

Language

KINDERGARTEN

Oral Process

- Discussion:
 - Follow agreed upon rules for discussion (raising hand, taking turns). (LS1.1)
- Questioning, Listening, and Contributing:
 - Contribute knowledge to class discussion in order to develop a topic for a class project. (LS2.1)
 - Support judgments about classroom activities or presentations (show and tell questions and comments). (LS25.1)
- Oral Presentation:
 - Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume. (LS3.1)
 - Maintain focus on the topic. (LS3.2)

Word Learning

- Vocabulary And Concept Development:
 - Identify and sort common words into various classifications (colors, shapes). (LS4.1)
 - Describe common objects and events in general and specific language. (LS4.2)
- Structures and Origins of Modern English:
 - Use language to express spatial and temporal relationships (up, down, before, after). (LS5.1)
 - Recognize that the names of things can also be the names of actions (fish, dream, run). (LS5.2)
 - Identify correct capitalization for names and places and correct capitalization and commas in dates. (LS5.3)
 - Identify appropriate end marks (periods, question marks). (LS5.4)
- Formal and Informal Language:
 - Identify formal and informal language in stories, poems, and plays. (LS6.1)

Language

FIRST GRADE

Oral Process

- Discussion:
 - Students will generate and follow rules that makes our day run smooth and safely (raise hands, walk-don't run, listen while others talk). (LS1.1)
- Questioning, Listening, and Contributing:
 - Students will participate appropriately in classroom and group discussion. (LS2.1)
- Oral Presentation:
 - Students will relate personal experiences or interests (show and tell). (LS3.1-3.2)

Word Learning

- Students discriminate between rhyming words (LS4.3)
 - Students identify opposites (LS4)
 - Students show awareness of phonemic awareness (LS4)
 - Students explore a dictionary to find words and meanings (LS4.8)
 - Students explore a table of contents and glossary in a text (LS4)
- Students demonstrate knowledge of spatial relationships (LS5.1)
 - Students recognize proper names and the beginning letter of a sentence begin with a capital letter (LS5.3)
 - Students use correct punctuation (period, question mark, exclamation mark, and quotation marks) in sentences (LS5.4)
 - Students names simple nouns, adjectives, and verbs (LS5)
- Students identify different styles of language in stories, poems, and plays (LS6.1)

Language

SECOND GRADE

Oral Process

- Discussion:
 - Follow agreed upon rules for discussion (LS1.1)
- Questioning, Listening and Contributing:
 - Contribute knowledge to class discussion in order to develop a topic for a class project. (LS2.1)
 - Support judgments about classroom activities or presentations. (LS25.1)
 - Respond correctly using listening skills
- Oral Presentation:
 - Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume. (LS3.1)
 - Maintain focus on the topic. (LS3.2)

Word Learning

- Vocabulary and Concept Development:
 - Identify and sort common words into conceptual categories (LS4.3)
 - Identify base words. (LS4.4)
 - Identify the relevant meaning for a word with multiple meanings using its context (LS4.5)
 - Identify common antonyms and synonyms. (LS4.6)
 - Use knowledge of the meaning of individual words to predict the meaning of unknown compound words. (LS4.7)
 - Determine meanings of words by using a beginning dictionary. (LS4.8)
 - Demonstrate the ability to incorporate newly acquired vocabulary in written and oral communication.
 - Read aloud with fluency, expression and comprehension.
 - Use correct spelling of age appropriate high frequency words including irregular spellings in their daily work.
 - Recognize and use common abbreviations.
- Structures and Origins of Modern English:
 - Use language to express spatial and temporal relationships. (LS5.1)
 - Recognize that names of things can also be the names of actions. (LS5.2)
 - Identify correct capitalization for names and places. (LS5.3)
 - Identify appropriate end marks. (LS5.4)
- Formal and Informal Language:
 - Identify formal and informal language in stories, poems, and plays. (LS6.1)

Language

THIRD GRADE

Oral Process

- Discussion:
 - Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, speaking one at a time). (LS1.1)
 - Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions. (LS1.2)
- Questioning, Listening, and Contributing:
 - Contribute knowledge to class discussion in order to develop a topic for a class project. (LS2.1)
 - Provide beginning, middle, and end as concrete details when expressing an idea.
 - Respond correctly using listening skills.
 - Follow multiple directions at one time.
 - Organize ideas around major points of information and/or chronologically.
- Oral Presentation:
 - Establish a tone and use clear and specific vocabulary to communicate ideas.
 - Give oral presentation about personal experiences or interests, while the teacher looks for them to have clear enunciation and adequate volume. (LS3.1)
 - Maintain focus on the topic. (LS3.2)
 - Make informal presentations that have a recognizable organization (sequencing, summarizing). (LS3.5)
 - Give and put events in correct order
 - Give oral presentation retelling a favorite fairy tale to a younger audience.
 - Use appropriate props to enhance oral presentation.
- Roles Within Cooperative Learning:
 - Take part in a conversation without interrupting. (LS1.1)
 - Respond correctly using listening skills.
 - Follow agreed upon rules for small and large group projects (leader, scribe, reader, etc). (LS1.2)

Word Learning

- Vocabulary & Concept Development:
 - Use knowledge of the meaning of individual words to predict the meaning of unknown compound words. (LS4.7)
 - Identify the meaning of common prefixes (un, re, dis). (LS4.9)
 - Identify the root word.
 - Identify the meaning of common suffixes.

