  
poetry — all types

-As the need for writing on factual topics increases, it is vital that teachers provide opportunities for children to write creatively. At the sixth grade much writing may be correlated with the emphasis areas in literature — tall tales, folk tales, myths, etc. Those children who enjoy poetry should be encouraged to attempt writing poems using various forms.



Cognitive Elements of Literature  
for sixth grade on following pages

-See Information - Proofreading  
for guide-lines in evaluating  
creative writing

-In developing cognitive skills,  
be careful to select stories in  
which the element being studied  
is relatively obvious - e.g.  
much action with definite  
conflict for plot

-As you teach this year, please  
record titles and sources of  
stories which are particularly  
good for developing each  
cognitive skill

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Cognitive Elements of Literature

Sixth Grade

Child ExpectanciesTeaching StrategiesPlot-Sequence

## Child:

- makes a time line
- diagrams the plot of a story
- writes a cause/effect anecdote
- given several contributing factors, suggests possible logical results
- contributes to a small-group development of a story that has a clearly defined plot
- keeps a journal or diary over a period of time

- reviews procedures from fifth grade
- reads carefully selected cause/effect passages to children as preparation for writing
- this is a high level thinking skill, and will probably be too difficult for slower children in the class
- this would have logical correlation with emphasis on tall tales, legends, etc.
- may correlate with camp experience or with community studies program

Setting

- identifies setting clues that help create mood
- suggests possible relationships between plot and setting
- compares settings from various stories
- writes a passage comparing two different settings

- poetry is particularly effective for this
- this will demand much teacher direction because it has not been emphasized in lower grades

Characterization

Child:

- lists personality traits of a character and states supportive evidence
  
- gives examples demonstrating ways in which characters react to each other
  
- suggests personal experiences which affect his reaction to character
  
- compares and contrasts characters in similar situations
  
- writes a character sketch

- provides the structure to show that personal characteristics are shown through interaction with other characters and the setting
  
- directs development of lists of words describing possible personality traits
  
  
- suggest that children relate personal experiences that help them empathize with characters — in class discussion
  
- particularly important that we locate appropriate materials for this activity
  
- relate to tall tales — exaggerated characters

Literal Meaning

Child:

- uses context to determine variance of word meaning
  
- explores connotations of words
  
- locates the uses of dialect, slang, and colloquialisms in given passages
  
- locates supporting evidence in responding to a given statement, conclusion, or question

- see Information — Using the Dictionary
  
  
- instructs through use of legends, folk tales, tall tales, etc.

Vocabulary Development

## Child:

- analyzes passages using figurative language and/or idiomatic expressions to determine variant uses of words
- uses context clues to determine word meanings
- selects definition of a word having several meanings
- explores the origin of words
- builds word meaning through root words, affixes, and families of words
- increases understanding of affixes
- uses thesaurus, dictionary, and glossary as tools to aid in development of vocabulary

Mood

## Child:

- suggests words that describe moods in various literary materials presented through all types of media
- uses creative modes to express his reactions to stories, records, pictures, and films
- discriminates among various moods created in stories, records, and pictures

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- provides much experience with descriptive passages and poetry

- see Acquiring Information — Using the Dictionary

- uses poetry as a rich source of mood words

- directs students to a variety of books that express moods characteristic of different literary forms - mystery, adventure, etc.

- incorporates writing, drawing, creative dramatics, etc.

- suggests use of same medium to portray different moods

- suggests use of a variety of media to portray the same mood

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Mood (cont'd)

-writes poetry or narrative passages that create a mood

-encourages children who are successful in writing poetry to write frequently, using a variety of forms

Handwriting

Sixth Grade

Child:

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-retains skills in both manuscript  
and cursive

-Note to teachers: Be especially  
alert to policy pages

Spelling

Intermediate

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Child Expectancies

## Child:

- learns to spell from standard spelling lists, other content-area words, and words needed to communicate at school and at home

Teaching Strategies

- gives basic spelling instruction for all students
- writes correct spelling of needed words on board during large group discussion that precedes writing
- begins instruction in using dictionary to find correct spelling
- uses conference for individualizing proofreading skills
- avoids marking spelling on creative writing papers unless it is being proofread with the child in preparation for display or for being sent to someone

Grade Level Designation for  
Grammar Instruction

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Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

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Grammar Instruction

Sixth Grade

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Introduction

Mechanics:

Apostrophe

Capitalization

-in a quoted sentence

Colon

Emphasis or  
Intensive Instruction

-singular possessives

-names of buildings and monuments

-names of organizations, clubs,  
business firms, institutions,  
and government departments

-names and locations related to  
geography (major categories such  
as continents, oceans, countries,  
etc.)

-names of streets, towns, and  
cities

-the first word and all nouns in  
the salutation of a letter

-the first word in the closing of  
a letter

-trade names

-titles — Mr., Mrs., Miss, Ms.,  
Dr., Rev.

-introduction of a list

-after the salutation in a  
business letter

Mechanics: (cont'd)Comma

- in a direct quote
- appositive

HyphenIndentingPeriodUsage:Agreement

- agreement of subject-verb

ContractionsPronoun forms

- subject and object

Verb forms

- correct tense, singular - plural, correct auxiliaries

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- between cities, towns, and states
- between day of month and year
- after salutation and closing of a friendly letter
- after closing of a business letter

- to divide words at the end of a line
- numbers (written out)

- letter writing

- abbreviated titles

- don't-doesn't; isn't-aren't; wasn't-weren't

Usage: (cont'd)

Verb usage

-throw, broke-broken;  
burst, chosen, drew,  
drove, fallen, flown,  
froze, stolen, torn

Sentence Structure:

Transforms

Wh - Question *wh. Qn.*

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-knew-known; took-taken

Basic Sentence Pattern 2

-NP + (V + NP)

-Yes-No Question

Critical Skills Applied toFactual Material

Seventh grade

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Child ExpectanciesTeaching StrategiesLiteral Meaning and Specific Facts

Child:

- lists facts from a factual passage that support a main idea
- decides which facts are essential to a topic
- formulates questions which will elicit important facts
- differentiates between a generalization and a stated fact

- with teacher direction
- with teacher direction

Sequence

Child:

- follows multi-stepped written sequential instructions
- places random facts in sequential order when sequence is important to comprehension
- determines if sequential events have cause/effect relationship
- determines if sequential format is appropriate for organizing information

- most children should be able to do this independently

Main Idea

Child:

- lists facts from a factual passage that support a main idea

Factual Material  
Critical Skills

BEST COPY AVAILABLE

Main Idea (cont'd)

- lists facts from a factual passage and suggests a logical generalization or main idea
- suggests types of evidence needed to support a main idea
- uses main idea/supporting details or details/main idea statement as organizational pattern for writing a paragraph

-with teacher direction

Cause and Effect

Child:

- determines if cause/effect is important element of information being studied
- states main idea in cause/effect terms
- determines if sequential events have cause/effect relationship
- suggests if cause/effect relationship in a passage seems valid or invalid

-in group discussion

-particular application to newspaper unit

Comparison and Contrast

Child:

- uses understanding of indicator words/phrases to identify material organized in comparison/contrast format
- participates in group tabulation of information, using comparison/contrast as a format
- discovers simple analogous situations or examples in material read

Classification and Categorization

Child:

- lists a significant number of attributes of a given object or idea
- determines the common characteristic of a list of items
- classifies information/facts into categories as he reads
- uses classification/categorization of facts as basis for a tentative generalization

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-with teacher direction

Generalizations and Conclusions

Child:

- lists facts from a factual passage and suggests logical generalization or main idea
- differentiates between a generalization and a stated fact
- uses classification/categorization of facts as basis for suggesting a generalization
- suggests substantiating facts needed when given a generalization stated as an hypothesis
- suggests valid/invalid cause/effect information or conclusions for a specific passage

-with teacher direction

-application in newspaper unit

-with teacher direction

-with teacher direction

-application in newspaper unit

Inference

Child:

- discriminates between stated and inferred facts

-with teacher direction

Factual Material  
Critical Skills

Inference (cont'd)

- classifies statements in passage as fact, opinion, or inference
- relates inferences he makes to stated facts he has read

Vocabulary Development

Child:

- identifies key words in a factual passage
- determines appropriate method for building meaning of key words
- participates in group development of relationship of key words, as an aid to organizing information and locating needed information
- uses key words as aid in locating needed information
- paraphrases a passage, demonstrating understanding of content

-in group discussion

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-structured overview

-application in use of index and card catalog

Acquiring Information

Seventh Grade

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Child ExpectanciesTeaching StrategiesListening

## Child:

- listens and retains without visual reinforcement
- listens to take notes on most important information
- follows oral directions when order is necessary to accomplishing a task
- retains oral instructions for a longer period of time
- is able to focus attention in both small and large group discussion
- writes from dictation
- delivers oral messages accurately
- listens for information he needs when a series of instructions is being given

- uses tapes or informal lecture or discussion without providing accompanying visual materials to develop the ability to retain informative material without visual reinforcement

- close teacher supervision

-Note to teachers: These are the skills presented as third grade skills. The committee has not identified significant additional skills for upper grade levels. We believe the same skills are applied in more complex situations and for longer periods of retention. If teachers can identify other skills, they should be suggested to the Language Arts Revision Committee.

