

DOCUMENT RESUME

ED 285 128

CS 008 877

TITLE Reading K-12.
INSTITUTION Taunton Public Schools, MA.
PUB DATE 87
NOTE 96p.; Prepared by the K-12 Reading Curriculum Committee.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Curriculum Development; Elementary Secondary Education; Library Skills; Parent Participation; Phonics; Program Descriptions; Reading Centers; Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Research; Reading Skills; Recreational Reading; Study Skills; Test Wiseness; Vocabulary Development; Word Lists; Word Recognition

IDENTIFIERS Becoming a Nation of Readers

ABSTRACT

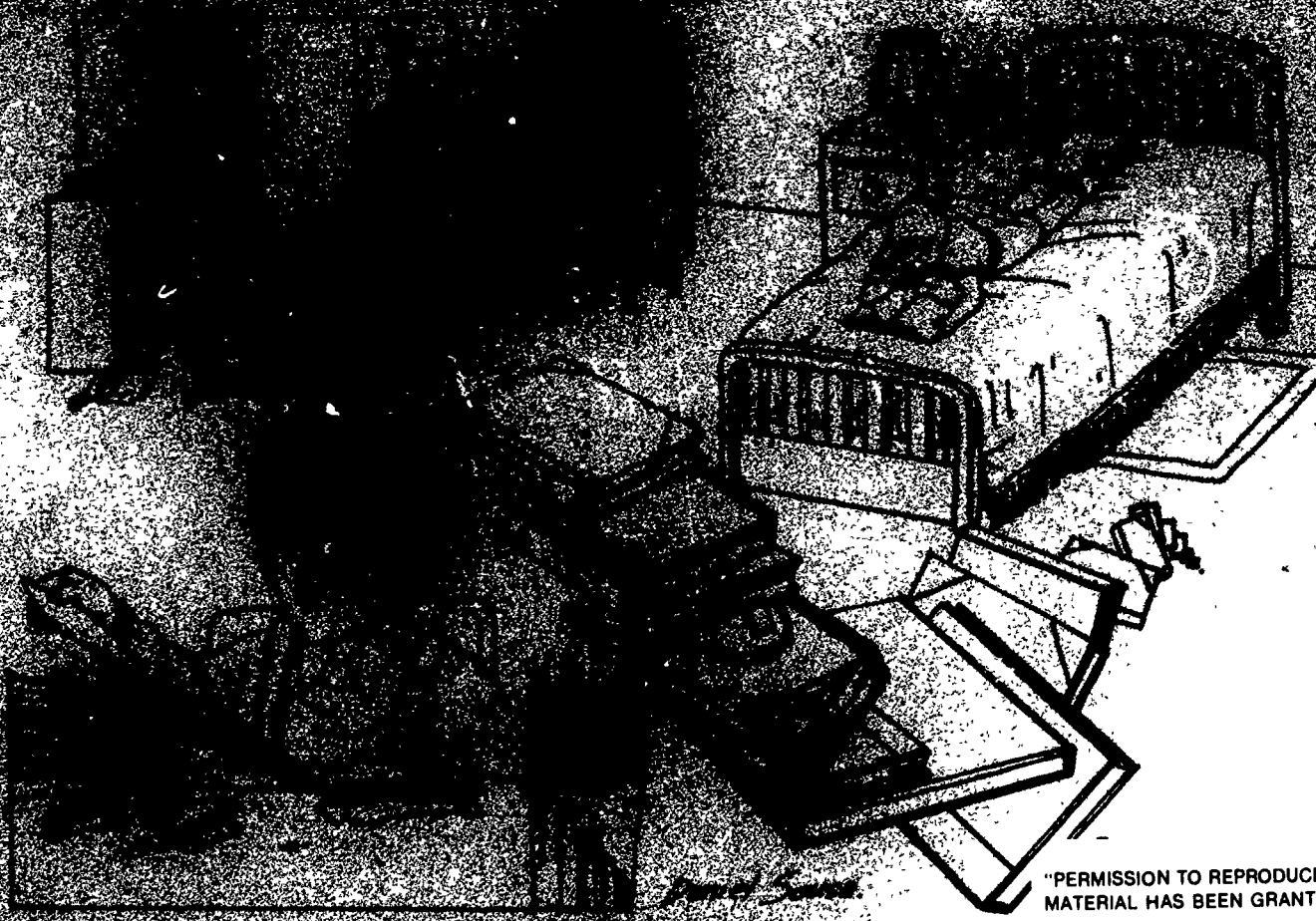
This curriculum guide offers suggestions for reading improvement for grades K-12. Following an introduction and statement of philosophy, a section on the theoretical and research basis of the program outlines recommendations from the National Academy of Education's Commission on Education and Public Policy's "Becoming a Nation of Readers" (Robert Glaser), emphasizing parental involvement, phonics instruction, comprehension instruction, and continuing professional development for teachers. Sections four and five examine frequency of instruction and the scope and sequence of reading skills in grades K-8. Sections six through nine, focusing on word recognition and vocabulary development skills, reading comprehension, study skills, and recreational reading, and include instructional assumptions and definitions for each category. Section ten, subdivided kindergarten through eighth grade, outlines learning objectives for each grade level, while section eleven describes the reading program for the Taunton (Massachusetts) high schools, including information on a reading lab, individualized reading and related objectives, and test taking techniques and related objectives. (JC)

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1986-1987

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INTRODUCTION

This curriculum was developed by a large committee of hardworking, dedicated teachers, specialists, administrators and community volunteers who spent countless hours articulating those elements needed to produce active interested readers. It is the hope of the committee that this document will serve as the foundation for a program designed to insure the highest level of literacy for Taunton Students.

PHILOSOPHY

Since language is the primary way that individuals communicate with each other, the ability to gain meaning from written language is an important skill to possess. The Taunton Reading Instructional Program has as its goal the production of students who not only can read, but who also enjoy reading.

To meet this goal, the program focuses on:

1. Providing students with reading instruction that is specifically designed to meet each student's ability level, learning style, and interest
2. Choosing instructional strategies that will help students become active, thoughtful independent learners
3. Providing instructional materials that represent a variety of modern and classical fiction and non-fiction writing
4. Developing a partnership between school and home so that students see and understand the important roll that reading plays in everyday life

**THEORETICAL AND RESEARCH BASIS
FOR THE TAUNTON, MASSACHUSETTS
K-12 READING CURRICULUM**

The general philosophy and instructional assumptions underlying this Reading curriculum are based on current theory and research as found in the literature of reading education as well as in the expertise of the professional staff of the Taunton Public Schools who are familiar with the particular reading abilities and reading needs of students in Taunton.

We have included in this curriculum recommendations and/or position papers prepared by relevant professional groups.

Becoming a Nation of Readers was produced under the auspices of the National Academy of Education's Commission on Education and Public Policy, with the sponsorship of the National Institute of Education. The Academy established this Commission in 1983 to bring its members' cross-disciplinary knowledge of research in education to bear in identifying bodies of research that might inform educational policy. This report reflects the Academy's charge that the Commission 'locate topics on which there has been appreciable research and scholarship...and gather panels of experts from within the Academy and elsewhere to survey, interpret and synthesize research findings.' With this objective in mind, the Academy called upon experts on various aspects of reading to form the Commission on Reading, chaired by Richard C. Anderson, to prepare this report.

The last two decades of research and scholarship on reading, building on the past, have produced an array of information which is unparalleled in its understanding of the underlying processes in the comprehension of language. Although reading abilities and disabilities require further investigation, present knowledge, combined with the centrality of literacy in the educational process, make the report cause for optimism. Gains from reading research demonstrate the power of new spectra of research findings and methodologies to account for the cognitive activities entailed in school learning. And because, in the schools and classrooms across the country, reading is an essential tool for success, we can hope for significant advances in academic achievement as the policies and practices outlined in these pages become more widespread.

Robert Glaser, President
National Academy of Education

Becoming A Nation of Readers: Recommendations

The more elements of good parenting, good teaching, and good schooling that children experience, the greater the likelihood that they will achieve their potential as readers. The following recommendations encapsulate the information presented in this report about the conditions likely to produce citizens who read with high levels of skill and do so frequently with evident satisfaction.

1. PARENTS SHOULD READ TO PRESCHOOL CHILDREN AND INFORMALLY TEACH THEM ABOUT READING AND WRITING.

Reading to children, discussing stories and experiences with them, and - with a light touch helping them learn letters and words are practices that are consistently associated with eventual success in reading.

2. PARENTS SHOULD SUPPORT SCHOOL-AGED CHILDREN'S CONTINUED GROWTH AS READERS.

Parents of children who become successful readers monitor their children's progress in school, become involved in school programs, support homework, buy their children books or take them to libraries, encourage reading as a free time activity, and place reasonable limits on such activities as TV viewing.

3. PRESCHOOL AND KINDERGARTEN READING READINESS PROGRAMS SHOULD FOCUS ON READING, WRITING AND ORAL LANGUAGE.

Knowledge of letters and their sounds, words, stories, and question asking and answering are related to learning to read, but there is little evidence that such activities as coloring, cutting with a scissors, or discriminating shapes (except the shapes of letters) promote reading development.

4. TEACHERS SHOULD MAINTAIN CLASSROOMS THAT ARE BOTH STIMULATING AND DISCIPLINED.

Effective teachers of reading create a literate classroom environment. They allocate an adequate amount of time to reading and writing, sustain children's attention, maintain a brisk pace, and keep rates of success high.

5. TEACHERS OF BEGINNING READING SHOULD PRESENT WELL-DESIGNED PHONICS INSTRUCTION.

Though most children today are taught phonics, often this instruction is poorly conceived. Phonics is more likely to be useful when children hear the sounds associated with most letters both in isolation and in words, and when they are taught to blend together the sounds of letters to identify words. In addition, encouraging children to think of other words they know with similar spellings, when they encounter words they cannot readily identify, may help them develop the adult strategy of decoding unknown words by analogy with ones that are known. Phonics instruction should be kept simple and

it should be completed by the end of the second grade for most children.

6. READING PRIMERS SHOULD BE INTERESTING, COMPREHENSIBLE, AND GIVE CHILDREN OPPORTUNITIES TO APPLY PHONICS.

There should be a close interplay between phonics instruction and reading words in meaningful selections. But most primers contain too few words that can be identified using the phonics that has already been taught. After the very earliest selections, primers should tell complete, interesting stories.