- Recognize and use words with multiple meanings (sentence, school, hard) and be able to determine which meaning is intended from the context of the sentence. (LS4.14)
- Determine meanings of words and alternate word choices using a dictionary or thesaurus. (LS4.15)
- Identify and apply the meaning of the terms antonym, synonym, and homophone. (LS4.16)
- Use knowledge of sound and symbol relationships to decode words.
- Recall correct spelling of sight and spelling words.
- Distinguish between correctly and incorrectly spelled words.
- Recognize spelling patterns and word families.
- Spell one-syllable words that contains blends, contractions, compounds, and orthographic patterns (including qu, consonant doubling, changing the y to íies when forming the plural) and common homophones.

* Twice a week the students participate in the Wilson program which is a program used to help children decode various words.

- Structure and Origins of Modern English:
 - Recognize subject-predicate relationship in sentences. (LS5.4)
 - Identify the four basic parts of speech (adjective, noun, verb, adverb). (LS5.6)
 - Identify correct mechanics (end mark, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments). (LS5.7)
- Formal and Informal English:
 - Identify formal and informal language in stories and poems by describing events and situations as to how it relates to them and their life. (LS6.1)

Language Mechanics

- Recognize nouns as common/proper and singular/plural
- Recognize verbs as a state of action, being or helping.
- Recognize verbs have tenses (present, past, past participle, and future).
- Recognize that verbs can be regular and irregular.
- Use adverbs to extend the meaning of a verb.
- Recognize adjectives are used to compare (er/est), point out, and tell a number.
- Recognize articles are also adjectives.
- Identify the correct pronoun to use when replacing a noun.
- Create complete and correct declarative, interrogative, imperative, and exclamatory sentences in speaking and in writing.
- Identify and use simple plurals and possessives.
- Correctly capitalize geographical names, holidays, and proper nouns correctly.
- Punctuate dates, city and state, and book titles correctly.

Language

FOURTH GRADE

Oral Process

- Discussion:
 - Discuss a variety of topics in small and large groups (LS1.2)
- Questioning, Listening, and Contributing:
 - Be responsible for contributing ideas, listening to others in a variety of roles (LS2.2)
- Oral Presentation:
 - Give formal and informal presentations that have a recognizable organization (sequencing, summarizing) (LS3.3-3.7)
- Roles Within Cooperative Learning:
 - Groups (e.g. literature circles, projects)

Word Learning

- Vocabulary and Concept Development:
 - Identify the meaning of common prefixes (un, re, dis) (LS4.9)
 - Determine the meaning of unknown words using context clues and the dictionary (LS4.13)
- Structures and Origins of Modern English:
 - Determine the meaning and use of common homonyms and root words (LS4.14)
 - Determine alternate word choices using a dictionary and thesaurus (LS4.15)
 - Identify and apply the meaning of the terms antonyms, synonyms, and homophone (LS4.16)
- Formal and Informal English:
 - Recall correct spelling of sight and spelling words (LS6.1)

Language Mechanics

- Recognize the subject-predicate relationship in a sentence (LS5.4)
- Identify the four basic parts of speech (adjective, noun, verb, adverb) (LS5.6)
- Identify and use correct mechanics (end marks, commas for series, capitalization) (LS5.7)
- Correct subject and verb agreement in a simple sentence and identify and correct sentence fragment (LS5.7)
- Identify common and proper nouns and use correctly in a sentence. (LS5.6)
- Identify verbs; state of being, action, helping. (LS5.11)
- Verb tenses; regular and irregular. (LS5.11)
- Articles, conjunctions, pronouns. (LS5.9)
- Introduce quotation marks and when to use them. (LS5.14)

Language

FIFTH GRADE

Oral Process

- Discussion:
 - Discuss a variety of topics in small and large group situations (LS1.3)
- Oral Presentation:
 - Give oral presentations maintaining correct pitch, stress, and clarity. (LS3.8)
 - Maintaining eye contact when presenting, using notes and or visual aids.
 - Adjusting language and presentation techniques to adapt to different purposes, such as, explaining a topic, teaching a skill, or presenting a point of view. (LS3.12)
 - Adjusting language and presentation techniques to adapt to different audiences. (3.12)
- Roles Within Cooperative Learning:
 - Be responsible for specific roles in various situations in cooperative learning groups. (LS1.3)