Locating Sources of Information

## Child:

- scans section of book to determine if it contains needed information
- uses charts, graphs, tables, illustrations, and footnotes in books as appropriate sources of information



Locating Sources of Information (cont'd)

Child:

- determines appropriate reference for type of information needed
- uses multiple sources as cross reference to accurate information

Using Resources of Media Center

Child:

- understands arrangement of media center:
  1. Charging desk
  2. Book return
  3. Card catalog
  4. Encyclopedias, dictionaries, and other reference materials
  5. Vertical file
  6. Reader's Guide and periodicals
  7. Fiction and non-fiction shelves
  8. Audio-visual materials
- borrows materials, using appropriate procedures for each of following categories:
  1. Books
  2. Reference materials
  3. Periodicals
  4. Audio-visual software
- understands types of material in media center, major divisions and subdivisions according to Dewey decimal system, and call numbers as key to locating materials.
- locates following materials on shelves, exhibiting understanding of various shelf arrangements:
  1. Biography
  2. Story collection
  3. Fiction
  4. Reference

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-media specialist introduces students to arrangement of media center - emphasis on general areas

-media specialist introduces procedures for borrowing materials. These may need to be reviewed during year if need is apparent.

-media specialist reviews theory of classification of materials, Dewey decimal system (major and sub-divisions), and call numbers as key to location of materials

-media specialist reviews various arrangements of books on shelves, depending on category of book

Using Resources of Media Center (cont'd)

-uses card catalog as a guide to locate materials needed in the media center, demonstrating understanding of:

1. Alphabetical arrangement
2. Author, title, subject, and cross-reference cards
3. Procedure for location of book
4. Proper retrieval of book (call number, filling out slip, locating book on shelf, marking place)
5. Color coding

-uses various parts of non-fiction book, such as index, glossary, index of illustrations

-uses following reference materials for needed information:

1. Encyclopedias
2. Atlases
3. Dictionaries - abridged and abridged
4. Reader's Guide to Periodical Literature
5. Webster's Geographical Dictionary
6. Encyclopedia of Nations, Lands and People
7. Famous First Facts
8. Bartlett's Familiar Quotations
9. Almanacs

-uses audio-visual materials

-media specialist reviews use of card catalog and proper procedures for locating and retrieving materials from shelves. Teacher provides appropriate opportunities for use of these skills, alerting media specialist to subjects or types of materials students will need.

-teacher assumes responsibility for instruction in use of the parts of a books, with the media specialist reminding and reinforcing as necessary

-media specialist instructs in use of Reader's Guide to Periodical Literature

-media specialist and teacher continue to guide child in selection of reference most appropriate to his need

-teacher is responsible for coordinating media center resources with instructional needs in classroom

-media specialist reviews use of:  
Atlases  
Abridged and unabridged dictionaries  
Almanacs

-media specialist introduces:  
Webster's Geographical Dictionary  
Encyclopedia of Nations, Lands and People  
Famous First Facts  
Bartlett's Familiar Quotations

-media specialist reviews use of all types of audio-visual materials, how they are identified in card catalog, and proper use of hardware

## Acquiring Information

### Using Books

Child:

- notes headings, titles, and variety of print as clues to relative importance of information
- differentiates between appropriate use of table of contents and index
- refers to index of illustrations, maps, charts, etc.
- reads footnotes and is aware of variant footnoting procedures

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- many children will need review on how to read these accurately
- where to locate, not how to write them

### Using the Dictionary

Child:

- selects appropriate meaning corresponding to context of sentence he has heard or read
- uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech
- uses dictionary to determine correct spelling
- uses diacritical legend and stress markings to pronounce unfamiliar words
- participates in study of etymology as an aid to vocabulary development, with stress on extensive "families" of words
- uses thesaurus as appropriate resource for synonyms and/or antonyms and as a means to extend vocabulary
- develops awareness of the sections of the dictionary, in addition to the entry words, which contain other information, such as:
  1. Pronunciation symbols
  2. Abbreviations
  3. Biographical names

- techniques will need to be devised for teaching children this skill
- emphasis on long, short, and schwa

- sections vary according to dictionary being used

Recording Information

Seventh Grade

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Child ExpectanciesTeaching StrategiesTaking Notes

Child:

- learns from watching and imitating a teacher taking notes from reading material
- takes notes independently on short passages of media or printed material, comparing results in large group discussion
- practices a variety of techniques of taking notes

- takes notes on blackboard or overhead
- with teacher structure
- with teacher supervision
- running notes, outlining, side by side, diagrams

Keeping and Organizing Papers and Notebook

Child:

- keeps materials organized in a notebook by subject areas

- teacher must instruct and supervise

Proofreading

Child:

- uses proofreading techniques from previous years, self-correcting more extended passages

- responsibility for self-correction is limited to those skills in which a child has had intensive instruction

Proofreading (cont'd)

-understands symbols used by teachers in correction of written work

-when it is necessary to correct written work, the following symbols will be used by all teachers so that markings will have consistent meaning to students:

Not clear	?
Awkward	K
Better word	BW
Spelling	Sp.
Punctuation	P
Capitalization	Cap.
Paragraph	¶
Word Division	Sy!
Redundancy	Red.
Omission	^
Agreement	Agr.
Wrong word	WW
Wrong tense	Tense
Wrong case	case
Misplaced modifier	MM
Comma fault	CF
Sentence fragment	Frag.
Run-on sentence	RO
Shouldn't use abbrev.	wr

Communicating Information

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Seventh Grade

Child ExpectanciesTeaching StrategiesOral Form

## Child:

- participates in panel discussion of a specific topic
- understands and uses structured format for a short, informative speech
- participates in small group discussion, as leader, participant, recorder, or observer

-will need to review procedures taught in sixth grade

Written Form

## Child:

- participates in group outlining of information on a given topic
- writes a short paper incorporating information which has been given to him in outline form
- constructs a short essay on a factual topic

-will need much instruction

-discuss child's essays for content as well as structure because this is a preliminary step in helping children write essay answers to test questions



-Attempts writing in various literary forms

-Provide opportunities for creative writing without imposing adult standards

Specific expectations for study of each literary form to be studied follows.

(Newspaper is included, with the understanding that it is not a literary form)

\*indicates items reserved for most capable students



Short Story

Seventh Grade

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Child Expectancies

Child:

- demonstrates understanding of the following literary terms as they apply to the short story:
  - plot
  - setting
  - characterization (heavy emphasis)
  - conflict
  - climax
  - point of view (1st and 3rd person only)
  - \*theme
  - \*irony (introduce - emphasis at 8th grade)
- recognizes the relevant "elements" in each story of the short story unit

Teaching Strategies

- provides students with a copy of Projections in Literature's "Handbook of Literary Terms." If sufficient books are not available, additional mimeographed copies may be requested from the office.
- refer to Thrust for the average child
- provides much guidance through discussion
- the following ten story unit from Projections in Literature is suggested to introduce the elements of the short story and build student knowledge: Approximate time length: 4 weeks
  - "The Dubbing of General Garbage".. plot - climax
  - "Thanksgiving Hunter"... plot - conflict
  - "Strawberry Ice Cream Soda"... conflict - characterization
  - "Beauty Is Truth" ... setting - characterization
  - "The Lesson"... characterization
  - "The Pheasant Hunter"... plot - characterization - conflict
  - "First Principle"... theme - plot - conflict

Short Story (cont'd)

- "The Gift of the Magi" ...  
irony (dealt with in detail  
in 8th grade\*)
- "The Jail" ...  
irony (dealt with in detail  
in 8th grade\*)
- "The Gift" ...  
this story is good as a  
quiz for literary terms

Note: Point of view should be  
discussed with each story

Novel

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Seventh Grade

Child Expectancies

## Student:

- engages in small group discussion of common novel read
- applies understanding of elements of the short story to novel, using appropriate literary terms
- presents oral or written report emphasizing basic ideas of characterization and time-setting relationship

Teaching Strategies

- establishes criteria for discussion
- reviews relationship between basic short story elements of plot, character, and setting
- provides supervision
- provides suggested list - such as:

## Book List (Reading level:

- 1 - High
- 2 - Average
- 3 - Below Average)

When Legends Die - Hal Borland - 1The Red Pony - John Steinbeck - 1Anne Frank: Diary of a Young Girl - 1The Yearling - Marjorie Rawlings - 1Light in the Forest - Conrad Richter - 1,2That Was Then, This Is Now - S. E. Hinton - 2,3Hot Rod - Henry Felsen - 2,3Deathman, Do Not Follow Me - Jay Bennett - 2,3Up A Road Slowly - Irene Hunt - 1,2Souder - William H. Armstrong - 1, 2, 3Edgar Allen - N. Neufield - 1,2

Book Reports

(for teacher reference)

Seventh Grade

1. Each teacher should determine the number of reports to be presented throughout the year.  
Suggestion: one book per ten week period. This will need to be modified for children with particular reading problems. Teachers should be particularly aware of length of book for those children with reading problems.