7. TEACHERS SHOULD DEVOTE MORE TIME TO COMPREHENSION INSTRUCTION.

Teacher-led instruction in reading strategies and other aspects of comprehension promotes reading achievement, but there is very little direct comprehension instruction in most American classrooms.

8. CHILDREN SHOULD SPEND LESS TIME COMPLETING WORKBOOKS AND SKILL SHEETS.

Workbook and skill sheet activities consume a large proportion of the time allocated to reading instruction in most American classrooms, despite the fact that there is little evidence that these activities are related to reading achievement. Workbook and skill sheet activities should be pared to the minimum that actually provide worthwhile practice in aspects of reading.

9. CHILDREN SHOULD SPEND MORE TIME IN INDEPENDENT READING.

Independent reading, whether in school or out of school, is associated with gains in reading achievement. By the time they are in the third or fourth grade, children should read independently a minimum of two hours per week. Children's reading should include classic and modern works of fiction and nonfiction that represent the core of our cultural heritage.

10. CHILDREN SHOULD SPEND MORE TIME WRITING.

Opportunities to write more than a sentence or two are infrequent in most American elementary school classrooms. As well as being valuable in its own right, writing promotes ability in reading.

11. TEXTBOOKS SHOULD CONTAIN ADEQUATE EXPLANATIONS OF IMPORTANT CONCEPTS.

Textbooks in science, social studies, and other areas should be clearly written, well-organized, and contain important information and concepts. Too many of the textbooks used in American classrooms do not meet these standards.

12. SCHOOLS SHOULD CULTIVATE AN ETHOS THAT SUPPORTS READING.

Schools that are effective in teaching reading are characterized by vigorous leadership, high expectations, an emphasis on academic learning, order and discipline, uninterrupted time for learning, and staffs that work together.

13. SCHOOLS SHOULD MAINTAIN WELL-STOCKED AND MANAGED LIBRARIES.

Access to interesting and informative books is one of the keys to a successful reading program. As important as an adequate collection of books is a librarian who encourages wide reading and helps match books to children.

14. SCHOOLS SHOULD INTRODUCE MORE COMPREHENSIVE ASSESSMENTS OF READING AND WRITING.

Standardized tests should be supplemented with assessments of reading fluency, ability to summarize and critically evaluate lengthy selections, amount of independent reading, and amount and quality of writing.

15. SCHOOLS SHOULD ATTRACT AND HOLD MORE ABLE TEACHERS.

The number of able people who choose teaching as a profession has declined in recent years. Reversing this trend requires higher admissions standards for teacher education programs, stronger standards for teacher certification, improved working conditions, and higher teachers' salaries.

16. TEACHER EDUCATION PROGRAMS SHOULD BE LENGTHENED AND IMPROVED IN QUALITY

Prospective elementary teachers do not acquire an adequate base in either the liberal arts and sciences or in pedagogy. They get only a fleeting introduction to the knowledge required for teaching reading. Teacher education programs should be extended to five years and the quality and rigor of the instruction should be increased.

17. SCHOOLS SHOULD PROVIDE FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS.

Schools should have programs to ease the transition of novice teachers into the profession and programs to keep veteran teachers abreast of advancing knowledge.

Robert Glaser, Becoming A Nation of Readers.

In 1985 The Board of Directors of the International Reading Association issued the following position paper on Reading and Writing in early childhood:

Recent research has shown us that most children in a literate society begin the process of learning to read and write very early in their lives. Most children encounter written language during their first year. Long before they enter school, children see signs on buildings and highways, labels on household products, and print on television. Members of the child's family also use written language in a variety of activities. Written language is used for every day activities such as shopping, cooking and gardening, for keeping in touch with other people, for work and for entertainment. Finally, many children have storybooks, picture books, alphabet books and counting books read to them. They also have the opportunity to write and draw. All of these experiences with print provide opportunities for children to learn the functions and structures of written language.

Thus, early childhood is an important time for learning about reading and writing. We are just beginning to appreciate the nature and significance of this learning. Although children must ultimately control their own learning in order for them to establish the most positive learning habits possible, parents and teachers play a significant role in encouraging children's literacy development.

There are characteristics which mark positive home and school environments for the literacy development of young children. Our current research knowledge indicates that homes, day-care centers, nursery schools, preschools and kindergarten classrooms that exhibit these characteristics promote positive attitudes toward literacy and help young children along the road to easy and fluent reading and writing.

Positive Home Environments:

1. provide a wide variety of reading and writing materials readily available to the child, including children's books and magazines, various writing instruments (pens, markers, pencils, crayons, chalk) and plenty of paper;
2. have parents (and other family members such as siblings and grandparents) who themselves engage in a variety of reading and writing activities model for the child the pleasure and satisfaction found in these activities;
3. have parents who read to the child on a regular basis;

4. encourage the child's reading and writing activities, both in interaction with the parent and independently; and

5. have responsive parents who answer the child's questions about language, books, reading and writing.

Positive School, Preschool and Day-Care Environments:

1. provide opportunities for all children to participate in literacy experiences daily and thereby learn about reading and writing;

2. provide reading and writing opportunities that focus on meaningful experiences and meaningful language rather than merely on abstract skill development, because teaching skills out of context does not ensure use in effective reading and writing;

3. focus learning activities to build upon the functions, uses and strategies of reading and writing that prevail in the children's home background;

4. defer instruction in the forms of reading and writing until children have a good grasp of the function of reading and writing;

5. provide opportunities for children to use written language for a wide variety of purposes, for a wide variety of audiences and in a wide variety of situations;

6. include in each day's planned reading and writing experiences: (a) opportunities to engage in meaningful, independent reading and writing (or reading-like and writing-like) activities; (b) teacher interaction with the children in reading and writing activities, including reading books aloud to the children at least once and preferably two or more times; and (c) teacher modeling of the language, reading and writing activities in which they wish children to engage, and modeling of the pleasure and satisfaction found in such experiences.

7. view reading and writing as a process that progresses at the child's individual rate and therefore use sensitive monitoring of progress through careful observation and informal assessment rather than competency testing or other forms of standardized testing in early childhood.

Conclusion

Three general types of experiences help a young child learn about reading and writing: (a) interaction with adults in speaking, listening, reading and writing situations; (b) independent explorations of print, initially through pretend reading and "scribbling", and later through rereading familiar storybooks and composing messages with "invented spellings"; and (c) adult modeling of language and literacy. Each of these types of experiences is critical in ensuring good progress in reading and writing. Therefore, parents and teachers should do whatever they can to provide these experiences.

A final comment about children's development in reading and writing: although children's learning and literacy can be described in terms of generalized sequences or stages, the ages at which normal children pass through such stages vary greatly from child to child. Parents and teachers should keep this fact in mind as they interact with young children. The primary goal should be to do whatever possible to help children learn to read and write fluently and to develop lifelong reading and writing habits.

Literacy Development and Pre-First Grade

A joint statement of concerns about present practices in Pre-First Grade Reading Instruction and Recommendations for Improvement was issued in 1985 by the following professional groups:

Association for Childhood Education International
Association for Supervision and Curriculum Development
International Reading Association
National Association for the Education of Young Children
National Association of Elementary School Principals
National Council of Teachers of English

Objectives for a Pre-First Grade Reading Program

Literacy learning begins in infancy. Reading and writing experiences at school should permit children to build upon their already existing knowledge of oral and written language. Learning should take place in a supportive environment where children can build a positive attitude toward themselves and toward language and

literacy. For optimal learning, teachers should involve children actively in many meaningful, functional language experiences, including speaking, listening, writing and reading. Teachers of young children should be prepared in ways that acknowledge differences in language and cultural backgrounds and emphasize reading as an integral part of the language arts as well as of the total curriculum.

What Young Children Know About Oral and Written Language Before They Come to School

1. Children have had many experiences from which they are building their ideas about the functions and uses of oral language and written language.
2. Children have a command of language, have internalized many of its rules, and have conceptualized processes for learning and using language.
3. Many children can differentiate between drawing and writing.
4. Many children are reading environmental print, such as road signs, grocery labels, and fast food signs.
5. Many children associate books with reading.
6. Children's knowledge about language and communication systems is influenced by their social and cultural backgrounds.
7. Many children expect that reading and writing will be sense-making activities.

Concerns

1. Many pre-first grade children are subjected to rigid, formal pre-reading programs with inappropriate expectations and experiences for their levels of development.
2. Little attention is given to individual development or individual learning styles.
3. The pressures of accelerated programs, do not allow children to be risk-takers as they experiment with language and internalize concepts about how language operates.

4. Too much attention is focused upon isolated skill development or abstract parts of the reading process, rather than upon the integration of oral language, writing and listening with reading.

5. Too little attention is placed upon reading for pleasure; therefore, children often do not associate reading with enjoyment.

6. Decisions related to reading programs are often based on political and economic considerations rather than on knowledge of how young children learn.

7. The pressure to achieve high scores on standardized tests that frequently are not appropriate for the kindergarten child has resulted in changes in the content of programs. Program content often does not attend the child's social, emotional and intellectual development. Consequently, inappropriate activities that deny curiosity, critical thinking and creative expression occur all too frequently. Such activities foster negative attitudes toward communication skill activities.

8. As a result of declining enrollments and reduction in staff, individuals who have little or no knowledge of early childhood education are sometimes assigned to teach young children. Such teachers often select inappropriate methodologies.

9. Teachers of pre-first graders who are conducting individualized programs without depending upon commercial readers and workbooks need to articulate for parents and other members of the public what they are doing and why.

Recommendations

1. Build instruction on what the child already knows about oral language, reading and writing. Focus on meaningful experiences and meaningful language rather than merely on isolated skill development.

2. Respect the language the child brings to school, and use it as a base for language and literacy activities.

3. Ensure feelings of success for all children, helping them see themselves as people who can enjoy exploring oral and written language.

4. Provide reading experiences as an integrated part of the broader communication process, which includes speaking, listening and writing, as well as other communication systems such as art, math and music.

5. Encourage children's first attempts at writing without concern for the proper formation of letters or correct conventional spelling.

6. Encourage risk-taking in first attempts at reading and writing and accept what appear to be errors as part of children's natural patterns of growth and development.

7. Use materials for instruction that are familiar, such as well-known stories, because they provide the child with a sense of control and confidence.

8. Present a model for students to emulate. In the classroom, teachers should use language appropriately, listen and respond to children's talk, and engage in their own reading and writing.