Word Learning

- Vocabulary and Concept Development:
 - Reinforcement of recognizing words related to a theme within various selections
 - Reinforcement of using context clues to identify unknown words (LS4.17)
 - Reinforcement of analyzing word parts (prefixes and suffixes) (LS4.18)
- Structure and Origins of Modern English:
 - Reinforcement of proper use of prefixes and suffixes and how they re applied they are applied to root words. (LS4.18)
 - Reinforcement of the use of homonyms, the use of the proper homonyms within written work. (LS22.7)
 - Reinforcement of using references, dictionaries and thesauruses, to expand a working vocabulary (LS4.19)
- Formal and Informal English:
 - Reinforcement of Identifying formal vs. informal language within writing as well as literature.
 - Introduction of identifying language styles from various cultures, time periods within literature (LS6.7)

Language Mechanics

Identification and Proper Use of Various Parts of Speech:

- Nouns: (LS5.9)
 - Reinforcement of common and proper nouns.
 - Reinforcement of the rules for forming plural nouns

- Introduction of gender
- Introduction of nominative Case (subjects, subjective complements and direct address) (5.12)
- Introduction of objective Case (direct objects, and objects of Preposition) (5.12)
- Reinforcement of possessive forms of nouns.
- Pronouns: (LS5.9)
 - Reinforcement of personal pronouns
 - Introduction of nominative case pronouns (5.12)
 - Introduction of objective case pronouns (5.12)
 - Introduction of possessive case pronouns (5.12)
 - Introduction of compound personal pronouns
- Verbs: (LS5.9)
 - Reinforcement of verb phrases (principal and auxiliary verbs) (5.11)
 - Reinforcement of regular and irregular verbs (principal parts)
 - Reinforcement of simple tenses (5.11)
 - Reinforcement of linking verbs
 - Introduction of transitive verbs
 - Introduction of intransitive verbs
- Adjectives: (LS5.9)
 - Reinforcement of descriptive and limiting adjectives
 - Introduction of proper adjectives
 - Reinforcement of demonstrative adjectives
 - Reinforcement of possessive adjectives
 - Introduction of comparison of adjectives
- Adverbs: (LS5.9)
 - Introduction of kinds of adverbs (time, manner and place)
 - Introduction of comparison of adverbs
- Prepositions: (LS5.9)
 - Reinforcement of and identification of prepositional phrases
- Conjunctions:
 - Reinforcement of connecting (subjects, predicates, direct objects and sentences) (LS5.13)
- Sentences:
 - Reinforcement of kinds of sentences
 - Reinforcement of identification and revision of sentence fragments (LS5.14)
 - Introduction of identification and revision of run ó on ó sentences (5.14)
 - Reinforcement of apply rules for agreement of subject/verb
- Capitalization, Proper Use (LS5.3)
 - Mastery of first words in a sentence, proper nouns, the pronoun I
 - Reinforcement of important words in titles, initials, abbreviations when the word would have been capitalized
 - Parts of a letter (first word of a salutation and complimentary
 - close.)

- Introduction the first word of each line in traditional poetry.
- Introductions of the words north, south, east and west when they refer to sections of the country.
- Introduction of the first word in a direct quotation.
- Punctuation: (LS5.14)
 - Commas:
 - Reinforcement of use in a series
 - Reinforcement in use to set off dates, addresses, and geographical names
 - Reinforcement of use in a friendly letter after the salutation and complimentary close
 - Reinforcement of use after words in direct address
 - Reinforcement of use before conjunctions in a compound sentence
 - Introduction of use to set off short direct
 - Quotations:
 - Other marks of punctuation: (LS5.14)
 - Mastery of use of end marks including question marks, periods and exclamation points
 - Reinforcement of use of apostrophe to show possession and contractions
 - Reinforcement of the use of quotation marks used before and after direct quotations
 - Introduction to use of quotation marks used before and after every part of a divided quotation

Language

SIXTH GRADE

Oral Process

- Discussion:
 - Discuss a variety of topics in small and large group situations (LS1.3)
- Oral Presentation:
 - Give oral presentations maintaining correct pitch, stress, and clarity. (LS3.8)
 - Maintaining eye contact when presenting, using notes and or visual aids.
 - Adjusting language and presentation techniques to adapt to different purposes, such as, explaining a topic, teaching a skill, or presenting a point of view. (LS3.12)
 - Adjusting language and presentation techniques to adapt to different audiences. (LS3.12)
- Roles within Cooperative Learning:
 - Be responsible for specific roles in various situations in cooperative learning groups. (LS1.3)