2. Guidelines for a book report:

Some provision must be made by the teacher to assure that the student has a clear understanding of what he needs to look for while reading. The teacher should then help the student see the necessary application of such knowledge in a formal presentation. In other words, the book report is to be more than a check to see that a book has been read.

At this point, note-taking skills should be incorporated. Reference should also be made to the critical reading skills section.

Suggestions:

- a. give the title and author's name - book titles are always underlined
- b. tell the time and place of the story (setting)
- c. name the chief characters and describe their personalities (characterization)
- d. mention an incident in the book and describe it in detail
- e. explain why a recommendation is given or not given

Other suggestions may be incorporated, but expectations must be related to instructional emphasis in the classroom.

Poetry

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## Seventh Grade

Student ExpectanciesTeaching Strategies

## Student:

-words with examples of figures of speech, in order to build to a working definition of:

metaphor  
simile  
alliteration  
personification  
onomatopoeia

-identifies and perhaps writes examples of:

limericks  
ballads  
four-lined rhymed poems  
narrative poetry  
(identify, not write)  
concrete poems  
unrhymed poetry

-explores the mood that is created in the various types of poetry stated above

-uses examples from poems illustrating the figures of speech

-filmstrips available in library:

"What to Look For in Poetry"  
a. meaning through sound - alliteration, onomatopoeia  
b. simile and metaphor

"The Poetic Experience"

-provides a "poetry library" available to students. Students might construct a poetry booklet composed of examples of the types of poetry studied. The poetry booklet could also include examples of student poetry of the types studied.

-may use student poetry as well as professional poetry in class discussion of mood

Ex. - humor in limericks  
tragedy in ballads

Drama

Seventh Grade

Student Expectancies

Teaching Strategies

Student:

-will be able to define the following terms:

- playwright
  - act
  - scene
  - stage directions
  - dialogue
  - characterization
  - exposition
  - rising action
  - climax
  - falling action
  - \*theme
- four stages of drama

-differentiates between narrative (past tense) and drama (present tense)

- reads several (or many) plays and:
  - applies understanding of four stages of drama
  - suggests methods of characterization
  - writes character sketches of a play's main characters

-presents students with definitions of the dramatic terms as found in Introduction to Literature (text) and Stephen Dunning's Teaching Adolescents Plays

-to teach the difference between narrative and drama, present a scene from a short story. All events from the past told in the narrative must be incorporated into the conversations of the play's characters.

Suggest:

The opening scene from "All Summer In a Day" by Ray Bradbury (Thrust)

-have students read the one act plays from Introduction to Literature. Students should answer questions on the plays concerning the four stages of drama. Students by this time should be adept in discussing methods of characterization (heavily emphasized in short story and novel). Therefore students should write character sketches of the play's main characters.

Drama (cont'd)

-participates in staging key scenes of a play. This would include:

- acting
- set
- props
- costumes
- sound effects
- lighting

-teachers may supplement text plays with works from the Junior High School media center

Prize Plays for Teenagers -  
Miller

One Act Plays for Teenagers -  
Miller

Holiday Plays for Teenagers -  
Slaz

-the teacher may serve as director!

-suggested play:

"The Monsters Are Due on Maple Street" by Rod Serling (Projections in Literature)

Newspaper

## Seventh Grade

Student Expectancies

## Student:

-makes a formal study of the newspaper, learning organization, layout, and writing techniques

-applies grammar instruction in sentence structure and analysis of paragraph structure in writing paragraphs appropriate to the six main pages

-participates in publishing a class newspaper

Teaching Strategies

-order a newspaper kit.  
Have students read the newspaper and discover what is on each of the main pages:

front page  
editorial page  
society page  
sport page  
classified ads  
comics

Example: Read the editorial page. Students should list the items found on this page:

mast head  
signed editorials  
letters to the editor  
editorial cartoons

Hand out a blank "layout" of the page being discussed. For the editorial page there should be numbered blocks. Match the items above to the blocks.

-practice writing the different kinds of articles found on the six main pages - news articles, human interest stories, editorials. Discussion and application of sentence and paragraph construction should be undertaken here.

-note organization of newspaper paragraphs - the six "vital" questions: who, what, where, when, how, and why

-to publish a class paper, divide the class into groups (approximately five to a group). Each group should be responsible for constructing one page or section of a paper. The responsibility should include both articles and layout. The class will then publish a six (or longer) page paper.



Handwriting

Seventh Grade

Child:

-retains skills in both manuscript  
and cursive

-Note to teachers: Be especially  
alert to policy pages

Spelling

## Seventh Grade

Student Expectancies

## Student:

-uses correct spelling in assignments and compositions with ease, using the dictionary for extraordinary words

Teaching Strategies

- gives basic spelling instruction to students who indicate they need specific help
- continues spelling instruction in relation to the expanding vocabulary and writing needs in all areas of the curriculum
- teaches the vocabulary, both meaning and spelling, specific to the content of his subject
- all content-area teachers are spelling teachers
- correction of papers for spelling errors - see Proofreading

Grade Level Designation for  
Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after such instruction.

Grammar Instruction

Seventh Grade

Introduction

Mechanics:

Apostrophe

Capitalization

-bibliography

Comma

-bibliographies

-sentence modifiers:

verbal

adjective

adverb

prepositional phrases

-compound sentences

Exclamation mark

Hyphen

Emphasis or  
Intensive Instruction

-plural possessive (both regular and irregular)

-names of races, nationalities, and languages

-names of stars, planets, and constellations

-first, last, and all other important words in the titles of articles, short stories, and books

-first word in a line of poetry

-command

-emphasis

-in some compound words

ItalicsQuotations marksUsage:Adjective-adverb confusion

- correct choice dependent upon context

Colloquial language

- appropriate use

Naming self lastStandard dialect

- appropriate use

Verb usage

- should have, have been

Sentence Structure:Transforms

- Subordinate

-titles

-words used as words  
(Note: underlining in children's work corresponds to italicized print)

-titles of short stories, poems, and articles

-naming self last

-rang-rung; went-gone; began-begun; wrote-written

-Possessive

-Exclamation

-Here and there

-Request

Critical Skills Applied to

Factual Material

Eighth Grade

Student Expectancies

Teaching Strategies

Literal Meaning and Specific Facts

Student:

- determines facts or evidence needed to support a generalization or main idea
- keeps supporting details in proper sequence when sequence is important to events or processes, in a selection of moderate complexity
- locates supporting factual evidence when given a main idea
- identifies main idea and supporting facts in a paragraph
- organizes facts and main ideas into outline form as preparation for writing or speaking
- suggests a logical conclusion or generalization when given evidence
- states a conclusion and/or generalization as a hypothesis and suggests appropriate references and/or processes by which to develop supporting evidence
- relates his ideas (inferences or opinions) to stated facts
- participates in group identification of information on which author's conclusions are based

- with teacher guidance
- with teacher direction
- see Acquiring Information

Factual Material  
Critical Skills

Sequence

Student:

- follows complex instructions which involve sequence
- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast
- states main idea in sequential terms if paragraph is organized in sequential format
- keeps supporting details in proper sequence when sequence is important to events or processes
- places events from more than one source in sequential order

Main Idea

Student:

- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast
  - identifies main idea and supporting facts in a paragraph
  - locates supporting factual evidence for a main idea
  - determines facts or evidence needed to support a generalization or main idea
  - states main idea in terms that reflect organizational format of material. sequential, cause/effect, main idea/supporting facts, facts/generalization, or comparison/contrast
- much teacher help

Main Idea (cont'd)

- categorizes information from more than one source under appropriate main heading
- organizes facts and main ideas into outline form as preparation for writing or speaking

- with teacher direction
- with teacher help

Cause and Effect

Student:

- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast
- states main idea in terms that reflect cause/effect format of passage
- determines if cause/effect relationship is important in information being studied
- determines the validity of cause/effect relationships being studied and gives reasons
- selects causes or effects from more than one source when reading for information on a specific topic

- much teacher direction
- with teacher help

Comparison and Contrast

Student:

- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary statement, or comparison/contrast
- determines appropriateness of comparison/contrast in organizing information