9. Take time regularly to read to children from a wide variety of poetry, fiction and non-fiction.

10. Provide time regularly for children's independent reading and writing.

11. Foster children's affective and cognitive development by providing opportunities to communicate what they know, think and feel.

12. Use evaluative procedures that are developmentally and culturally appropriate for the children being assessed. The selection of evaluative measures should be based on the objectives of the instructional program and should consider each child's total development and its effect on reading performance.

13. Make parents aware of the reasons for a total language program at school and provide them with ideas for activities to carry out at home.

14. Alert parents to the limitations of formal assessments and standardized tests of pre-first graders' reading and writing skills.

15. Encourage children to be active participants in the learning process rather than passive recipients of knowledge, by using activities that allow for experimentation with talking, listening, writing and reading.

FREQUENCY OF INSTRUCTION

In grades K - 4, Reading is taught as part of the Language Arts block that includes English, Reading, Spelling and Handwriting.

Minutes per week in Language Arts

Grade K	Daily	150
" 1	Daily	900
" 2	Daily	800
" 3	Daily	775
" 4	Daily	650

In grades 5 - 8, Reading instruction is departmentalized and taught one class period a day.

Grade 5	Daily	270
" 6	Daily	270
" 7	Daily	270
" 8	Daily	270

Grades 9 - 12 Every other 138
 day

(Includes Required and Elective Courses)

N.B. The frequency and timelines listed here shall be considered minimum allotments for Reading instruction. Additional time per individual school schedules through enrichment, group projects, remedial instruction or individualized programs is encouraged.

SCOPE OF READING SKILLS

Our list of appropriate reading skills is presented in a way which we feel is comprehensive and logical. We have divided the entire list of skills that are necessary to insure that students become thoughtful, fluent, independent readers into 4 strands or categories: Word Recognition/Vocabulary Development, Comprehension, Study Skills and Recreational Reading. Each of these strands is preceded by a set of instructional assumptions that help to define how students will be taught. To clarify terms in this curriculum, appropriate definitions are also included.

SEQUENCE OF READING SKILLS

In order to determine the actual sequence of instruction for all reading skills, we have used the following coding system:

- | | |
|--------------------------|--|
| I = INTRODUCE | An "I" next to a skill means that the skill should be formally introduced to students. |
| R = RETEACH TO REINFORCE | An "R" next to a skill means that the skill has previously been introduced to students but reteaching is necessary for reinforcement |
| A = ACHIEVE COMPETENCE | An "A" next to a skill means that the <u>majority</u> of students in the grade will <u>demonstrate</u> competence in that skill by the end of the year. |
| C = COMPETENCE ASSUMED | A "C" next to a skill means that the <u>majority</u> of students in the grade should <u>have achieved</u> competence in that skill at that reading level and should find no need for additional instruction. |

WORD RECOGNITION/VOCABULARY DEVELOPMENT SKILLS

INSTRUCTIONAL ASSUMPTIONS

The word recognition skills included in this curriculum assume that in order for students to easily become independent readers, they need to develop strategies to recognize words quickly and accurately. Therefore, these strategies are included:

1. phonetic analysis focusing upon sound-letter relationships
2. meaning analysis focusing upon context clues within a phrase or sentence in which the unfamiliar word appears
3. structural analysis focusing upon the parts of words such as roots, suffixes, and prefixes of unfamiliar words
4. developing sight vocabularies focusing on high frequency words

The vocabulary skills included in this curriculum assume that the development of oral language and the study of words and their meanings are essential ingredients in helping students comprehend written language.

INSTRUCTIONAL DEFINITIONS

The following definitions and examples are included to clarify terms used in this curriculum.

Consonant: Any letter except A, E, I, O, and U. As an aid to word recognition they are taught in their initial, medial, and final position.

B, C (cat, city), D, F, G (get, gem), H, J, K, L, M, N, P, Q, R, S, T, V, W*, X, Y*, and Z

*often function as vowels

Consonant blend

or cluster: Two or three consonants together which are a blended sound. Some sound of each letter is retained. As an aid to word recognition, they are taught in their initial and final position.

bl (black) ck (duck)
str (string) nk (wink)

Consonant
Digraph:

Two consonants together that produce one sound that is different from either separate sound. As an aid to word recognition they are taught in both their initial and final position.

sh (ship, dish)
ph (phrase, graph)

Vowel:

Any of five letters A, E, I, O, U. Y and W often function as vowels.

Short/Long
Vowels:

As an aid to word recognition vowels are taught in their long and short sound form.

a (hat) a (cake)
o (hop) o (hope)

Variant Vowel
Sounds Diphthongs

schwa: Two vowels together which are a blended sound. Some of each vowel sound is retained.

ow (cow)
oi (oil)

Vowel
Digraph:

Two vowels together where only one is heard.

ea (mean)
ow (blow)
ue (true)

R-Controlled
Vowel:

a vowel that is followed by an r that controls its sound

ar (car)
ur (fur)

Homophones:

words which are pronounced the same but have different meanings and spellings

beat, beet
to, two, too

Homographs:

words which are spelled the same but have different meanings and pronunciations

wind - wind

Connotative: meaning of a word is what it suggests or is associated with rather than its literal or exact definition

Denotative: meaning of a word is its exact or literal definition

The denotative meaning of a book is a bound set of pages while its connotative meaning might include pleasure, escape, etc.

Idiomatic Language: includes expressions having a special meaning different from the usual meaning of the words. "To put up with" is an idiom meaning to endure.

Figurative Language: departs from the literal, exact meaning of words to create a vivid effect. Blazing in the phrase, the tiger has blazing eyes, is a word used figuratively.

WORD RECOGNITION

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
THE STUDENT WILL BE ABLE TO:									
Visually discriminate objects, upper and lower case letters, words	I/R	A	C	C	C	C	C	C	C
Match upper and lower case letters	I/R	A	C	C	C	C	C	C	C
Recognize letter names in capital & lower case forms	I/R	A	C	C	C	C	C	C	C
Demonstrate visual memory of objects, upper and lower case letters, words	I/R	R/A	C	C	C	C	C	C	C
Understand that words and sentences are read from left to right	I/R	A	C	C	C	C	C	C	C
Auditorily discriminate same and different sounds, letters, and words	I/R	R/A	C	C	C	C	C	C	C
Rhyme Words	I/R	R	R	R/A	C	C	C	C	C
Recite the Alphabet	I/R	A	C	C	C	C	C	C	C
Identify initial consonant sounds	I/R	R/A	C	C	C	C	C	C	C
Identify final consonant sounds	I	R/A	C	C	C	C	C	C	C
Identify medial consonant sounds	I/R	R/A	C	C	C	C	C	C	C
Identify words using knowledge of word families or phonograms and initial and final consonant substitution	I	R/A	R/A	C	C	C	C	C	C

WORD RECOGNITION

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
THE STUDENT WILL BE ABLE TO:									
Identify words using knowledge of initial and final consonant sounds and context clues	I	R/A	R/A	C	C	C	C	C	C
Identify words using knowledge of double consonants		I	R	R/A	C	C	C	C	C
Identify words using knowledge of initial and final consonant digraphs	I	R	R/A	C	C	C	C	C	C
Identify words using knowledge of initial and final consonant blends	I	R	R/A	C	C	C	C	C	C
Identify words using knowledge of silent consonants	I	R	R/A	C	C	C	C	C	C
Identify words using knowledge of short vowel sounds in initial and medial position	I	R	R/A	C	C	C	C	C	C
Identify words using knowledge of short vowel substitution and context clues	I	R	R/A	C	C	C	C	C	C
Identify words by using knowledge of long vowel sounds in initial and medial position	I	R	R/A	C	C	C	C	C	C
Identify words using knowledge of long vowel substitution and context clues	I	R	R/A	C	C	C	C	C	C

WORD RECOGNITION

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
THE STUDENT WILL BE ABLE TO:									
Identify words by using knowledge of variant vowel sounds		I	R	R/A	C	C	C	C	C
Identify words by using knowledge of vowel diagraphs		I	R	R/A	C	C	C	C	C
Identify words by using knowledge of vowel patterns		I	R	R/A	C	C	C	C	C
Identify words by using knowledge of root words, prefixes, suffixes, contractions, syllabification, possessives, inflectional endings, accent		I	R	R	R	R	R	R	R/A
Identify words by using knowledge of compound words, regular plural form of known words, irregular plural form of known words, abbreviations, hyphonated words, homophones		I	R	R	R	R	R	R	R/A
Recognize a specific group of words accurately and quickly		I/R/A/C	----->						

VOCABULARY DEVELOPMENT

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
THE STUDENT WILL BE ABLE TO:									
Demonstrate an oral understanding of key concept words and everyday living words	I	R/A	C	C	C	C	C	C	C
Follow multiple step oral directions	I	R/A	R/A	R/A	C	C	C	C	C
Understand that words can have multiple meanings	I	R/A	R/A	R/A	R/A	R/A	R/A	R/A	C
Classify words by meaning	I	R/A	R/A	R/A	R/A	R/A	R/A	R/A	C
Identify the meaning of words from knowledge of roots, prefixes, suffixes, accent	I	R	R	R	R	R	R	R	R
Determine meanings of words from context	I	I/R	R	R	R	R	R	R	R
Understand connotative and denotative meanings of words				I	R	R	R	R	R
Recognize synonyms and antonyms of known words	I	R	R	R	R	R	R	R	R
Identify word meanings by understanding analogies				I	R	R	R	R	R
Interpret idiomatic language	I	R	R	R	R	R	R	R	R
Interpret figurative language	I	R	R	R	R	R	R	R	R
Identify the meaning of various homophones, homographs	I	R	R	R	R	R	R	R	R
Identify word meaning by using knowledge of word origins, word histories				I	R	R	R	R	R

COMPREHENSION SKILLS

INSTRUCTIONAL ASSUMPTIONS

Because reading can primarily be defined as constructing meaning from written text, the comprehension skills included in this curriculum are based on several assumptions.

1. All students at all grades and all ability levels need instruction in comprehension.
2. Literal, inferential, and evaluative skills are often the same at all grade levels. The expectation is that as the student progresses through the grades he/she is asked to read more difficult written material.
3. In order for students to become skilled readers they need experience reading all styles and forms of written material.
4. Since attitude toward reading can affect how well a student understands what is read, every effort should be made to develop students who have positive attitudes toward reading.
5. Good readers make use of what they already know when reading text. Therefore, comprehension instruction should help students broaden their experience, increase their ability to think and solve problems, and teach self monitoring techniques.