Word Learning

- Vocabulary and Concept Development:
 - Reinforcement of recognizing words related to a theme within various selections
 - Introduction of using context clues to identify unknown words as definitions and restatements, examples, comparison and contrasts, details, pictures etc from the general context, cause and effect clues. (LS4.17)
- Structure and Origins of Modern English:
 - Reinforcement of proper use of prefixes and suffixes and how they re applied they are applied to root words. (LS4.18)
 - Reinforcement of the use of homonyms, the use of the proper homonyms within written work. (LS22.7)
 - Reinforcement of using references, dictionaries and thesauruses, to expand a working vocabulary (LS4.19)
 - Introduction of analyzing root parts, root words (Latin and Greek meanings) (LS4.18)
 - Introduction to connotation and denotation of words
 - Introduction to word analogies
- Formal and Informal English:
 - Reinforcement of Identifying formal vs. informal language within writing as well as literature.
 - Reinforcement of identifying language styles from various cultures, time periods within literature (LS6.7)

Language Mechanics

Identification and proper use of various parts of speech:

- Nouns: (LS5.9)
 - Reinforcement of the use of (common/proper, singular/plural and possessive)
 - Reinforcement of nominative Case (subjects, subjective complements and direct address) (LS5.12)
 - Reinforcement of objective Case (direct objects, and objects of preposition) (LS5.12)
 - Introduction of nouns as indirect objects
- Pronouns: (LS5.9)
 - Reinforcement of subjective, objective and possessive case pronouns
 - Introduction of pronoun antecedent agreement (LS5.12)
 - Introduction of types of pronouns (interrogative, demonstrative, indefinite intensive and reflexive)
- Verbs: (LS5.9)
 - Reinforcement of (action/ linking, helping/verb phrases, principal parts (regular/irregular verbs and simple tense) (LS5.11)
 - Introduction of perfect tenses
- Adjectives and Adverbs (LS5.9)
 - Reinforcement of adjectives as descriptive words and modifiers, articles and proper
 - Introduction of predicate adjectives demonstrative adjectives
 - Introduction of other words used as adjectives (pronouns, nouns)
 - Introduction of adverbs that modify (verbs, adjectives, or another adverb)
 - Reinforcement of comparison of adverbs and adjectives
 - Introduction of when to use adverbs, adjectives as good, well
- Prepositions, Conjunctions and Interjections (LS5.9)
 - Reinforcement - Use of adjectival and adverbial phrases
 - Reinforcement of conjunctions joining subjects, predicates and sentences (LS5.13)
 - Introduction of interjections added to show emotions
- Sentences:
 - Mastery of identifying types of sentences and using them properly
 - Reinforcement of identification and revision of sentence fragments and run ó on sentences (LS5.14)
 - Reinforcement of identifying short simples sentences and forming compound sentences
 - Mastery of subject verb agreement
 - Introduction of subjects in unusual order
- Capitalization, Proper Use (LS5.3)
 - Mastery of first words in a sentence, proper nouns, the pronoun
 - Reinforcement of important words in titles, initials, abbreviations when the word would have been capitalized, first word in traditional poetry
 - Parts of a letter (first word of a salutation and complimentary close.)

- Reinforcement of the words north, south, east and west when they refer to sections of the country.
- Reinforcement of the first word in a direct quotation.
- Punctuation: (LS5.14)
 - Mastery of proper use of end marks in a sentence
 - Mastery of periods at the end of most initials and some abbreviations
 - Introduction of the use of periods after each letter and number in an outline
 - Introduction of use of periods used in an indirect question
 - Reinforcement of commas used in a series, after nouns in direct address dates, addresses and letters
 - Introduction of the use of commas with interrupters, appositives, and to avoid confusion between two or more adjectives, and to set off explanatory words in a quotation
 - Mastery of use of an apostrophe to show possession and in contractions
 - Reinforcement of use of quotation marks at the beginning and end of a direct quotation and before and after each part of a divided quotation
 - Introduction of use of semicolons in compound sentences and in a series
 - Introduction of use of colons to introduce a list, a greeting in a business letter, between hours and minutes in time

Language

SEVENTH GRADE

Oral Process

- Discussion:
 - Discuss a variety of topics in small and large group situation (LS1.3)
- Oral Presentation:
 - Give oral presentations maintaining correct pitch, stress, and clarity. (LS3.18)
 - Maintaining eye contact when presenting, using notes and or visual aids.
 - Adjusting language and presentation techniques to adapt to different purposes, such as, explaining a topic, teaching a skill, or presenting a point of view. (LS3.12)
 - Adjusting language and presentation techniques to adapt to different audiences. (LS3.12)
 - Restate and interpret information from a lecture
 - Present more complex explanations clearly and concisely
 - State a position in a debate and defend it with supporting evidence. (LS3.11)
- Roles Within Cooperative Learning:
 - Be responsible for specific roles in various situations in cooperative learning groups. (LS1.3)

Word Learning

- Vocabulary & Concept Development:
 - Reinforcement of using context clues to identify unknown words as definitions and restatements, examples, comparison and contrasts details, pictures etc. from the general context, cause and effect clues (LS4.20)
- Structures & Origins of Modern English:
 - Reinforcement of Analyzing Word Parts
 - Root words (Latin and Greek, Germanic meanings) Old English (LS4.21)
 - Prefixes and suffixes
- Formal and Informal English:
 - Analyze dialogue for different styles of language and relate it to character, or culture or era.