- with teacher direction



Comparison and Contrast (cont'd)

- identifies similar or dissimilar statements from more than one source when locating information on a specific topic
- formulates a generalization after identifying a series of comparisons
- differentiates between valid and invalid analogies

- with teacher help
- with teacher direction

Classification and Categorization

Student:

- uses ability to classify to determine irrelevant information
- categorizes information from more than one source under appropriate main heading
- uses classification/categorization of facts as basis for stating a generalization as a main idea

- with teacher direction

Generalizations and Conclusions

Student:

- uses classification/categorization of facts as basis for suggesting a generalization
- formulates a generalization after identifying a series of comparisons
- suggests a logical conclusion or generalization for given evidence
- determines facts or evidence needed to support a main idea or generalization
- states a conclusion and/or generalization as an hypothesis and suggests appropriate references and/or processes by which to develop supporting evidence

- particular application in science

Generalizations and Conclusions (cont'd)

- participates in group identification of information on which author's conclusions are based
- determines organizational format of material: sequential, cause/effect, main idea/supporting facts, facts/summary or generalization statement, or comparison/contrast

Inference

Student:

- classifies statements in a passage as fact, opinion, or inference
- relates inferences he makes to stated facts he has read
- discriminates between stated and inferred facts

Vocabulary Development

Student:

- identifies key words in a factual passage
- determines appropriate method for developing meaning of key words
- makes his own structured overview when given key words, demonstrating understanding of the relationship of content words
- demonstrates understanding that he must have precise meaning for technical or content vocabulary
- paraphrases a passage, demonstrating understanding of vocabulary content

Acquiring Information

## Eighth Grade

Student ExpectanciesTeaching StrategiesListening

## Student:

- listens and retains without visual reinforcement
- listens to take notes on most important information
- follows oral directions when order is necessary to accomplishing a task
- retains oral instructions for a longer period of time
- is able to focus attention in both small and large group discussions
- writes from dictation
- delivers oral messages accurately
- listens for information he needs when a series of instructions is being given

-uses tapes, informal lecture, or discussion without providing accompanying visual materials to develop the ability to retain informative material without visual reinforcement

-with teacher direction

-Note to teachers: These are the skills presented as third grade skills. The committee has not identified significant additional skills for upper grade levels. We believe the same skills are applied in more complex situations and for longer periods of retention. If teachers can identify other skills, they should be suggested to the Language Arts Revision Committee.

Locating Sources of Information

## Student:

- works independently in media center, using appropriate sources for information needed

## Acquiring Information

### Locating Sources of Information (cont'd)

- varies reading rate according to purpose, skimming to locate answers to specific questions, scanning to determine if source contains information needed
- uses bibliography as resource for additional information
- locates information through the use of broad and narrow categories when given a specific assignment
- relates information from more than one source in organizing information on a specific topic
- questions authenticity or validity (copyright date) of resource

### Using Resources of Media Center

#### Student:

- uses proper procedures for borrowing materials
- locates all types of books in media center
- uses card catalog
- chooses appropriate reference material
- selects from an increasing number and variety of resources

-see Using Books

-reviews use of key words and their importance in locating information needed

-see Critical Skills - Classification and Categorization

-media specialist reviews, as necessary:

1. Procedures for borrowing materials
2. Location and arrangement of books in media center
3. Use of card catalog
4. Use of audio-visual material
5. Use of reference materials

-media specialist introduces:

1. Dictionary of American History
2. Atlas of American History
3. Negro in American History
4. Statesman's Yearbook
5. Who's Who

-teacher provides instructional opportunities for supervised use of media center

Using Books

Student:

- understands significance of information on title page (copyright date, author, etc.) and its correlation with card catalog
- refers to index of illustrations, maps, charts, etc.
- reads footnotes and is aware of variant footnoting procedures
- refers to appendices and understands variants according to type of book
- is aware of bibliography as a source of additional material

Using the Dictionary

Student:

- selects appropriate meaning corresponding to context of the sentence he has heard or read
- uses example sentences to indicate appropriate meaning when the meaning varies according to part of speech
- uses diacritical legend and stress markings to pronounce unfamiliar words
- participates in study of etymology as an aid to vocabulary development, with stress on extensive "families" of words
- uses thesaurus as an appropriate resource for synonyms and/or antonyms and as a means to extend vocabulary

-emphasis on long, short, and schwa

## Acquiring Information

### Using the Dictionary (cont'd)

-develops awareness of the sections of the dictionary, in addition to the entry words, which contain other information, such as:

1. Pronunciation symbols
2. Abbreviations
3. Biographical names

-uses dictionary as an appropriate reference tool

Recording Information

Eighth Grade

Student ExpectanciesTaking Notes

Student:

-learns from watching and imitating a teacher taking notes from discussion or informal lecture

-takes notes from printed material and/or media with a limited amount of teacher structure

-selects format for taking notes that seems most sensible or appropriate after determining organizational format of material he is studying

Keeping and Organizing Papers and Notebook

Student:

-maintains organized notebook containing papers needed in various subject areas

-completes a structured notebook, designated to cover a particular unit or specific use (such as open-book test), including table of contents

Teaching Strategies

-history of drama would be a good area in which to work on this skill

-takes notes on chalkboard or overhead, pointing out why items recorded are important

-reviews different types of notes and their use with various types of materials being studied:

1. Side by side for comparison/contrast or cause/effect
2. Running for sequential
3. Outlining for main idea/supporting evidence
4. Diagramming for key words

-gives specific instructions for format

## Recording Information

### Proofreading

#### Student:

- uses proofreading techniques from previous years, self-correcting more extended passages
- understands symbols used by teachers in correction of written work

-when it is necessary to correct written material, the following symbols will be used by all teachers so that markings will have consistent meaning to students:

Not clear	?
Awkward	K
Better word	BW
Spelling	Sp.
Punctuation	P
Capitalization	Cap.
Paragraph	¶
Word Division	Syl.
Redundancy	Red.
Omission	^
Agreement	Agr.
Wrong word	WW
Wrong tense	Tense
Wrong case	Case
Misplaced modifier	MM
Comma fault	CF
Sentence fragment	Frag.
Run-on sentence	RO
Shouldn't use abbrev.	wr



Communicating Information

## Eighth Grade

Student ExpectanciesTeaching StrategiesOral Form

## Student:

- gives structured speech to class
- gives a short, informative speech, incorporating media and/or charts and graphs, etc.

- for the present, format will be devised by each teacher. May want to cooperate in working out a structured format

Written Form

## Student:

- organizes information into appropriate structure such as an outline, preparatory to writing
- constructs a written report on a given topic, using outline or other organizational pattern as a guide
- uses appropriate organizational format in presenting information in written form - e.g. cause/effect, sequential, main idea/supporting evidence, facts/summary statement
- constructs a short essay on a factual topic

- with teacher guidance

General Goals and Strategies

## Eighth Grade

Student Expectancies

## Student:

- reads widely in many types of literature
  
- reads and explores in various genre - recognizes the various elements of each
  
- attempts writing in various literary forms

Specific expectations for study of each literary form to be studied follows.

\*indicates items reserved for most capable students

Teaching Strategies

- Many children will need guidance and encouragement in selecting appropriate reading materials for pleasure reading
  
- Children should be encouraged to read many books on which no form of report is required
  
- Opportunity should be provided for children and teacher to share reactions to books they have read, without emphasis on analysis or value judgments on books
  
- Provide a cursory idea of the historical development of forms of literature
  
- Reading materials should be available for both study and pleasure
  
- Teacher reviews terminology of literature with expectation that most children will have understanding of basic terms when they enter high school
  
- Through reading in all forms of literature, children begin to realize the breadth of cultural heritage available through written materials
  
- Provide opportunities for creative writing without imposing adult standards

Short Story

Eighth Grade

Student Expectancies

Student:

- recognizes literary terms in class and individual readings: plot, character, setting, conflict, climax, denouement, \*theme, \*irony, \*symbolism, and \*point of view
- \*-develops awareness of the incorporation of Poe's standards (as found in his "Theory of Composition") in his works
- \*-develops awareness of other author's application of Poe's standards
- differentiate between characteristic styles that reflect historical development
- analyzes one specific element in each of three short stories chosen from a list provided by the teacher

Those items marked by an asterisk are to be presented ONLY to more capable English students.

Teaching Strategies

- guides study of characters in relation to plot, other characters, and environment - ability to change and how
- \*-differentiates (for the more capable student) between a story that is short and a short story
- guides individual readings
- filmstrip: "Development of the American Short." Correlate with American history being studied.
- suggested class readings:
  - Connell - "The Most Dangerous Game"
  - London - "To Build a Fire"
  - Bierce - "An Occurrence at Owl-creek Bridge"
  - Jackson - "The Lottery"

Note: Any required analysis must be preceded by similar teacher-guided activity.