INSTRUCTIONAL DEFINITIONS

The following definitions and examples are included to clarify terms used in this curriculum.

1. Literal Comprehension: The level of comprehension where the reader can verify information by rereading. Information is explicitly stated.
2. Inferential Comprehension: The level of comprehension where the reader has to interpret what is read. It involves summarizing, generalizing, and drawing conclusions based on implied information.
3. Evaluative Comprehension: The level of comprehension where the reader has to read critically. Judgements about what has been read have to be made.

COMPREHENSION

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
THE STUDENT IS ABLE TO:									
Understand the importance of listening	I	R/A	C	C	C	C	C	C	C
Can classify objects and pictures by categories	I	I/R	C	C	C	C	C	C	C
Identify the structure of a spoken story including sequence of events, setting, characters, and author's purpose	I	R	R/A	C	C	C	C	C	C
Make inferences in spoken stories	I	I/R	R/A	R/A	R/A	R/A	R/A	R/A	R/A
Retell a spoken story in own words	I	R	R	R/A	C	C	C	C	C
Predict events from clues, identify main ideas, details, sequence of events and cause and effect relationship that are explicitly stated in written material	I	R/A	R/A	R/A	R/A	R	R	R/A	
Identify character traits and motives that are explicitly stated in narrative writing	I	R	R	R	R	R	R	R	R
Can distinguish between narrative and informational writing	I	R	R/A	C	C	C	C	C	C
Understand author's purpose in written material	I	R	R	R	R	R	R	R	R
Infer the main idea, details, sequence of events and cause and effect relationships in written material	I	R	R	R	R	R	R	R	R

COMPREHENSION

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
THE STUDENT IS ABLE TO:									
Infer character traits and motives in narrative writing	I	R	R	R	R	R	R	R	R
Follow written directions	I	R	R/A	C	C	C	C	C	C
Adjust rate to fit purpose of writing when reading silently	I	R	R	R	R	R	R	R	R
Make judgments based on what is read	I	R	R	R	R	R	R	R	R
Identify evidence to support conclusions in written material				I	R	R	R	R	R
Project meaning through intonation when reading orally	I	R	R	R	R	R	R	R	R
Develop meaningful phrasing when reading orally	I	R	R	R	R	R	R	R	R
Adjust rate and volume to fit mood and purpose of writing when reading orally	I	R	R	R	R	R	R	R	R
Dramatize a story or play by reading orally	I	R	R	R	R	R	R	R	R
Distinguish between fact and fantasy in written material	I	R	R	R	R	R	R	R	R
Anticipate the outcome of a story	I	R	R	R	R	R	R	R	R
Distinguish fact from opinion in written material				I	R	R	R	R	R
Make use of self-monitoring techniques to check comprehension	I	R	R	R	R	R	R	R	R

STUDY SKILLS

INSTRUCTIONAL ASSUMPTIONS

1. All students need instruction in study methods such as time management, test taking skills, notetaking, reading rate adjustment, etc.
2. All students need instruction in the use of library services and reference materials as well as opportunities to practice and apply these skills.
3. All students need practice in applying reading skills in real life settings such as reading labels, schedules, charts, menus, etc.

STUDY SKILLS

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
THE STUDENT WILL BE ABLE TO:									
Understand alphabetical order	I	R	R	R/A	C	C	C	C	C
Read everyday symbols and signs	I	R	R	R/A	C	C	C	C	C
Understand and make use of library services	I	R	R	R	R	R	R	R	R/A
Recognize and use parts of a book such as: table of contents, glossary, index, page location	I	R	R	R	R	R	R	R	R
Understand the typographical format used in textbooks including such graphic aids as italicized words, margin notes, and chapter heads				I	R	R	R	R	R/A
Recognize parts of a dictionary such as: guide words, entry words, pronunciation key	I	R	R	R	R/A	R/A	R/A	R/A	C
Use a dictionary to gain meaning	I	R	R	R	R	R	R	R	R/A
Understand the functions of a dictionary such as: defining and pronouncing words, determining spelling, parts of speech, etc.				I	R	R	R/A	R/A	R/A
Gain information from pictures, graphs, tables, charts, diagrams, etc.		I	R	R	R	R	R	R	R/A
Gain information from a directory such as: telephone book catalog				I	R	R	R	R	R/A
Gain information from a time line, schedule, menu, guarantee				I	R	R	R	R	R/A

STUDY SKILLS

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	
THE STUDENT WILL BE ABLE TO:										
Interpret information found in advertisements, health and safety labels				I	R	R	R	R	R	R/
Read and interpret forms and/or applications					I	R	R	R	R	R/A
Gain information by scanning and skimming printed material				I	R	R	R	R	R	R/A
Become familiar with reference materials such as encyclopedias, almanacs, atlases				I	R	R	R	R	R	R/A
Evaluate reference sources for accuracy and appropriateness							I	R	R	R/A
Summarize content and reference materials					I	R	R	R	R/A	C
Outline content and reference material by identifying topics, subtopics and details					I	R	R	R	R/A	C
Take notes while reading content and reference material						I		R	R	R/A
Organize a study and memory plan for learning new information							I		R	R/A
Prepare guided reading questions					I	R	R	R	R	R/A
Develop strategies for studying for and taking tests						I	R	R	R	R/A

STUDY SKILLS

K 1 2 3 4 5 6 7 8

THE STUDENT WILL BE ABLE TO:

Use effective methods such as SQ3R when reading content material

I R R R R/A

Understand the parts of a newspaper and its specialized vocabulary

I R R R/A

Understand the function of various sections of a newspaper

I R/A

RECREATIONAL READING SKILLS

INSTRUCTIONAL ASSUMPTIONS

This reading curriculum is based on the assumption that an instructional reading program should strive to create students who not only can read but students who like to read and choose reading as a leisure time activity. .

1. To become lifetime readers students need access to interesting and informative books and school personnel who are familiar with children's books
2. Students need instructional time in school to enjoy reading books and stories

RECREATIONAL READING

	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
THE STUDENT WILL BE ABLE TO:									
Derive enjoyment from listening to stories and books that are read aloud	I	R	R	R	R	R	R	R	R
Derive enjoyment from reading stories and books		I	R	R	R	R	R	R	R
Enjoy listening to and reading poetry	I	R	R	R	R	R	R	R	R
Relate incidents in stories or books to his or her own life	I	R	R	R	R	R	R	R	R
Empathize with characters in stories or books	I	R	R	R	R	R	R	R	R
Respond positively to an author's use of language		I	R	R	R	R	R	R	R
Develop an imagination by listening to and reading stories and books				I	R	R	R	R	R
Enjoy an author's use of humor in stories and books	I	R	R	R	R	R	R	R	R
Develop social values through experiences listening to and reading stories and books		I	R	R	R	R	R	R	R
Develop aesthetic values through experiences listening to and reading stories and books		I	R	R	R	R	R	R	R
Have experiences with classic and modern works of fiction and nonfiction that represent the core of our American cultural heritage		I	R	R	R	R	R	R	R

RECREATIONAL READING

K 1 2 3 4 5 6 7 8

THE STUDENT WILL BE ABLE TO:

Develop an appreciation of a variety of ethnic groups and cultures by listening to and reading stories and books

I R R R R R R R R

Have positive experiences sharing with others books and stories that have been read

I R R R R R R R

WORD RECOGNITION

KINDERGARTEN - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Visually discriminate objects, upper and lower case letters, words

Match upper and lower case letters

Recognize letter names in capital & lower case forms

Demonstrate visual memory of objects, upper and lower case letters, words

Understand that words and sentences are read from left to right

Auditorily discriminate same and different sounds, letters, and words

Rhyme Words

Recite the Alphabet

Identify initial consonant sounds

Identify final consonant sounds

Identify words using knowledge of word families or phonograms and initial and final consonant substitution

Identify words using knowledge of initial and final consonant sounds and context clues

VOCABULARY DEVELOPMENT

KINDERGARTEN - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Demonstrate an oral understanding of key concept words and everyday living words

Follow multiple step oral directions

Understand that words can have multiple meanings

Classify words by meaning

Recognize synonyms and antonyms of known words

COMPREHENSION

KINDERGARTEN - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Understand the importance of listening

Can classify objects and pictures by categories

Identify the structure of a spoken story including sequence of events, setting, characters, and author's purpose

Make inferences in spoken stories

Retell a spoken story in own words

Infer character traits and motives in narrative writing

STUDY SKILLS

KINDERGARTEN - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Understand alphabetical order

Read everyday symbols and signs

Understand and make use of library services

RECREATIONAL READING

KINDERGARTEN - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Derive enjoyment from listening to stories and books that are read aloud

Derive enjoyment from reading stories and books

Enjoy listening to and reading poetry

Relate incidents in stories or books to his or her own life

Empathize with characters in stories or books

Respond positively to an author's use of language

Enjoy an author's use of humor in stories and books

Develop an appreciation of a variety of ethnic groups and cultures by listening to and reading stories and books

WORD RECOGNITION

GRADE ONE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Visually discriminate objects, upper & lower case letters, words

Match upper & lower case letters

Demonstrate visual memory of objects, upper & lower case letters, words

Recognize & name letter in capital & lower case forms

Understand that words & sentences are read from left to right

Auditorily discriminate same & different sounds, letters, and words

Rhyme words

Recite the alphabet

Identify initial consonant sounds

b (ball)	w (web)	d (dig)	f (fish)
c (k cat)	x (zxylophone)	g (g get)	j (jump)
k (kite)	y (you)	h (hop)	l (like)
m (me)	z (z zebra)	p (pig)	g (gem)
qu (kw queen)		r (run)	
t (to)		s (sun)	
v (van)			

Identify final consonant sounds

g (dig)	n (can)	p(hop)	t (cat)
d (good)	m (swim)	x (ks mix)	l (pal)
s (s bus)	s (z has)	v (e) (v have)	

Identify medial consonant sounds

Identify words using knowledge of word families or phonograms and initial and final consonant substitution

at (cat)	ed (bed)	ig (dig)	op (hop)
----------	----------	----------	----------

Identify words using knowledge of initial and final consonant sounds and context clues

WORD RECOGNITION

GRADE ONE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify words using knowledge of double consonants