Language Mechanics

Identification and proper use of various parts of speech (LS5.15)

- Nouns:
 - Reinforcement of proper use of (common/proper, singular/plural, and Possessive)
 - Reinforcement of use of nouns as (subjects, direct objects, predicate nouns and objects of prepositions)
 - Reinforcement of use of nouns as indirect objects, and compound nouns

- Pronouns: (LS5.19)
 - Reinforcement of proper use of subjective, objective and possessive case pronouns
 - Reinforcement of pronoun antecedent agreement
 - Reinforcement of different types of pronouns (interrogative, demonstrative,
 - Indefinite and intensive and reflexive)
- Verbs: (LS5.15)
 - Reinforcement of (action/linking, helping/verb phrases, principal parts regular/irregular verbs, and simple tenses)
 - Reinforcement of perfect tenses
 - Introduction of gerunds and gerund phrases
 - Introduction of participles and participle phrases
 - Introduction of infinitive and infinitive phrases
- Adjectives and Adverbs: (LS5.20)
 - Reinforcement of adjectives as descriptive words and modifiers, articles, proper
 - Reinforcement of predicate adjectives
 - Reinforcement of other words used as adjectives (pronouns, nouns)
 - Reinforcement of adverbs that modify (verbs, adjectives, or another adverb)
 - Reinforcement of comparison of adjectives and adverbs
 - Reinforcement of when to use adjectives or adverbs (good/well, bad/badly etc.)
 - Reinforcement of avoiding the use of double negatives
- Prepositions, Conjunctions and Interjections:
 - Reinforcement of the use of adjectival and adverbial phrases
 - Reinforcement of the use of conjunctions joining subjects, predicates and sentences
 - Reinforcement of the use of interjections added to show emotion
- Sentences: (LS5.20)
 - Mastery of identifying kinds of sentences and using them properly
 - Reinforcement identifying and correcting sentence fragments and runóons
 - Mastery of subject verb agreement
 - Reinforcement of subjects in unusual order
 - Introduction of independent/ dependent clauses as used in compound, complex and compound/complex sentences. (LS5.18)
- Capitalization: (LS5.20)
 - Mastery of use for the first word in a sentence, proper names, first word in traditional poetry, important words in a title, pronoun I and the first words in a greeting and the close of a friendly letter
 - Reinforcement of use for initials, first word of a direct quote and the directions that name a region
 - Reinforcement of use for personal titles, family relationships when used as names or before names, the first word in an outline entry and the letters

introducing major subsection of organizations and institutions special events, awards and brand names

- Punctuation: (LS5.20)
 - Mastery of proper use of end marks in a sentence
 - Mastery of the use of periods at the end of most initials, and some abbreviations
 - Reinforcement of the use of periods after each letter and number in an outline
 - Reinforcement of the use of periods used in an indirect question
 - Reinforcement of the use of commas used in a series, after nouns in direct address, dates, addresses and letters
 - Reinforcement of the use of commas with interrupters, appositives and to avoid confusion, between two or more adjectives of equal rank that modify the same noun, and to set off explanatory words
 - Mastery of the use of an apostrophe to show possession and in contractions.
 - Introduction of apostrophes used to form the plural of a number, or letter
 - Reinforcement of quotation marks at the beginning and end of a direct quotation and before and after each part of a divided quotation
 - Reinforcement of the use of semicolons in compound sentences, and with items in a series
 - Reinforcement of the use of Colons to introduce a list of items, a greeting in a business letter and between hours and minutes in time.
 - Introduction of the use of hyphens used in some compound words, in compound numbers and in spelled out fractions
 - Introduction of the use of dashes to show an abrupt break in thought
 - Introduction of the use of parentheses to set off material loosely related to the rest of the sentence

Language

EIGHTH GRADE

Oral Process

- Discussion:
 - Discuss a variety of topics in small and large group situation (LS1.3)
- Oral Presentation
 - Give oral presentations maintaining correct pitch, stress, and clarity. (LS3.8)
 - Maintaining eye contact when presenting, using notes and or visual aids.
 - Adjusting language and presentation techniques to adapt to different purposes, such as, explaining a topic, teaching a skill, or presenting a point of view. (LS3.12)
 - Adjusting language and presentation techniques to adapt to different audiences. (LS3.12)
 - Restate and interpret information from a lecture
 - Present more complex explanations clearly and concisely
 - State a position in a debate and defend it with supporting evidence. (LS3.11)
- Roles Within Cooperative Learning:
 - Be responsible for specific roles in various situations in cooperative learning groups. (LS1.3)