Novel

## Eighth Grade

Student Expectancies

## Student:

- distinguishes between the short story and the novel
- in discussion, demonstrates recognition of basic elements in a novel that has been studied by the class
- presents an analysis of necessary elements in a novel of individual choice - from list provided
- differentiates between novel and classic

Teaching Strategies

- reviews basic elements of the short story, emphasizing plot, characterization, setting, and conflict. Explain the novel in terms of detail and expansion of the basic short story elements
- suggested novels to be studied as a class:
  - Lee - To Kill A Mockingbird
  - Steinbeck - Of Mice and Men
  - Hemingway - The Old Man and the Sea
- guides students considerably in recognizing basic plot structure, characterizations, settings, and conflicts
- suggests ways to present analysis, such as:
  - standard book report
  - oral report
  - group activity (role playing or play form of major events)
  - \*critical review
- Novel - fictitious prose tale in which characters and actions professing to represent those in real life are portrayed in a plot
- Classic - the standard; the first class or rank, especially in literature and art; an outstanding example of its kind

Book Reports  
(for teacher reference)

Eighth Grade

Follow the basic guidelines introduced at the seventh grade.

Variations of presentation could be offered:

1. Portray a character role in a monologue. Dress as the character.
2. Act out a scene from a story. Perhaps have a friend help act it out. Dress as the characters.
3. Plan an interview with the main character.
4. For biography, plan a "This is Your Life" show. Ask friends to help.
5. Put on a puppet show. Use socks for puppets, if nothing else.
6. Make a shadow box out of a shoe box, depicting the setting.
7. Draw a picture of the main character.
8. Draw a picture of the setting.
9. If the book involved a trip, draw a map and illustrate the route taken.
10. Make a time line indicating the events in the order they occurred.
11. Write a diary that would have been written by the main character.
12. Write a play from the story.
13. Do research on the author's life or the time of the story's events.
14. For non-fiction, draw diagrams and explain them. Show how to do something or put something together, etc., or do an experiment.

Suggestion: As specific units are being studied (drama, biography, autobiography, etc.), the book report could be used to correlate particulars.

For more capable eighth grade students - introduce book report as critical review, or an honest evaluation. See Critical Review on following pages.

Writing a Critical Review

An Honest Evaluation

(for teacher reference)

## WHAT IS A CRITICAL REVIEW?

A critical review is a paper involving an opinion of, as well as some information about, a piece of writing, a play, etc. It is not just a summary of plot. It includes a statement of what the author has tried to do, it evaluates how well the person has succeeded, and it presents evidence to support this evaluation.

## WHAT MUST THE REVIEWER KNOW?

The reviewer must know these things: the work to be reviewed and the requirements of the genre to which the work belongs. Knowing the work means a careful reading. The reviewer must attempt to understand what the author has had as a purpose and must try to understand how each part of the work was meant to contribute.

The reviewer should try to be fair to the author. This does not rule out the right of the reviewer to express his opinion of the worthwhileness of the author's intentions. But the main purpose of the reviewer is to evaluate the success or failure of the work judged by the seeming purpose of the author.

## READING THE WORK

First of all, read carefully and thoroughly. Read to discover the significant features of the book, such as theme or purpose of the book, organizational style, particular good points and particular faults. From evaluation of all these things must come your final judgment of the success or failure of the work.

## Literature Critical Review

As you read, try to note particularly good passages or obvious strengths and weaknesses. Note passages to illustrate style, examples of the author's technique in particular aspects such as dialog or description. Note how such things as style or characterization support and develop the theme.

### ABOUT THE AUTHOR

The reviewer should tell his reader something about the artist who created the work he is reviewing, if such information is available. "Something" does not mean a biography, but we are often helped to understand a work by knowing a few facts about the author, such as the period in which he lived or a particular political or social movement with which he was associated.

Such information may be only a sentence or two; in a longer review it may occupy a whole paragraph. The important thing is that the information must be relevant to the subject of the review, and that it must contribute to the main purpose of the review - to help the reader understand and evaluate the work under discussion.

### AN OUTLINE

Try to arrange your material in some sort of order before you start to write. Decide what your thesis will be. This is the central theme or point around which all points should be made. Then decide in which order the various points should be treated. Keep in mind clarity and coherence. You do not have to prepare a formal outline, but do have some logic to your organization.

## WRITING THE FIRST DRAFT

Keep your thesis and basic outline form in front of you. Remember that a critical review is a statement of opinion but must be the judgment of the writer after he has determined the author's purpose. You should state what you believe to be the author's purpose and how well you think he has achieved his purpose; then give evidence to support YOUR JUDGMENT. If in your opinion, the purpose is an unworthy one, you have the privilege of saying so; but in fairness, if the author succeeds in doing what he set out to do, you should say so.

There are several ways to begin. You may start by stating the thesis; by stating the author's purpose; by stating the problem treated by the book; by discussing the author; by classifying the work within the genre to which it belongs; by presenting a historical background for the work; by pointing out the significance of the work for some group. You may start by summarizing the content, but remember this does not mean a complete plot summary.

The opening should capture the reader's interest.

Work for smoothness and logical development. Be sure that the supporting evidence you give is clearly related to the point you are making.

The concluding paragraph may be a summing up or a restating of the thesis.

## REVISING

Read your draft out loud. Correct errors -spelling, grammar, punctuation. Read through for unity and organization. Check through for what you wanted to say. Have you said it?



## Literature Critical Review

### THE REVIEW ITSELF

In your review you should include author and title. The title is always underlined. Passages quoted from the work must be in quotation marks and the page quoted from should be indicated. Ideas borrowed from another writer, such as from the jacket of the book, must be acknowledged.

### WHAT NOT TO DO

1. Do not write a review of a book you have not read.
2. Do not make your review only a summary of the work. A brief summary is good, but should never be the major portion of the review.
3. Do not write a character analysis or otherwise limit the review to only one aspect of the work.
4. Do not spend as much space on the biography of the author as upon the work. You are judging the work, not the man or his other works.
5. Do not allow prejudice to make you unfair. You may disagree with the author's viewpoint without disapproving of the work.

### WHAT TO DO

REMEMBER THAT A GOOD REVIEW IS AN HONEST EVALUATION OF THE WORK!

### THE NOVEL

Do tell the reader something about the story. Do tell about the characters, the author's technique in revealing them and their appeal to the reader. Are they realistic and is that important? Tell us the setting. Is it important? If the novel seems to be propaganda for some purpose, tell us that. Most novels do have a theme. Attempt to determine what the theme is, how valid or significant it is, and how well the author has developed and supported it.

### THE BIOGRAPHY

A biography, in addition to reporting dates, events, names, and places, seeks to interpret its subject to the reader. You should attempt to determine what that interpretation is.

### INFORMATIONAL PROSE (SCIENTIFIC, HISTORICAL, ETC.)

The purpose of informational prose is to give information. Therefore, you should consider how well qualified the author is on the subject, the date of the writing, and the restrictions or limitations of the work (in other words, what phase of the subject does it attempt to cover). Discuss how accurate and complete the work is and how effective it seems to be.

What Not To Do

In a Critical Review

(for teacher reference)

The Pearl

I have no name in the regions which I inhabit. And the shadows of the tree's were all over me. My friends why do they curse and hate me. But my wife a broken heart and sared son. I found a pearl, a large richful pearl. So what can I do. I have visions for my son. Visions for the best in life which the pearl will bring. Filled with confusion everyone is but no more than you. Nothing is real, all is fake. In my mind the only thing is to sell the pearl for what it's worth. Memory of death, looking on yonder misty mountain top. The blood on cloth in which it is that of my son. Every thing in my head is pounding like a shelter's door in the wind. As a man in society of long ago money can change a persons mind. Force himself to be scared by anything coming into range of the ear. But the love for my son's future all in my mind. Through all effort's I've been change trying to justify the richness of the pearl. Deceiving the worth of it for another. She worries for me. Though she tries to help me it brings hate to me, not meaning too. She tries to understand the meaning of the pearl and the futrne it will bring. In need of joy and laughter the pearl will bring soon. I was alone until the pearl came, But before it, it was so peaceful. The friends were all my friends, friends in my heart. But now my friends of yesterday seem many miles off. That in spirt they are far more worthy of attention than for all pearl's in the sea. I may venture so far as to say that the pearl gives its holder a certain power in a certain quarter where such power is immensely valuable. But I who dares all things those unbecoming as well as those in the world. Mad indeed would I be expect it, in a case where my very senses reject their own evidence. My immediate purpose

is to place before the world plainly, succinctly, and without comment, a series of more madden events. Yet I will not attempt to expound them. To me, the pearl has presented little but horror - to many friends it will seem less terrible than death. My hatred in heart was so conspicuous as to make me the jest of my death. No one but me truseingly consults and thoroughly questions his own soul. My God has made no man who at some period has not been tormented. I love, indeed, to regard the dark valleys and the gray rocks, and the waters that silently smile, and the forests that sigh in uneasy slumbers, and the proud watchful mountains that look down upon all. An vast tree's as high as it was short, massively dark against the sky., dominated the entire horizon. Trees were there, and flowers and green green grass in the sun.