Identify words using knowledge of initial consonant digraphs

Identify words using knowledge of final consonant digraphs

ck (duck) ll (fill) ng (ng sing). ff (f cuff) ss (s miss)

Identify words using knowledge of vowel digraphs

ee (e see) ai (a train) ay (a play)
ea (e eat) ou (ou, out) ow (ou, how)

Identify words using knowledge of initial consonant blends

br (brown) fr (frog) bl (bl black) sl (sl sleep)
cr (cr crab) gr (gr grass) gl (gl glad) pl (pl play)
dr (dr drum) pr (pr prize) cl (cl cloud) sk (sk skys)
st (st step) tr (tr train) fl (fl flag) sp (sp spin)

Identify words using knowledge of final consonant blends

ld (ld told) nk (ngk drink) sp (sp grasp)
nd (nd and) sk (sk, ask) st (st must)

Identify words using knowledge of silent consonants

Identify words using knowledge of short vowel sounds in medial position

a (cat) o (hop) e (bed) u (cup) i (dig)

Identify words using knowledge of short vowel substitution and context clues

Identify words by using knowledge of long vowel sounds in medial position

i (like) o (stone) u (June) a (cake) e (Pete)

WORD RECOGNITION

GRADE ONE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify words by using knowledge of long vowel sounds in initial & final position

e (she)

Identify words using knowledge of long vowel substitution and context clues

Identify words by using knowledge of variant vowel sounds

Identify words by using knowledge of vowel pattern cvc (hot)

cvce (like), cv (he)

Identify words by using knowledge of root words, prefixes and suffixes

Identify words by using knowledge of contractions

isn't won't

Identify words by using knowledge of inflectional endings

s verbs s nouns
ing verbs
ed verbs

Identify words by using knowledge of syllabification, possessives, accent

's

Identify words by using knowledge of compound words

Identify words by using knowledge of regular and irregular forms of known words

s (ball, balls)

Identify words by using knowledge of abbreviation and hyphenated words

Recognize a specific group of words accurately and quickly

VOCABULARY DEVELOPMENT

GRADE ONE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Demonstrate an oral understanding of key concept words and everyday living words

Follow multiple step oral directions

Understand that words can have multiple meanings

Classify words by meaning

Determine the meaning of words from context

Recognize synonyms and antonyms of know words

Interpret idiomatic language

Interpret figurative language

Identify the meanings of various homophones and homographs

COMPREHENSION

GRADE ONE - LEARNING OBJECTIVES

THE STUDENT IS ABLE TO:

Understand the importance of listening

Can classify objects and pictures by categories

Identify the structure of a spoken story including sequence of events, setting characters, and author's purpose

Make inferences in spoken stories

Retell a spoken story in own words

Predict events from clues, identify main ideas, details, sequence of events and cause and effect relationship that are explicitly stated in written material

Identify character traits and motives that are explicitly stated in narrative writing

Can distinguish between narrative and informational writing

Understand author's purpose in written material

Infer the main idea, details, sequence of events and cause and effect relationships in written material

Infer character traits and motives in narrative writing

Follow written directions

Adjust rate to fit purpose of writing when reading silently

Make judgments based on what is read

Project meaning through intonation when reading orally

Develop meaningful phrasing when reading orally

Adjust rate and volume to fit mood and purpose of writing when reading orally

Dramatize a story or play by reading orally

COMPREHENSION

GRADE ONE - LEARNING OBJECTIVES

THE STUDENT IS ABLE TO:

- Distinguish between fact and fantasy in written material
- Anticipate the outcome of a story
- Make use of self-monitoring techniques to check comprehension

STUDY SKILLS

GRADE ONE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Understand alphabetical order

Read everyday symbols and signs

Recognize parts of a dictionary such as: guide words, entry words, pronunciation key

Use a dictionary to gain meaning

Understand and make use of the library services -

Know that the materials in the library have a specific arrangement

Identify and locate the easy collection

An initial understanding of the difference between fiction and nonfiction

Identify the parts of a book: the cover, both back and front, the spine, spine label, title page, author, title and illustrator

Follow library procedures

RECREATIONAL READING

GRADE ONE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

- Derive enjoyment from listening to stories and books that are read aloud
- Derive enjoyment from reading stories and books
- Enjoy listening to and reading poetry
- Relate incidents in stories or books to his or her own life
- Empathize with characters in stories or books
- Respond positively to an author's use of language
- Develop an imagination by listening to and reading stories and books
- Enjoy an author's use of humor in stories and books
- Develop social values through experiences listening to and reading stories and books
- Develop aesthetic values through experiences listening to and reading stories and books
- Have experiences with classic and modern works of fiction and nonfiction that represent the core of our American cultural heritage
- Develop an appreciation of a variety of ethnic groups and cultures by listening to and reading stories and books
- Have positive experiences sharing with others books and stories that have been read

WORD RECOGNITION

GRADE TWO - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Rhyme words

Identify medial consonant sounds

Identify words using knowledge of word families or phonograms and initial and final consonant substitution

at (cat) ed (bed) ig (dig) op (hop)

Identify words using knowledge of initial and final consonant sounds and context clues

Identify words using knowledge of double consonants

Identify words using knowledge of initial consonant digraphs

Identify words using knowledge of final consonant digraphs

ck (duck) ll (fill) ng (sing) ff (cuff) ss (miss)
ch (much) dg(e) badge tch (catch)

Identify words using knowledge of vowel digraphs

ēē (ē see) ea (ē eat) ai (ā train) ou (or, out) ay (ā play)
ow (ou, how) ew (chew) ie (pie) oi (oil) oy (boy)

Identify words using knowledge of initial consonant blends

br (brown) fr (frog) tr (train) cl (kl cloud)
cr (kr crab) gr (gr grass) bl (bl black) fl (fl flag)
dr (dr drum) pr (prize) gl (gl glad) sl (sl sleep)
st (st step) scr (scream) spr (spread) str (stream)
sw (swim) tw (twin) wh (what) squ (squash)
pl (pl play) sk (sk sky) sp (sp spin)

Identify words using knowledge of final consonant blends

ld (ld told) nk (ngk drink) sp (sp grasp)
nd (nd and) sk (sk ask) st (st must)

WORD RECOGNITION

GRADE TWO - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify words using knowledge of silent consonants

i gh (high) gn (gnaw) kn (know) wr (write)

Identify words using knowledge of short vowel sounds in medial position

a (cat) o (hop) e (bed) u (cup) i (dig)

Identify words using knowledge of short vowel substitution and context clues

Identify words by using knowledge of long vowel sounds in medial position

ī (like) ō (stone) ū (June) ā (cake) ē (Pete)

Identify words by using knowledge of long vowel sounds in initial & final position

ē (she)

Identify words using knowledge of long vowel substitution and context clues

Identify words by using knowledge of variant vowel sounds

Identify words by using knowledge of vowel patterns

cvc (hat) cvce (like) cv (he)

Identify words by using knowledge of root words, prefixes and suffixes

ful ly
less y

Identify words by using knowledge of contractions

isn't won't haven't

WORD RECOGNITION

GRADE TWO - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify words by using knowledge of inflectional endings

s	verbs	s	nouns
ing	verbs	er	nouns
ed	verbs	est	nouns
			plural possessives

Identify words by using knowledge of syllabification, possessives, accent

's

Identify words by using knowledge of compound words

Identify words by using knowledge of regular and irregular forms of known words

s (ball, balls) fox (foxes) mouse (mice)

Identify words by using knowledge of abbreviation and hyphenated words

Recognize a specific group of words accurately and quickly

VOCABULARY DEVELOPMENT

GRADE TWO - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

- Follow multiple step oral directions
- Understand that words can have multiple meanings
- Classify words by meaning
- Determine the meaning of words from context
- Recognize synonyms and antonyms of known words
- Interpret ideomatic language
- Interpret figurative language
- Identify the meanings of various homophones and homographs

COMPREHENSION

GRADE TWO - LEARNING OBJECTIVES

THE STUDENT IS ABLE TO:

Identify the structure of a spoken story including sequence of events, setting, characters, and author's purpose

Make inferences in spoken stories

Retell a spoken story in own words

Predict events from clues, identify main ideas, details, sequence of events and cause and effect relationships that are explicitly stated in written material

Identify character traits and motives that are explicitly stated in narrative writing

Can distinguish between narrative and informational writing

Understand author's purpose in written material

Infer the main idea, details, sequence of events and cause and effect relationships in written material

Infer character traits and motives in narrative writing

Follow written directions

Adjust rate to fit purpose of writing when reading silently

Make judgments based on what is read

Project meaning through intonation when reading orally

Develop meaningful phrasing when reading orally

Dramatize a story or play by reading orally

Distinguish between fact and fantasy in written material

Anticipate the outcome of a story

Make use of self-monitoring techniques to check comprehension

STUDY SKILLS

GRADE TWO - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Understand alphabetical order

Read everyday symbols and signs

Recognize and use parts of a book such as: table of contents, glossary, index, page location

Recognize parts of a dictionary such as guide words, entry words, pronunciation key

Use a dictionary to gain meaning

Understand the functions of a dictionary such as: defining and pronouncing words, determining spelling, parts of speech, etc.

Gain information from pictures, graphs, tables, charts, diagrams, etc.