Word Learning

- Vocabulary & Concept Development:
 - Reinforcement of using context clues to identify unknown words as definitions and restatements, examples, comparison and contrasts details, pictures etc. from the general context, cause and effect clues (LS4.20)
- Structures & Origins of Modern English:
 - Reinforcement of Analyzing Word Parts
 - Root words (Latin and Greek, Germanic meanings) Old English (LS4.21)
 - Prefixes and suffixes
 - Reinforcement of connotation and denotation
 - Reinforcement of word analogies
- Formal and Informal English:
 - Analyze dialogue for different styles of language and relate it to character, or culture or era.

Language Mechanics

Identification and proper use of various parts of speech: (LS5.15)

- Nouns:
 - Mastery of proper use of (common/proper, singular/plural, and possessive)
 - Mastery of use of nouns as (subjects, direct objects, nouns and objects of prepositions)

- Reinforcement of use of nouns as indirect objects, and compound nouns
- Pronouns: (LS5.19)
 - Mastery of proper use of subjective, objective and possessive case pronouns
 - Mastery of pronoun antecedent agreement
 - Reinforcement of different types of pronouns (interrogative, demonstrative, indefinite and intensive and reflexive)
- Verbs: (LS5.15)
 - Mastery of (action/linking, helping/verb phrases, principal parts, regular/irregular verbs, and simple tenses)
 - Reinforcement of perfect tenses
 - Reinforcement of gerunds and gerund phrases
 - Reinforcement of participles and participle phrases
 - Reinforcement of infinitive and infinitive phrases
- Adjectives and Adverbs: (LS5.20)
 - Mastery of adjectives as descriptive words and modifiers, articles, proper
 - Mastery of predicate adjectives
 - Reinforcement of other words used as adjectives (pronouns, nouns)
 - Mastery of adverbs that modify (verbs, adjectives, or another adverb)
 - Mastery of comparison of adjectives and adverbs
 - Reinforcement of when to use adjectives or adverbs (good/well, bad/badly, etc.)
 - Reinforcement of avoiding the use of double negatives
- Prepositions, Conjunctions and Interjections:
 - Reinforcement of the use of adjectival and adverbial phrases
 - Reinforcement of the use of conjunctions joining subjects, predicates and sentences
 - Reinforcement of the use of interjections added to show emotion
- Sentences: (LS5.20)
 - Mastery of identifying kinds of sentences and using them properly
 - Reinforcement identifying and correcting sentence fragments and run ons
 - Mastery of subject verb agreement
 - Reinforcement of subjects in unusual order
 - Introduction of independent/ dependent clauses as used in compound, complex and compound/complex sentences. (LS5.18)
- Capitalization: (LS5.20)
 - Mastery of use for the first word in a sentence, proper names, first word in traditional poetry, important words in a title, pronoun I and the first words in a greeting and the close of a friendly letter
 - Reinforcement of use for initials, first word of a direct quote and the directions that name a region
 - Reinforcement of use for personal titles, family relationships when used as names or before names, the first word in an outline entry and the letters

introducing major subsection of organizations and institutions special events, awards and brand names

- Punctuation: (LS5.20)
 - Mastery of proper use of end marks in a sentence
 - Mastery of the use of periods at the end of most initials, and some abbreviations
 - Reinforcement of the use of periods after each letter and number in an outline
 - Reinforcement of the use of periods used in an indirect question
 - Reinforcement of the use of commas used in a series, after nouns in direct address, dates, addresses and letters
 - Reinforcement of the use of commas with interrupters, appositives and to avoid confusion, between two or more adjectives of equal rank that modify the same noun, and to set off explanatory words
 - Mastery of the use of an apostrophe to show possession and in contractions.
 - Introduction of apostrophes used to form the plural of a number, or letter
 - Reinforcement of quotation marks at the beginning and end of a direct quotation and before and after each part of a divided quotation
 - Reinforcement of the use of semicolons in compound sentences, and with items in a series
 - Reinforcement of the use of Colons to introduce a list of items, a greeting in a business letter and between hours and minutes in time.
 - Reinforcement of the use of hyphens used in some compound words, in compound numbers and in spelled out fractions
 - Reinforcement of the use of dashes to show an abrupt break in thought
 - Reinforcement of the use of parentheses to set off material loosely related to the rest of the sentence