This was written as a Book Review of Steinbeck's The Pearl.

It has been reproduced exactly as written.

Poetry

## Eighth Grade

Student Expectancies

## Student:

- recognizes the major classifications of poetry: narrative, review (of ballad), lyric, dramatic, \*epic
- recognizes the figures of speech: simile, metaphor, personification, alliteration, onomatopoeia, \*hyperbole
- recognizes language used (because of the formality) and rhyme scheme of a sonnet
- \*studies ONE sonnet for essence of meaning
- works with rhythm, especially iambic
- \*identifies rhythm and meter, especially iambic pentameter
- recognizes free verse

Teaching Strategies

- Filmstrips of several ballads: "Paul Revere's Ride," "Casey at the Bat," "Barbara Fritchie," \*"Evangeline"
- defines dramatic only for differentiation
- places major emphasis on lyric; uses as a vehicle to show uses of figures of speech
- uses available filmstrips as review when necessary
- Filmstrip explaining sonnet. Use as building exposure experience for average child
- \*"How Do I Love Thee" as a suggestion
- introduces the four basic rhythmical patterns
- uses Poe to emphasize iambic
- \*introduces meter as well as rhythm. Use Poe and blank verse to emphasize iambic pentameter
- defines as expression of poetic thought in any desirable form other than those specifically defined

Poetry (cont'd)

-identifies imagery

-studies the contributions to literature of one specific author

-incorporates many examples, in both poetry AND prose

-provides opportunities for children to compose descriptions using imagery

-suggestions: Whitman, Frost, or Sandburg

NOTE: The following constants should remain throughout the study of poetry:

Author's message  
Author's mood  
Author's use of poetic devices (How he puts his thoughts together)  
The form used

Those items marked by an asterisk are to be presented ONLY to more capable English students

Drama

## Eighth Grade

Student Expectancies

## Student:

- \*traces development of drama (history of); esp. modern advances
- recognizes dramatic terms; difference between narrative and drama; tragedy and comedy
- applies knowledge of techniques and terms to class-read play
- \*analyzes four stages of drama in a written review of individual selection

Teaching Strategies

- \*presents skeleton historical development, including television techniques
- opportunity for incorporating note-taking techniques. See Information — Note-taking
- see seventh grade — Drama
- reviews in terms of historical development
- guides students in discussion, emphasizing four stages of drama, scenes, and acts
- suggested readings:
  - "A Raisin In the Sun"
  - "I Remember Mama"
  - "Diary of Anne Frank"

Biography

## Eighth Grade

Student ExpectanciesTeaching Strategies

## Student:

- participates in discussion of a good biography
- reads examples of biographies
- \*writes biographical sketch after doing necessary research

- use definition available in Projections in Literature's "Handbook of Literary Terms".
- suggest Harriet Tubman by Ann Petry from Projection in Literature and biographies available in media center
- \*stress biographer's problems, necessary information, approaches, sources
- \*see Information section — Collecting and Communicating Information

Autobiography

## Student:

- reads an autobiography
- writes a short, structured autobiography

- suggest "The Kitten" by Richard Wright from Focus; "Hunger" by Richard Wright from Projection in Literature
- writing should be preceded by discussion focused on introspective thinking:
  - What makes me tick?
  - Who am I?
  - What do others think of me?
  - What is my basic code of values?
- use seven paragraph approach to writing autobiography (see teacher reference sheet following)



Autobiography Incorporating Types

of Paragraphs

(for teacher reference)

Instruction in developing paragraphs should be given prior to the writing of the autobiography.

Include at least seven of the following types of paragraphs in writing an autobiography:

1. Paragraph of introduction followed by remainder of paper
2. Giving proof or stating reason  
Ex. "My parents did a good job of raising me ....  
(and tell why)
3. Comparison - likenesses of one thing to another  
Ex. compare sisters, teachers, aunts
4. Contrast - differences between two things, people, events
5. Combination of comparison and contrast  
Ex. two things, people, events are alike in certain ways but different in others
6. Definition - usually an abstraction defined  
Ex. Growing up is ....  
Being an 8th grader means ....
7. Description with detail  
Ex. Give size, shape, color in describing a bedroom, home, people, family pet, etc.
8. Important incident (short anecdote)
9. Illustration or example - state a topic sentence and back it up with an illustration or example  
Ex. "My parents never believed in spoiling me ....
10. Cause and effect  
Ex. "As a result of this behavior on my part I didn't get ....
11. Concluding paragraph

Additional suggestions for children:

Illustrate throughout

Use transitional words to go from idea to idea

Use a clincher sentence at the end of paragraphs

May use a segment of time rather than entire life

Handwriting

Eighth Grade

Student:

-retains skills in both manuscript  
and cursive

-Note to teachers: Be especially alert  
to policy pages

Spelling

## Eighth Grade

Student Expectancies

## Student:

-uses correct spelling in assignments and compositions with ease, using the dictionary for extraordinary words

Teaching Strategies

-gives basic spelling instruction to students who indicate they need specific help

-continues spelling instruction in relation to the expanding vocabulary and writing needs in all areas of the curriculum

-teaches the vocabulary, both meaning and spelling, specific to the content of his subject

-all content-area teachers are spelling teachers

-correction of papers for spelling errors - see Proofreading

Grade Level Designation for  
Grammar Instruction

Grade level responsibilities for introduction and for intensive instruction or emphasis are listed on the following pages. At this point there has been no attempt to suggest appropriate or effective teaching strategies for each of the skills. If, after using the adopted text, teachers feel that additional suggestions would be valuable, suggested strategies can be added.

As a rule there is a two-three year period between introduction and intensive instruction. The committee feels that this will allow a child to build an understanding before emphasis, drill, and expectation of mastery. Student accountability for proofreading should be limited to those skills in which he has had intensive instruction or which are being maintained after such instruction.

Grammar Instruction

Eighth Grade

Introduction

Emphasis or  
Intensive Instruction

Mechanics:

Capitalization

-names of periods, events,  
and documents of historic  
importance

-in a conversation

-states and postal abbrevia-  
tions of states

-names of political parties

Comma

-in a direct quote

-words in a series

-introductory elements

Indenting

-paragraph

-change of speaker

Period

-state abbreviations (old method)

-written conversation

Quotation mark

-in conversation

Usage:Agreement

-agreement of subject-verb

Comparatives and superlatives

-correct use of comparatives and superlatives

Contractions-your-you're; their-they're-  
there; its-it'sDeterminers-it's-its; their-they're-  
there; your-you'reDouble negative

-awareness of misuse

Double subject

-agreement with verb

Verb usage-began-begun; blew; brought;  
grew-grow; lie-lay; sit-set-  
satWord choice-to-two-too; learn-teach;  
their-they're-thereSentence StructureDirect and indirect object

-Basic Sentence Pattern 3

NP + (be + NP)

-Basic Sentence Pattern 4

NP + (be + Adj.)

Sentence Structure (cont'd)

Transforms

-Adjective

-Basic Sentence Pattern 5

NP + (be + Adv. p)

-Basic Sentence Pattern 6

NP + (LV + NP)

-Basic Sentence Pattern 7

NP + (LV + Adj.)



Ninth Grade English Course Outline  
Foundations to Literature

General Format for Foundations Course Outline Should Include:

- A. Goals - The general outcome that we want for the course.
- B. Student Expectancies - What we want students to know and be able to do as a result of being exposed to the ninth grade program.
- C. Teacher Strategies - How teachers go about accomplishing student expectancies. Suggestions only!

GOALS - Library Activities - follows Acquiring Information

1. To make students aware of I.M.C. procedures through specific assignments.
2. To learn to use published materials as resources for individual expression.
3. To develop an appreciation of I.M.C. materials.

Student Expectancies

A student:

1. makes a bibliography including both periodicals and books.
2. gathers and organizes information for writing an informative paper.
3. learns to paraphrase published materials.
4. spends time in library for free choice to use library facilities for English purposes. (one hour (minimum) every two weeks)

Teacher Strategies

A teacher:

1. assigns (suggested) two library papers per quarter with bibliography. (250 - 300 words - minimum)
- \* 2. assigns students to select topic, arrive at opinion, and trace through a number of library resources resulting in a 300 word argumentation paper with a bibliography.
3. assigns precise writings on various contemporary editorials and reinforces through library assignments.
4. assigns free time in library for English.