Gain information from a directory such as: telephone book, catalog

Gain information from a time line, schedule, menu, guarantee

Interpret information found in advertisements, health and safety labels

Gain information by scanning and skimming printed material

Become familiar with reference materials such as encyclopedias, almanacs, atlases

Summarize content and reference materials

Outline content and reference material by indentifying topics, subtopics and details

Understand and make use of library services -

Locate a book in the easy section by the author's last name

Know that the spine label tells where the book is placed on the shelf

STUDY SKILLS

GRADE TWO - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Understand and make use of library services -

Know that books on specific subjects may be located in the nonfiction section of the library and can locate a book on a specific subject with the help of the library staff

Locate the primary level encyclopedias and find a topic with the assistance of the library staff

Identify additional parts of a book: the publisher, place of publication, date of publication

Become familiar with primary periodicals

Determine the difference between fiction and nonfiction in the most obvious instances

RECREATIONAL READING

GRADE TWO - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

- Derive enjoyment from listening to stories and books that are read aloud
- Derive enjoyment from reading stories and books
- Enjoy listening to and reading poetry
- Relate incidents in stories or books to his or her own life
- Empathize with characters in stories or books
- Respond positively to an author's use of language
- Develop an imagination by listening to and reading stories and books
- Enjoy an author's use of humor in stories and books
- Develop social values through experiences listening to and reading stories and books
- Develop aesthetic values through experiences listening to and reading stories and books
- Have experiences with classic and modern works of fiction and nonfiction that represent the core of our American cultural heritage
- Develop an appreciation of a variety of ethnic groups and cultures by listening to and reading stories and books
- Have positive experiences sharing with others books and stories that have been read

WORD RECOGNITION

GRADE THREE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Rhyme words

Identify words using knowledge of double consonants

Identify words using knowledge of initial consonant digraphs

ph (photo)

Identify words using knowledge of final consonant digraphs

lk (talk) mb (thumb)

Identify words using knowledge of vowel digraphs

ee (ē see) ea (ē eat) ai (ā train) ou (ou, out) ay (ā play)
ow (ou how) ough (dough) (cough) (though) au(gh) (laugh)

Identify words using knowledge of initial consonant blends

br (brown)	fr (frog)	tr (train)	cl (kl cloud)
cr (kr crab)	gr (gr grass)	bl (bl black)	fl (fl flag)
dr (dr drum)	pr (prize)	gl (gl glad)	sl (sl sleep)
st (st step)	scr (scream)	spr (spread)	str (stream)
sw (swim)	tw (twin)	wh (what)	squ (squash)
pl (pl play)	sk (sk sky)	sp (sp spin)	

Identify words using knowledge of final consonant blends

ld (told)	nk (ngk drink)	sp (sp grasp)	ch (much)
nd (and)	sk (ask)	st (must)	mb (thumb)

Identify words using knowledge of silent consonants

i (gh) high

Identify words using knowledge of short vowel sounds in medial position

Identify words using knowledge of short vowel substitution and context clues

Identify words by using knowledge of long vowel sounds in medial position

WORD RECOGNITION

GRADE THREE -LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify words by using knowledge of long vowel sounds in initial & final position

Identify words using knowledge of long vowel substitution and context clues

Identify words by using knowledge of variant vowel sounds

Identify words by using knowledge of vowel pattern

cvc (hot) cvce (like) cv (he)

Identify words by using knowledge of root words, prefixes and suffixes

Prefixes

de en re
dis un

Suffixes

ful ly ment ness
less y ish ion

Identify words by using knowledge of contractions

isn't won't haven't

Identify words by using knowledge of inflectional endings

s verbs s nouns plural possessives
ing verbs er nouns
ed verbs est nouns

Identify words by using knowledge of syllabification, possessives, accent

's

Identify words by using knowledge of compound words

Identify words by using knowledge of regular and irregular forms of known words

s (ball, balls) es (fox, foxes) mouse (mice)

WORD RECOGNITION

GRADE THREE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify words by using knowledge of abbreviation and hyphenated words

Recognize a specific group of words accurately and quickly

VOCABULARY DEVELOPMENT

GRADE THREE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Follow multiple step oral directions

Identify word meaning by using knowledge of word origins, word histories

Understand that words can have multiple meanings

Classify words by meaning

Determine the meaning of words from context

Recognize synonyms and antonyms of known words

Interpret idiomatic language

Interpret figurative language

Identify the meanings of various homophones and homographs

Understand connotative and denotative meanings of words

Identify word meanings by understanding analogies

COMPREHENSION

GRADE THREE - LEARNING OBJECTIVES

THE STUDENT IS ABLE TO:

Make inferences in spoken stories

Retell a spoken story in own words

Predict events from clues, identify main ideas, details, sequence of events and cause and effect relationships that are explicitly stated in written material

Identify character traits and motives that are explicitly stated in narrative writing

Can distinguish between narrative and informational writing

Understand author's purpose in written material

Infer the main idea, details, sequence of events and cause and effect relationships in written material

Infer character traits and motives in narrative writing

Follow written directions

Adjust rate to fit purpose of writing when reading silently

Make judgments based on what is read

Identify evidence to support conclusions in written material

Project meaning through intonation when reading orally

Develop meaningful phrasing when reading orally

Adjust rate and volume to fit mood and purpose of writing when reading orally

Dramatize a story or play by reading orally

Distinguish between fact and fantasy in written material

Anticipate the outcome of a story

Distinguish fact from opinion in written material

Make use of self-monitoring techniques to check comprehension

STUDY SKILLS

GRADE THREE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Understand alphabetical order

Read everyday symbols and signs

Recognize and use parts of a book such as: table of contents, glossary, index, page location

Understand the typographical format used in textbooks including such graphic aids as italicized words, margin notes, and chapter heads

Recognize parts of a dictionary such as: guide words, entry words, pronunciation key

Use a dictionary to gain meaning

Understand the functions of a dictionary such as: defining and pronouncing words, determining spelling, parts of speech, etc.

Gain information from pictures, graphs, tables, charts, diagrams, etc.

Gain information from a directory such as: telephone book, catalog

Gain information from a time line, schedule, menu, guarantee

Interpret information found in advertisements, health and safety labels

Read and interpret forms and/or applications

Gain information by scanning and skimming printed material

Become familiar with reference materials such as encyclopedias, almanacs, atlases

Summarize content and reference materials

Outline content and reference material by indentifying topics, subtopics and details

STUDY SKILLS

GRADE THREE - LEARNING OBJECTIVES

Understand and make use of library services -

Have an initial understanding that the card catalog has at least one card for each book in the library and can locate books using the call numbers on the catalog cards

Understand the general shelf arrangement of the books

Define the difference between fiction and nonfiction

Know the difference between the reference collection and the regular collection

Become familiar with the term biography and know that biographies are arranged alphabetically by the subject's last name

Identify additional parts of a book: the table of contents, dedication, preface, appendix, glossary, bibliography, and index

Look up information on topic in a general encyclopedia

Become familiar with the periodicals including special subject periodicals

Know that an important part of a book is the index

RECREATIONAL READING

GRADE THREE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Derive enjoyment from listening to stories and books that are read aloud

Derive enjoyment from reading stories and books

Enjoy listening to and reading poetry

Relate incidents in stories or books to his or her own life

Empathize with characters in stories or books

Respond positively to an author's use of language

Develop an imagination by listening to and reading stories and books

Enjoy an author's use of humor in stories and books

Develop social values through experiences listening to and reading stories and books

Develop aesthetic values through experiences listening to and reading stories and books

Have experiences with classic and modern works of fiction and nonfiction that represent the core of our American cultural heritage

Develop an appreciation of a variety of ethnic groups and cultures by listening to and reading stories and books

Have positive experiences sharing with others books and stories that have been read

WORD RECOGNITION

GRADE FOUR - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify words by using knowledge of root words, prefixes and suffixes

Identify words by using knowledge of contractions

Identify words by using knowledge of inflectional endings

Identify words by using knowledge of syllabification, possessives, accent

Identify words by using knowledge of regular and irregular forms of known words

Identify words by using knowledge of abbreviations and hyphenated words

VOCABULARY DEVELOPMENT

GRADE FOUR - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify word meaning by using knowledge of word origins, word histories

Understand that words can have multiple meanings

Classify words by meaning

Determine the meaning of words from context

Recognize synonyms and antonyms of known words

Interpret idiomatic language

Interpret figurative language

Identify the meanings of various homophones and homographs

Understand connotative and denotative meanings of words

Identify word meanings by understanding analogies

COMPREHENSION

GRADE FOUR - LEARNING OBJECTIVES

THE STUDENT IS ABLE TO:

Make inferences in spoken stories

Predict events from clues, identify main ideas, details, sequence of events and cause and effect relationships that are explicitly stated in written material

Identify character traits and motives that are explicitly stated in narrative writing

Understand author's purpose in written material

Infer the main idea, details, sequence of events and cause and effect relationships in written material

Infer character traits and motives in narrative writing

Adjust rate to fit purpose of writing when reading silently

Make judgements based on what is read

Identify evidence to support conclusions in written material

Project meaning through intonation when reading orally

Develop meaningful phrasing when reading orally

Adjust rate and volume to fit mood and purpose of writing when reading orally

Dramatize a story or play by reading orally

Distinguish between fact and fantasy in written material

Anticipate the outcome of a story

Distinguish fact from opinion in written material

Make use of self-monitoring techniques to check comprehension

STUDY SKILLS

GRADE FOUR - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Understand alphabetical order

Read everyday symbols and signs

Understand and make use of library services

Recognize and use parts of a book such as: table of contents, glossary, index, page location

Understand the typographical format used in textbooks including such graphic aids as italicized words, margin notes, and chapter heads

Recognize parts of a dictionary such as: guide words, entry words, pronunciation key

Use a dictionary to gain meaning

Understand the functions of a dictionary such as: defining and pronouncing words, determining spelling, parts of speech, etc.

Gain information from pictures, graphs, tables, charts, diagrams, etc.