Composition

KINDERGARTEN

Writing Mechanics

- Letter Formation
 - Print upper- and lower-case letters of the alphabet. (LS22.1)
- Sentence Structure
 - (For Imaginative/Literary Writing)
 - Draw pictures and/or use letters or phonetically spelled words to tell a story. (LS19.1)
 - Dictate sentences for a story and collaborate to put the sentences in chronological order. (LS19.2)
 - (For Informational/Expository Writing)
 - Draw pictures and/or use letters or phonetically spelled words to give others information. (LS19.3)
 - Dictate sentences for a letter or directions and collaborate to put the sentences in order. (LS19.4)
- Organizing Ideas and Writing
 - Arrange events in order when writing or dictating. (LS23.1)
 - Arrange ideas in a way that makes sense. (LS23.2)
- Research/Study Skills
 - Generate questions and gather information from several sources in a classroom, school, or public library. (LS24.1)

Composition

FIRST GRADE

(Continue to address earlier standards as needed)

Writing Process

- **Writing Program** (remove John Collins- not formally taught until 5th grade- standardize terminology to align with McGraw Hill Reading series)
 - Prewrite: brainstorming ideas.
 - Draft: Putting ideas on paper concerning a particular topic (LS19)
 - Revise: in the context of the genre of writing: (Sequence, accuracy, expressiveness, clarity)
 - Edit/Proofread- revise for conventions (punctuation, grammar, spelling, etc.)
 - Publish
- **Genre of Writing**
 - Use of variety of forms or genres when writing for different purposes (LS20.1)
 - Personal Narrative
 - Comparative Narrative
 - Persuasive Writing
 - Explanatory Writing
 - Narrative Writing
 - Expository Writing
 - Write or dictate short stories using a beginning, middle, and an end (LS19.5)
 - Write or dictate short poems with rhyme (LS19.6)
 - Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order (LS 19.7)
 - Develop writing skills through daily journal entries (LS 19.5)

Writing Mechanics

- **Letter Formation:**
 - Print upper and lower case letters correctly (LS22.1)
 - Write their first and last name using correct letter formation (LS22.1)
- **Sentence Structure:**
 - Use correct spelling of common sight words and spelling words (LS22.2)
 - Use correct punctuation (period, exclamation mark, question mark, quotation marks) in sentences (LS22.2)
 - Use proper spacing in between words (LS22.2)
 - Write the correct date on their papers (LS22.2)
 - Capitalize proper names and the beginning letter of a sentence (LS22.2)
- **Organizing Ideas and Writing:**
 - List events in order of story sequence (LS23.1)
- **Research/Study Skills:**
 - Ask questions to gain information to further knowledge (LS24.1)

LS19.8 Write or dictate research questions.

LS21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive

LS25.1 Support judgments about classroom activities or presentations

Composition

SECOND GRADE

(Continue to address earlier standards as needed)

Writing Process

- Writing Program (remove John Collins- not formally taught until 5th grade- standardize terminology to align with McGraw Hill Reading series)
 - Prewrite : brainstorming ideas
 - Draft: Putting ideas on paper concerning a particular topic (LS19)
 - Revise: in the context of the genre of writing: (Sequence, accuracy, expressiveness, clarity)
 - Edit/Proofread- revise for conventions (punctuation, grammar, spelling, etc.)
 - Publish
- Genre of Writing
 - Use of variety of forms or genres when writing for different purposes (LS20.1)
 - Personal Narrative
 - Comparative Narrative
 - Persuasive Writing
 - Explanatory Writing
 - Narrative Writing
 - Expository Writing
 - ❖ Compositions where the intent is to tell a story. Some of these projects include a folktale, a personal invitation, regret and thanks.
 - Expository Writing
 - ❖ Compositions where the intent is to provide clear information. Some of these projects include description of an object, a process, and interview, a poster, a booklet to inform, a summary, creating notes.)
 - ❖ Compositions where the intent is to analyze, explain why, and **influence or persuade**. Some of these projects include a book review, a letter to a parent, **letter of complaint**.
 - Compositions where the intent is to be rich in sensory detail, so that the reader has the same impression as the writer. Some of these projects include detailed description of a single moment, a person, and a place, a variety of poems.) (**where place?**)

Writing Mechanics

- Sentence Structure: (LS22.2)
 - Use correct standard English mechanics such as:
 - Printing upper-lower-case letters legibly and using them to make words;
 - Separating words with spaces;

- Understanding and applying rules for capitalization at the beginning of a sentence, for names and places, and capitalization and commas in dates;
 - Using correct spelling of sight and/or spelling words;
 - Using appropriate end marks such as periods and question marks.
- Cursive:
 - Write legibly in cursive, leaving space between letters in a word and between words in a sentence. (LS22.3)
 - Organizing Ideas and Writing:
 - Arrange events in order when writing or dictating. (LS23.1)
 - Arrange ideas in a way that makes sense. (LS23.2)
 - Research/Study Skills:
 - Generate questions and gather information from several sources in a classroom, school, or public library. (LS24.1)
 - Locate and collect information using age appropriate reference sources and graphic organizers.
 - Use simple reference tools.
 - Organize and classify content using lists.
 - Enter a main idea and at least three sub-topics into a graphic organizer.
 - Use specific study strategy to find or learn information.
 - Recognize fiction, non-fiction and biography sections in a library.