GOALS - Speech - follows Communicating Information - Oral Form

1. To develop confidence and poise in front of classroom (group of peers).
2. To develop oral reading skills.
3. To develop the ability to contribute to structured group discussion.

## Ninth Grade

### 9th Grade English Course Outline (continued)

#### Speech (continued)

##### Student Expectancies

###### A student:

1. participates in panel discussions, group presentations, and informal debates.
2. develops the ability to prepare a structured and coherent presentation.
3. develops an awareness of parliamentary procedure.
4. learns how to study and memorize personal expression.

##### Teacher Strategies

###### A teacher:

1. records or tapes classroom activities for students to review.
2. assigns (two of three) an oral book review, information or opinion presentation to the class from an outline using three different sources other than encyclopedia.
3. organizes class activity that would necessitate parliamentary procedure. Example: formal debate, mock trial.
4. assigns a short literary selection and a personal writing to memorize and present to the class.

#### GOALS - Vocabulary - follows Critical Skills - Vocabulary Development,

#### Literature - Vocabulary Development - Spelling

1. To develop a wider range of vocabulary usage through reading, writing, and speaking.
2. To increase student proficiency in spelling.

##### Student Expectancies

###### A student:

1. learns vocabulary by context usage, i.e., through reading, writing, and speaking.
2. demonstrates vocabulary and spelling proficiency through writing and speaking assignments.

##### Teacher Strategies

###### A teacher:

1. assigns sentences using vocabulary and workbook exercises to increase vocabulary.
2. gives tests and quizzes as a means to evaluate a student's progress in spelling vocabulary development.

## 9th Grade English Course Outline (continued)

BEST COPY AVAILABLE

## GOALS - Grammar - follows Grammar

1. To help students better understand the various levels of the English language.
2. To help students more effectively use their own language.
3. To help students better understand the structure of the English language.
4. To help students understand the cultural implications of good usage.

Student Expectancies

## A student:

1. understands the following functions of the noun:

Subject  
Direct Object  
Predicate Nominative  
Object of Preposition  
Appositives

2. is able to identify subject-verb units or complete thoughts.
3. understands the functions of the eight parts of speech.
4. understands the use of phrases and clauses in writing sentences, such as verbal phrases, dependent clauses; is able to differentiate between the phrase and clause.
5. understands the use of punctuation and how it can help a student write more clearly.
6. studies word usage and English idioms in order to understand various levels of the language.
7. learns to correct the major structural writing problems, such as the fragment and misplaced modifiers.

Teacher Strategies

## A teacher:

1. assigns writing and oral assignments, exercises, and student samples to stress effective use of the functions of the noun.
2. assigns appropriate exercises in text in order to practice subject-verb units and complete thoughts.
3. assigns appropriate exercises in order to exemplify the eight parts of speech.

9th Grade English Course Outline

Teacher Strategies - Grammar (continued)

4. assigns to students models and exercises that present various kinds of phrases and clauses.
5. assigns a descriptive paragraph to be marked by teacher and revised by student for punctuation.
6. assigns role playing to demonstrate various levels of cultural language.
7. assigns models and exercises that demonstrate structural weakness in composition.

GOALS - Writing - follows Communicating Information - Written Form  
Grammar - Composition

1. To learn to express oneself effectively on a single subject.
2. To express one's opinion in writing and to support with valid evidence in a logical manner.
3. To appreciate the skill of written communication.
4. To learn from the writing of others, both experts and peers.
5. To allow students the freedom of written expressions in some assignments.

Student Expectancies

A student:

1. learns to write different kinds of paragraphs: informative, descriptive, argumentative.
2. writes a longer argumentative paper which includes an understanding of thesis statement and development of thesis in three paragraphs.
3. learns to evaluate and rank three selections from best to worst.
4. reads selections from literature and from peers and discusses strengths and weaknesses of reading assignments.
5. writes extemporaneously on high interest subjects.

Teacher Strategies

A teacher:

1. assigns students to read and discuss student samples of three kinds of each type of paragraph.
2. assigns a class debate as an introduction to an opinioned paper.
3. assigns students to revise and rate sample paragraphs.
4. assigns brief in-class compositions and reaction papers based on readings and discussions.

## 9th Grade English Course Outline (continued)

**GOALS - Literature - follows Literature**

1. To encourage an interest and desire for reading literature.
2. To foster those skills necessary for reading.
3. To extend a student's horizons in reading of literature.
4. To help a student see the relationship between literature and life.

Student Expectancies

## A student:

1. reviews briefly literary terms taught in grades seven and eight.
2. recognizes the authors' purposes in writing.
3. reacts to the authors' opinions in given selections.
4. compares ideas in different selections in order to formulate personal ideas.
5. experiments in writing the different genres.
6. reads various selections from the different genres.

Teacher Strategies

## A teacher:

1. gives a literary terms review followed by a test.
2. has students compare (both in written and oral forms) two selections.
3. evaluates students' interpretations of literature through use of diagnostic tests and/or critical analyses.
4. assigns students to read four novels from suggested reading list.
5. assigns students to write one short story, various poems, and one play.
6. assigns selections from different genres.

## Glossary

- Accent:**  
the extra stress given to one or more syllables in words having more than one syllable.
- Accent, primary:**  
the heaviest accent in a word that has two or more syllables.
- Accent, secondary:**  
the next heaviest stress in a word.
- Affective domain of literature:**  
describes a child's progression from enjoyment to appreciation. It implies that, as he gains understanding of the cognitive elements, he can appreciate as well as enjoy literature.
- Affix:**  
any unit added to a base word.
- Alliteration:**  
repeated consonant sounds occurring at the beginnings of words and within words as well.
- Analogy:**  
compares one idea or situation with another by noting several points of similarity.
- Analytic method:**  
the method of teaching reading in which the whole is first presented and then is broken down into its smaller elements.
- Antonym:**  
a word of opposite meaning.
- Assonance:**  
the repetition of the same vowel sound to give tone quality.  
Ex. "From the molten-golden notes."
- Auditory association:**  
the ability to relate sound to a sound (phonemes). Pupils can associate with verbal opposites, sentence completion, or analogous verbal responses.  
Ex. wheel:wagon; hoof:horse
- Auditory discrimination:**  
the ability of the learner to discern likenesses and differences between sounds.

## Glossary

**Auditory sequential memory:**

the ability to retain and recall general auditory information in correct sequence.

**Auditory-visual association:**

the ability to identify a sound with its corresponding symbol.

**Ballad:**

a narrative poem usually in stanzas of two or four lines and suitable for singing, especially one of unknown authorship handed down orally from generation to generation.

**Blends:**

two or more letters whose sounds flow into one another in speech, e.g., bl, cr, sm.

**Characterization:**

the method an author uses to acquaint the reader with his characters.

**Classic:**

the standard; the first class or rank, especially in literature and art; an outstanding example of its kind.

**Climax:**

a series of ideas or statements so arranged that they increase in force and power from the first to the last.

**Cognitive elements of literature:**

a term including plot-sequence, plot, characterization, setting, mood, literal meaning, point of view, theme, and author's purpose.

**Colloquialism:**

a pattern of speech or a phrase that has evolved from a particular area or culture.

**Compound word:**

a word made up of two or more simple words.

**Connotation:**

the ideas suggested by a word, not just the literal meaning of the word.

**Consonants:**

all the letters of the alphabet except a, e, i, o, u.

**Consonant digraph:**

a single consonant sound with a double spelling, e.g., ch, sh, wh.

**Context clue:**

the means by which a child supplies words in oral language, and determines word meaning or checks the proper decoding of a word in written language.

**Contraction:**

the shortening of a word, syllable, or word group by omitting a sound or letter(s), and replacing it with an apostrophe.

**Critical reading:**

the process of decoding the author's literal meaning, synthesizing and organizing the information, and finally judging its veracity or validity in order that the knowledge gained may be applied in other contexts.

**Decoding skills:**

those word-attack skills used to unlock new words.

**Denotation:**

literal meaning of a word.

**Dictionary clue:**

the use of phonetic spelling and diacritical markings to decode an unknown word.

**Dialect:**

the language of a region or cultural sub-group.

**Dialogue:**

conversation between characters in a short story, novel, play, poem, or work of nonfiction.

**Diphthongs (vowel blends):**

a double vowel sound with a double spelling, e.g., ou, oi.

**Directionality, development of:**

the ability to know right from left, up from down, forward from backward, and directional orientation.

**Epic:**

a long narrative poem in elevated style relating the deeds of a legendary or historical hero.

**Etymology:**

the study of the origins and history of words.

**Fable:**

an animal tale with a moral; a short tale in which animals appear as characters, talking and acting like human beings, though usually keeping their animal traits.

**Figurative language:**

any language which deviates from literal language so as to furnish novel effects or fresh insights into the subject being discussed. The most common figures of speech are simile, metaphor, personification, and hyperbole.