Gain information from a directory such as: telephone book, catalog

Gain information from a time line, schedule, menu, guarantee

Interpret information found in advertisements, health and safety labels

Read and interpret forms and/or applications

Gain information by scanning and skimming printed material

Become familiar with reference materials such as encyclopedias, almanacs, atlases

Summarize content and reference materials

Outline content and reference material by identifying topics, subtopics and details

STUDY SKILLS

GRADE FOUR - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Take notes while reading content and reference material

Prepare guided reading questions

Develop strategies for studying for and taking tests

Use effective methods such as SQ3R when reading content material

Understand and make use of library services -

Understand that the card catalog is an index to the library collection and use the card catalog to locate materials by author, title, and subject

Locate materials using the call numbers on the catalog cards

Understand the difference between fiction and nonfiction

Understand that the Dewey Decimal System is used so that materials on the same subject will be put together on the library shelves

Know in addition to how to use encyclopedias and dictionaries, to know that the atlas is a book of maps and the almanac is a source of statistics and other current facts

Define the term biography and locate information about a person

Become familiar with the intermediate magazines in the library and know how to use them for information

Know how to use the index in a book

RECREATIONAL READING

GRADE FOUR - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Derive enjoyment from listening to stories and books that are read aloud

Derive enjoyment from reading stories and books

Enjoy listening to and reading poetry

Relate incidents in stories or books to his or her own life

Empathize with characters in stories or books

Respond positively to an author's use of language

Develop an imagination by listening to and reading stories and books

Enjoy an author's use of humor in stories and books

Develop social values through experiences listening to and reading stories and books

Develop aesthetic values through experiences listening to and reading stories and books

Have experiences with classic and modern works of fiction and nonfiction that represent the core of our American cultural heritage

Develop an appreciation of a variety of ethnic groups and cultures by listening to and reading stories and books

Have positive experiences sharing with others books and stories that have been read

WORD RECOGNITION

GRADE 5 -LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify words by using knowledge of root words, prefixes and suffixes

Identify words by using knowledge of contractions

Identify words by using knowledge of inflectional endings

Identify words by using knowledge of syllabification, possessives, accent

Identify words by using knowledge of compound words

Identify words by using knowledge of regular and irregular forms of known words

mouse (mice)

Identify words by using knowledge of abbreviation and hyphenated words

VOCABULARY DEVELOPMENT

GRADE FIVE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify word meaning by using knowledge of word origins, word histories

Understand that words can have multiple meanings

Classify words by meaning

Determine the meaning of words from text

Recognize synonyms and antonyms of known words

Interpret ideomatic language

VOCABULARY DEVELOPMENT

GRADE 5 - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify figurative language

Identify the meaning of various homophones and homographs

Understand connotative and denotative meanings of words

Identify word meanings by understanding analogies

COMPREHENSION

GRADE FIVE - LEARNING OBJECTIVES

THE STUDENT IS ABLE TO:

Make inferences in spoken stories

Predict events from clues, identify main ideas, details, sequence of events and cause and effect relationships that are explicitly stated in written material

Identify character traits and motives that are explicitly stated in narrative writing

Understand author's purpose in written material

Infer the main idea, details, sequence of events and cause and effect relationships in written material

Infer character traits and motives in narrative writing

Adjust rate to fit purpose of writing when reading silently

Make judgments based on what is read

Identify evidence to support conclusions in written material

Project meaning through intonation when reading orally

Develop meaningful phrasing when reading orally

Adjust rate and volume to fit mood and purpose of writing when reading orally

Dramatize a story or play by reading orally

Distinguish between fact and fantasy in written material

Anticipate the outcome of a story

Distinguish fact from opinion in written material

Make use of self-monitoring techniques to check comprehension

STUDY SKILLS

GRADE FIVE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Recognize and use parts of a book such as: table of contents, glossary, index, page location

Understand the typographical format used in textbooks including such graphic aids as italicized words, margin notes, and chapter heads

Recognize parts of a dictionary such as: guide words, entry words, pronunciation key

Use a dictionary to gain meaning

Understand the functions of a dictionary such as: defining and pronouncing words, determining spelling, parts of speech, etc.

Gain information from pictures, graphs, tables, charts, diagrams, etc.

Gain information from a directory such as: telephone book, catalog

Gain information from a time line, schedule, menu, guarantee

Interpret information found in advertisements, health and safety labels

Read and interpret forms and/or applications

Gain information by scanning and skimming printed material

Become familiar with reference materials such as encyclopedias, almanacs, atlases

Summarize content and reference materials

Outline content and reference material by identifying topics, subtopics and details

Take notes while reading content and reference material

Prepare guided reading questions

Develop strategies for studying for and taking tests

STUDY SKILLS

GRADE FIVE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Use effective methods such as SQ3R when reading content material

Understand the parts of a newspaper and its specialized vocabulary

Understand and make use of library services -

Know how to find information in the card catalog by looking under the name of an author, title or subject and then use the call number to locate the materials in the library collection

Understand cross-references

Understand the difference between fiction and nonfiction and know about various kinds of fiction (fantasy, mystery, etc.)

Become familiar with the ten main classes of the Dewey Decimal System

Determine the reference source most appropriate for a specific purpose

Know how to use different types of biographical materials including collective biographies

Know that periodicals are a source of current information and become familiar with an index to periodicals (Children's Index)

Use almanacs to find statistics and other facts and use atlases to locate places

RECREATIONAL READING

GRADE FIVE - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

- Derive enjoyment from listening to stories and books that are read aloud
- Derive enjoyment from reading stories and books
- Enjoy listening to and reading poetry
- Relate incidents in stories or books to his or her own life
- Empathize with characters in stories or books
- Respond positively to an author's use of language
- Develop an imagination by listening to and reading stories and books
- Enjoy an author's use of humor in stories and books
- Develop social values through experiences listening to and reading stories and books
- Develop aesthetic values through experiences listening to and reading stories and books
- Have experiences with classic and modern works of fiction and nonfiction that represent the core of our American cultural heritage
- Develop an appreciation of a variety of ethnic groups and cultures by listening to and reading stories and books
- Have positive experiences sharing with others books and stories that have been read

WORD RECOGNITION

GRADE SIX - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify words by using knowledge of root words, prefixes and suffixes

Identify words by using knowledge of contractions

Identify words by using knowledge of inflectional endings

Identify words by using knowledge of syllabification, possessives, accent

Identify words by using knowledge of compound words

Identify words by using knowledge of regular and irregular forms of known words

mouse (mice)

Identify words by using knowledge of abbreviation and hyphenated words

VOCABULARY DEVELOPMENT

GRADE SIX - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify word meaning by using knowledge of word origins, word histories

Understand that words can have multiple meanings

Classify words by meaning

Determine the meaning of words from context

Recognize synonyms and antonyms of known words

VOCABULARY DEVELOPMENT

GRADE SIX - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify ideomatic language

Identify figurative language

Identify the meaning of various homophones and homographs

Understand connotative and denotative meanings of words

Identify word meanings by understanding analogies

COMPREHENSION

GRADE SIX - LEARNING OBJECTIVES

THE STUDENT IS ABLE TO:

Make inferences in spoken stories

Predict events from clues, identify main ideas, details, sequence of events and cause and effect relationships that are explicitly stated in written material

Identify character traits and motives that are explicitly stated in narrative writing

Understand author's purpose in written material

Infer the main idea, details, sequence of events and cause and effect relationships in written material

Infer character traits and motives in narrative writing

Adjust rate to fit purpose of writing when reading silently

Make judgments based on what is read

Identify evidence to support conclusions in written material

Project meaning through intonation when reading orally

Develop meaningful phrasing when reading orally

Adjust rate and volume to fit mood and purpose of writing when reading orally

Dramatize a story or play by reading orally

Distinguish between fact and fantasy in written material

Anticipate the outcome of a story

Distinguish fact from opinion in written material

Make use of self-monitoring techniques to check comprehension

STUDY SKILLS

GRADE SIX - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Recognize and use parts of a book such as: table of contents, glossary, index, page location

Understand the typographical format used in textbooks including such graphic aids as italicized words, margin notes, and chapter heads

Recognize parts of a dictionary such as: guide words, entry words, pronunciation key

Use a dictionary to gain meaning

Understand the functions of a dictionary such as: defining and pronouncing words, determining spelling, parts of speech, etc.

Gain information from pictures, graphs, tables, charts, diagrams, etc.

Gain information from a directory such as: telephone book, catalog

Gain information from a time line, schedule, menu, guarantee

Interpret information found in advertisements, health and safety labels

Read and interpret forms and/or applications

Gain information by scanning and skimming printed material

Become familiar with reference materials such as: encyclopedias, almanacs, atlases

Evaluate reference sources for accuracy and appropriateness

Summarize content and reference materials

Outline content and reference material by identifying topics, subtopics, and details

Take notes while reading content and reference material

Organize a study and memory plan for learning new information

STUDY SKILLS

GRADE SIX - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Prepare guided reading questions

Develop strategies for studying for and taking tests

Use effective methods such as SQ3R when reading content material

Understand the parts of a newspaper and its specialized vocabulary

Understand and make use of the library services -

Interpret information on catalog cards, e.g , publisher, copyright, whether illustrated

Understand and use cross-references

Understand the difference between fiction and nonfiction and know the various kinds of fiction (fantasy, fiction, etc.)

Understand the ten main classes of the Dewey Decimal System

Distinguish the unique characteristics of various reference sources - in particular, dictionaries, encyclopedias, almanacs, atlases, biographical and geographical dictionaries

Become familiar with the different types of biographical sources (biographical dictionaries, collective biographies and biographies)

Interpret citations in Children's Index

RECREATIONAL READING

GRADE SIX - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Derive enjoyment from listening to stories and books that are read aloud

Derive enjoyment from reading stories and books

Enjoy listening to and reading poetry

Relate incidents in stories or books to his or her own life

Empathize with characters in stories or books

Respond positively to an author's use of language

Develop an imagination by listening to and reading stories and books

Enjoy an author's use of humor in stories and books

Develop social values through experiences listening to and reading stories and books

Develop aesthetic values through experiences listening to and reading stories and books

Have experiences with classic and modern works of fiction and nonfiction that represent the core of our American cultural heritage

Develop an appreciation of a variety of ethnic groups and cultures by listening to and reading stories and books

Have positive experiences sharing with others books and stories that have been read

WORD RECOGNITION

GRADE SEVEN - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify words by using knowledge of root words, prefixes and suffixes

Identify words by using knowledge of contractions

Identify words by using knowledge of inflectional endings

Identify words by using knowledge of syllabification, possessives, accent

Identify words by using knowledge of compound words

Identify words by using knowledge of regular and irregular forms of known words

mouse (mice)

Identify words by using knowledge of abbreviation and hyphenated words

VOCABULARY DEVELOPMENT

GRADE SEVEN - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify word meaning by using knowledge of word origins, word histories

Understand that words can have multiple meanings

Classify words by meaning

Determine the meaning of words from text

Recognize synonyms and antonyms of known words

Interpret idiomatic language

VOCABULARY DEVELOPMENT

GRADE SEVEN - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Interpret figurative language

Identify the meanings of various homophones and homographs

Understand connotative and denotative meanings of words

Identify word meanings by understanding analogies

COMPREHENSION

GRADE SEVEN - LEARNING OBJECTIVES

THE STUDENT IS ABLE TO:

Predict events from clues, identify main ideas, details, sequence of events and cause and effect relationships that are explicitly stated in written material

Identify character traits and motives that are explicitly stated in narrative writing

Understand author's purpose in written material

Infer the main idea, details, sequence of events and cause and effect relationships in written material

Infer character traits and motives in narrative writing

Adjust rate to fit purpose of writing when reading silently

Make judgments based on what is read

Identify evidence to support conclusions in written material

Project meaning through intonation when reading orally

Develop meaningful phrasing when reading orally

Adjust rate and volume to fit mood and purpose of writing when reading orally

Dramatize a story or play by reading orally

Distinguish between fact and fantasy in written material

Anticipate the outcome of a story

Distinguish fact from opinion in written material

Make use of self-monitoring techniques to check comprehension

STUDY SKILLS

GRADE SEVEN - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Recognize and use parts of a book such as: table of contents, glossary, index, page location

Understand the typographical format used in textbooks including such graphic aids as italicized words, margin notes, and chapter heads

Recognize parts of a dictionary such as: guide words, entry words, pronunciation key

Use a dictionary to gain meaning

Understand the functions of a dictionary such as: defining and pronouncing words, determining spelling, parts of speech, etc.