## Glossary

**Flashback:**

an interruption in the action of a story, play, or work of nonfiction to show an episode that happened at an earlier time.

**Foot:**

the unit of meter; a combination of syllables uttered by a single impulse of the voice.

**Foreshadowing:**

an author's use of hints or clues about events which will occur later in a narrative.

**Free verse:**

no regular rhythm and usually no rhyme; possesses lines of irregular length arranged in verse paragraphs rather than in stanzas.

**Genre:**

a distinctive type or category of literary composition.

**Grammar:**

strictly, the study of the phonology, inflections, and syntax of a language —

as commonly used, the part of language study that pertains to the different classes of words, their relations to one another, and their functions in sentences.

**Grammar, formal:**

logically organized principles and rules relating to the subject of grammar.

**Grammar, functional:**

those aspects of grammar which are actually helpful to the pupil in improving his speech and writing —

the designation of a method of learning correct usage in language through activity rather than through references to rules.

**Grammar, traditional:**

the formal grammar usually taught as a combination of definitions, classification of sentence elements, and adherence to grammatical rules as applied to usage.

**Grammar, transformational:**

study of language which identifies the structural relationships of sentences.

**Grapheme:**

(used in writing) — a letter or a combination of letters spelling a phoneme or a speech sound.

**Historical fiction:**

re-creation by an author of the life of an earlier time by adding imaginary touches based on factual material.

**Homograph:**

a word with the same spelling as another word but with a different meaning and origin.

**Homonym:**

a word with the same pronunciation as another but with different meaning, and usually spelling.

**Hyperbole:**

the use of exaggeration for humor or emphasis.

Ex. "Ichabod's arm dangled a mile out of his sleeves."

**Idiom:**

an expression having a special meaning not obtainable or clear from the usual meaning of the words in the expression.

Ex. "fly off the handle"

**Imagery:**

concrete details that appeal to the senses.

**Inference:**

a reasonable and intelligent conclusion drawn from hints provided by the author.

**Inflectional ending:**

a unit of meaning that may be added to a root word.

**Irony:**

the contrast between what is expected, or what appears to be, and what actually is.

**Kinesthetic skills (Tactile);**

the ability to identify and match objects by touching and feeling

**Language arts:**

the verbal skills used in communicating and expressing ideas -

a group of skill subjects, the chief purpose of which is to teach control and proficiency in the use of the English language; commonly included reading, language (oral and written), speech, spelling, and handwriting; includes the fields of radio, television, and motion pictures.

## Glossary

**Language experience approach:**

an integrated language arts program which builds upon the inter-relationship between and among reading and the related language arts of writing, speaking, and listening; use is made of individual and group compositions as reading materials in the language arts approach to the teaching of reading.

**Legend:**

a story told to explain how or why something happened or originated.

**Linguistic analysis:**

the identification and classification of the structural properties (semantic, phonetic, analogic) of a verbal or orthographic message.

**Linguistic approach:**

an approach to beginning reading instruction distinguished by the systematic control of the introduction of sound and letter relationships; use of a sight vocabulary and picture clues to meaning as in traditional basal reader approaches are not aspects of the most linguistically based programs for beginning reading.

**Linguistics:**

the study of the nature and use of language.

**Literary material:**

a broad term encompassing all forms of literature using all media.

**Literature:**

the body of writings in prose or verse.

Language Arts Guide definition - all media in narrative, story, or descriptive form experienced and expressed through all senses.

**Lyric poetry:**

the expression of the poet's own moods, reflections, experiences, or emotions in musical language.

**Mechanics:**

the written symbols that provide clarity for the reader that vocal inflections, intonations, and pauses provide for the listener.

**Metaphor:**

an implied comparison. It may apply the name of one subject to another which it resembles.

Ex. "The tumbleweeds are the lost children of the desert."

**Meter:**

the exact measurement of the units of accent in a line of poetry.

**Metrical poetry:**

possesses regular rhythm (and usually rhyme) and is arranged in stanzas.

**Mood:**

the author's use of words to create a feeling or emotion.

**Morpheme:**

minimal combinations or units of sound that possess semantic (dictionary) meaning.

**Myth:**

a story presented as having really happened in a previous age, explaining the cosmological and supernatural traditions or beliefs of people.

**Narrative poetry:**

tells a story in various forms, including the great epic and the ballad.

**Novel:**

fictitious prose tale in which characters and actions professing to represent those in real life are portrayed in a plot.

**Onomatopoeia:**

the adaptation of the sound of words to the sense or meaning conveyed by them.

Ex. "How they tinkle, tinkle, tinkle,  
In the icy air of night!"

**Oral language development:**

the ability to understand words - the ability to express oneself verbally

**Orthography:**

spelling according to standard usage; the study of spelling.

**Orthography, traditional:**

the usual 26-letter alphabet as distinguished from modified alphabets.

**Perception:**

the unified awareness derived from sensory processes when a stimulus is present (an awareness through the senses).

**Personification:**

a form of metaphor in which a lifeless object, an animal, or an idea is given human qualities.

Ex. "Night's candles are burnt out, and jocund day  
Stands tiptoe on the misty mountain top."

## Glossary

- Phoneme:**  
a single significant speech sound; the smallest unit of sound that can make a difference in meaning but has no meaning in itself.
- Phonetic analysis:**  
the process of associating letter sounds with their symbols and blending the sounds into syllables.
- Plot:**  
the significant pattern of action in a short story, novel, or play, usually involving one or more conflicts.
- Plural:**  
a word denoting more than one.
- Poetry:**  
that form of literature that embodies and conveys imaginative thought.
- Point of view:**  
in literature, the person's eyes through which we view the action.
- Possessive:**  
a unit added at the end of a root word to denote ownership.
- Prefix:**  
a unit added at the beginning of a root word.
- Rhythm:**  
a series of stressed and unstressed sounds in a group of words.
- Root word (base word):**  
a simple word that includes no additions.
- Satire:**  
a literary work in which the author ridicules the vices or follies of mankind, usually for the purpose of producing some change in attitude or action.
- Scansion:**  
the process of measuring units of accent.
- Schwa:**  
the vowel sound heard in most unstressed English syllables.
- Sentence structure:**  
the development of thoughts into organized word patterns.
- Service words:**  
those words needed in order to be able to understand and follow directions.

- Setting:** the time and place in which the events of a narrative occur.
- Sight word:**  
 a word which a child should know by sight, and not one on which he must use word attack skills;  
 a word which a child has decoded using word attack skills repeatedly until he has developed instant recognition.
- Simile:**  
 a comparison between two persons or things that are in most respects totally unlike. Like or as is used.  
 Ex. "The road was like a ribbon of moonlight."
- Slang:**  
 language which has a vocabulary composed typically of coinages, arbitrarily changed words, and extravagant, forced, or facetious figures of speech, frequently peculiar to a particular group, trade, or pursuit.
- Sonnet:**  
 a complete poem of fourteen lines (written in iambic pentameter) consisting of an octave (the first eight lines) and a sestet (the last six lines) and expressing a single idea or emotion.
- Sound awareness:**  
 the ability to receive and differentiate auditory stimuli.
- Structural analysis:**  
 the means by which a reader identifies units in words, including syllables, and sees relationships between root words and inflected or derived forms of these root words.
- Suffix:**  
 a unit added at the end of a root word.
- Syllable:**  
 a part of a word spoken as a unit, containing one vowel sound.
- Symbolism:**  
 the use of one thing to represent another.
- Synonyms:**  
 words which have the same or nearly the same meaning.
- Syntax:**  
 the area of grammatical study dealing with sentence structure and word relations as established by usage.

## Glossary

**Synthetic method:**

a method of teaching reading of progressively larger and more complex units beginning with the letters of the alphabet, followed by the syllables, then with monosyllabic words, to phrases and whole sentences.

**Tall tale:**

a type of American folk literature dealing with heroes with exaggerated characteristics and abilities, and each reflecting something of the age or area that produced him.

**Theme:**

the underlying meaning of a literary work; a general truth about life or mankind.

**Transform:**

a sentence that does not follow a Basic Sentence Pattern or a sentence in which addition of words changes the original meaning.

**Usage:**

concerned with the appropriateness of language (formal and informal) in context.

**Visual association:**

the ability to understand non-categorical relationships between pictures of objects or experiences presented visually - (ex. - pen goes with pencil, not with bucket)

**Visual classification:**

the ability to understand categorical relationships between objects or experiences presented visually - (ex. - airplane goes with car rather than with tree)

**Visual discrimination:**

the ability to visually differentiate the forms and symbols in one's environment.

**Visual memory - Visual-motor memory:**

the ability to recall and to reproduce prior visual and motor experiences.

**Visual sequential memory:**

the ability to recall in correct sequence and detail prior visual information.

**Vowel digraph:**

a single vowel sound with double spelling.