Gain information from pictures, graphs, tables, charts, diagrams, etc.

Gain information from a directory such as: telephone book, catalog

Gain information from a time line, schedule, menu, guarantee

Interpret information found in advertisements, health and safety labels

Read and interpret forms and/or applications

Gain information by scanning and skimming printed material

Become familiar with reference materials such as: encyclopedias, almanacs, atlases

Evaluate reference sources for accuracy and appropriateness

Summarize content and reference materials

Outline content and reference material by identifying topics, subtopics, and details

Take notes while reading content and reference material

Organize a study and memory plan for learning new information

STUDY SKILLS

GRADE SEVEN - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Prepare guided reading questions

Develop strategies for studying for and taking tests

Use effective methods such as SQ3R when reading content material

Understand the parts of a newspaper and its specialized vocabulary

Understand the function of various sections of a newspaper

Understand and make use of library services -

Understand the sources of information available, the way in which these various sources are organized and know how to use this information

Use the information on the catalog cards to compile a bibliography

Understand that the ten main classes of the Dewey Decimal System can be subdivided into more specific subjects

Become familiar with Abridged Reader's Guide to Periodical Literature

Become familiar with periodicals on microfiche

Identify specialized indexes that provide access to information by subject in books

Become familiar with additional biographical sources, e.g., Current Biography

RECREATIONAL READING

GRADE SEVEN - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Derive enjoyment from listening to stories and books that are read aloud

Derive enjoyment from reading stories and books

Enjoy listening to and reading poetry

Relate incidents in stories or books to his or her own life

Empathize with characters in stories or books

Respond positively to an author's use of language

Develop an imagination by listening to and reading stories and books

Enjoy an author's use of humor in stories and books

Develop social values through experiences listening to and reading stories and books

Develop aesthetic values through experiences listening to and reading stories and books

Have experiences with classic and modern works of fiction and nonfiction that represent the core of our American cultural heritage

Develop an appreciation of a variety of ethnic groups and cultures by listening to and reading stories and books

Have positive experiences sharing with others books and stories that have been read

WORD RECOGNITION

GRADE EIGHT - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify words by using knowledge of root words, prefixes and suffixes

Identify words by using knowledge of contractions

Identify words by using knowledge of inflectional endings

Identify words by using knowledge of syllabification, possessives, accent

Identify words by using knowledge of compound words

Identify words by using knowledge of regular and irregular forms of known words

mouse (mice)

Identify words by using knowledge of abbreviation and hyphenated words

VOCABULARY DEVELOPMENT

GRADE EIGHT - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Identify word meaning by using knowledge of word origins, word histories

Understand that words can have multiple meanings

Classify words by meaning

Determine the meaning of words from context

Recognize synonyms and antonyms of known words

VOCABULARY DEVELOPMENT

GRADE EIGHT - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Interpret ideomatic language

Interpret figurative language

Identify the meanings of various homophones and homographs

Understand connotative and denotative meanings of words

Identify word meanings by understanding analogies

COMPREHENSION

GRADE EIGHT - LEARNING OBJECTIVES

THE STUDENT IS ABLE TO:

Make inferences in spoken stories

Predict events from clues, identify main ideas, details, sequence of events and cause and effect relationships that are explicitly stated in written material

Identify character traits and motives that are explicitly stated in narrative writing

Understand author's purpose in written material

Infer the main idea, details, sequence of events and cause and effect relationships in written material

Infer character traits and motives in narrative writing

Adjust rate to fit purpose of writing when reading silently

Make judgments based on what is read

Identify evidence to support conclusions in written material

Project meaning through intonation when reading orally

Develop meaningful phrasing when reading orally

Adjust rate and volume to fit mood and purpose of writing when reading orally

Dramatize a story or play by reading orally

Distinguish between fact and fantasy in written material

Anticipate the outcome of a story

Distinguish fact from opinion in written material

Make use of self-monitoring techniques to check comprehension

STUDY SKILLS

GRADE EIGHT - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE:

Recognize and use parts of a book such as: table of contents, glossary, index, page location

Understand the typographical format used in textbooks including such graphic aids as italicized words, margin notes, and chapter heads

Use a dictionary to gain meaning

Understand the functions of a dictionary such as: defining and pronouncing words, determining spelling, parts of speech, etc.

Gain information from pictures, graphs, tables, charts, diagrams, etc.

Gain information from a directory such as: telephone book, catalog

Gain information from a time line, schedule, menu, guarantee

Interpret information found in advertisements, health and safety labels

Read and interpret forms and/or applications

Gain information by scanning and skimming printed material

Become familiar with reference materials such as: encyclopedias, almanacs, atlases

Evaluate reference sources for accuracy and appropriateness

Summarize content and reference materials

Outline content and reference material by identifying topics, subtopics and details

Take notes while reading content and reference material

Organize a study and memory plan for learning new information

Prepare guided reading questions

Develop strategies for studying for and taking tests

STUDY SKILLS

GRADE EIGHT - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

- Use effective methods such as SQ3R when reading content material
- Understand the parts of a newspaper and its specialized vocabulary
- Understand the function of various sections of a newspaper
- Understand and make use of library services -

Understand that the ten main classes of the Dewey Decimal System can be subdivided into more specific subjects

Interpret citations in Abridged Reader's Guide to Periodical Literature

Use specialized indexes (Short Story Index and Granger's Index to Poetry) and indexes beyond the library's immediate collection

Become familiar with additional reference sources (e.g., Bartlett's Familiar Quotations)

RECREATIONAL READING

GRADE EIGHT - LEARNING OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Derive enjoyment from listening to stories and books that are read aloud

Derive enjoyment from reading stories and books

Enjoy listening to and reading poetry

Relate incidents in stories or books to his or her own life

Empathize with characters in stories or books

Respond positively to an author's use of language

Develop an imagination by listening to and reading stories and books

Enjoy an author's use of humor in stories and books

Develop social values through experiences listening to and reading stories and books

Develop aesthetic values through experiences listening to and reading stories and books

Have experiences with classic and modern works of fiction and nonfiction that represent the core of our American cultural heritage

Develop an appreciation of a variety of ethnic groups and cultures by listening to and reading stories and books

Have positive experiences sharing with others books and stories that have been read

TAUNTON HIGH SCHOOL

GRADES 9-12

The High School Reading Program consists of a remedial lab for students with reading deficiencies and two (2) elective courses.

READING LAB B

Reading Lab B provides students with reading deficiencies intensive, individualized reading instruction. Emphasis is placed on developing each student's word analysis, vocabulary, and comprehension skills.

INDIVIDUALIZED READING

This course is designed for those students who enjoy the company of a good book. Emphasis is placed on helping students increase their enjoyment of reading and on expanding their taste in the types of books that they choose to read. Book sharing and discussion are important parts of this course.

Students will have access to the Taunton High School Library collection as well as to the collection of paperback books that presently exist in the high school reading labs.

INSTRUCTIONAL OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Become familiar with a variety of book types such as:

- non-fiction
- historical fiction
- science fiction
- sports
- mystery
- horror
- adventure
- classics
- biography/autobiography

Learn library procedure.

Expand their interest in reading.

Become familiar with a variety of written responses to books such as:

- annotated bibliographies
- book reviews
- book reports

INSTRUCTIONAL OBJECTIVES (Continued)

THE STUDENT WILL BE ABLE TO:

Become familiar with a variety of oral responses to books such as:

debates
dramatization
book talks

Become familiar with a variety of artistic responses to books such as:

posters
advertisements
diaramas
book jackets

Become familiar with a variety of authors.

TEST TAKING TECHNIQUES

This course is designed to help students understand simple, sound test taking strategies that could help them experience greater success in taking tests. It is not a cram course but rather a set of experiences structured to help them understand questioning techniques. Practical hints, suggestions, and practice can help build students' confidence when they approach a test taking situation such as the PSAT or the SAT.

INSTRUCTIONAL OBJECTIVES

THE STUDENT WILL BE ABLE TO:

Become familiar with the kinds of personal information usually required on test answer sheets.

Practice recording this information quickly and accurately.

Learn to properly mark answer spaces on test answer sheets.

Learn the importance of carefully reading and following directions.

Practice strategies designed to make effective use of test taking time.

Identify ways to mentally prepare themselves for taking a test.

INSTRUCTIONAL OBJECTIVES (Continued)

THE STUDENT WILL BE ABLE TO:

Learn how to predict test questions.

Become familiar with a strategy for choosing a correct answer by systematically eliminating wrong answers.

Discover how to answer questions by making key question words such as who, what, why, when, which, where, and how.

Learn to find answers to questions by matching key words and key phrases in test questions with identical or similar information in reading passages.

Become familiar with cue words in true/false questions.

Learn how to identify cue words in essay questions.

Discover steps to take in answering essay questions.

Identify steps to take in proofreading answers.

Develop skills in finding antonyms.

Become familiar with antonym type questions.

Become familiar with sentence completion type questions.

Develop skills in recognizing logical consistency among elements in a sentence.

Become familiar with analogy type questions.

Develop an ability to analyze relationships among words.

Practice identifying the main idea of a reading selection.

Practice finding the specific details mentioned in a reading selection.

Practice finding implications and drawing inferences from a reading selection.

Practice using context clues to uncover word meanings.

Practice determining the mood of an author.

Review vocabulary common to college entrance exams.

INSTRUCTIONAL OBJECTIVES (Continued)

THE STUDENT WILL BE ABLE TO:

Review prefixes, suffixes, and root words as part of vocabulary study.

Practice using test taking techniques on sample tests.

Become familiar with procedures necessary to register for college entrance exams.

Become familiar with test dates of appropriate college exams.

Be able to interpret College Board test scores.

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