LS20.2 Use appropriate language for different audiences and puposes- think you do just not written

Composition

THIRD GRADE

(Continue to address earlier standards as needed)

Writing Process

- **Writing Program** (remove John Collins- not formally taught until 5th grade- standardize terminology to align with McGraw Hill Reading series)
 - **Prewrite** : brainstorming ideas
 - **Draft**: Putting ideas on paper concerning a particular topic (LS19)
 - **Revise**: in the context of the genre of writing: (Sequence, accuracy, expressiveness, clarity)
 - Revise writing to improve level of detail after determining what could be added or deleted (LS21.2)
 - **Edit/Proofread**- revise for conventions (punctuation, grammar, spelling, etc.)
 - Improve word choices by using dictionaries or thesauruses. (LS21.3)
 - **Publish**
- **Genres of Writing**:
 - **Use of variety of forms or genres when writing for different purposes** (LS20.1)
 - **Personal Narrative**
 - ❖ Students write compositions based on personal experiences that have a clear focus and sufficient supporting detail. (LS19.13)
 - **Comparative Narrative**
 - **Persuasive Writing**
 - **Explanatory Writing**
 - **Narrative Writing**
 - **Expository Writing**
 - ❖ Some examples of this would be: several book reviews to explain why they like a book or not, invitations, and letters home to parents in friendly letter format.
 - Write stories that have a beginning, middle, and end and contain details of setting. (LS19.9)
 - Write short poems that contain simple sensory details. (LS19.10)
 - - Some of these projects include: character journals, letters of invitation, ads, book reviews and comic strip
 - Write compositions where the intent is to provide clear information. Some of these projects include: summaries, short research paper on an assigned topic and descriptions of different objects.
 - Write vivid stories describing characters in books or events that surround them. Some of these projects include: detailed description of a story or event in one's life and a poem.

Writing Mechanics

- Sentence Structure:
 - Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.
- Cursive
 - Write legibly in cursive, leaving space between letters in a word and between words in a sentence. (LS22.3)
- Organizing Ideas & Writing
 - Organize plot events of a story in an order that leads to a climax. (LS23.3)
 - Organize ideas for a brief response or summary to a reading. (LS23.4)
 - **Organize a personal daily schedule to follow.**
- Research/Study Skills
 - Identify and utilize the parts of a books including table of contents, glossary and index.
 - Demonstrate proper use of dictionary using guiding words.
 - Write a simple report using Internet and various other sources.

LS24.2 Identify and apply steps in conducting and reporting research

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

Composition

FOURTH GRADE

(Continue to address earlier standards as needed)

Writing Process

- **Writing Program** (remove John Collins- not formally taught until 5th grade- standardize terminology to align with McGraw Hill Reading series)
 - **Prewrite** : brainstorming ideas
 - **Draft**: Putting ideas on paper concerning a particular topic (LS19)
 - **Revise**: in the context of the genre of writing: (Sequence, accuracy, expressiveness, clarity)
 - **Edit/Proofread**- revise for conventions (punctuation, grammar, spelling, etc.) (LS20.2)
 - **Publish** (LS21.2-21.3)
 - Students write a final draft correcting mistakes.
 - Conventional goals such as complete sentences, punctuation, usage (subject and verb agreement in a simple sentence) and sentence structure (elimination of fragments and run-on sentences). 22.3-6
 - Organizational goals such as paragraphing, creating topic sentences, concluding sentences and arranging ideas to achieve clarity and coherence. 23.3-5
- **Genres of Writing**
 - **Use of a variety of forms or genres when writing for different purposes** (LS20.1)
 - **Personal Narrative**
 - ❖ Compositions where the intent is to tell a story. Some of these projects include a personal narrative, a journal entry, short stories that have a beginning, middle and end and contain details of setting (LS19.9)
 - **Comparative Narrative**
 - **Persuasive Writing**
 - **Explanatory Writing**
 - **Narrative Writing**
 - **Expository Writing**
 - ❖ Brief summaries of information gather through research (LS19.11)
 - ❖ Brief interpretation or explanation of a literary or informational text using evidence from the text as support. (LS19.12)
 - ❖ Write an account based on personal experience that has a clear focus and sufficient supporting detail. (LS19.13)
 - Write short poems that contain simple sense details. (LS19.9)
 - Interprets of literary or informational text using evidence from the text as support or give an opinion to persuade (LS19.11-19.13)

- Poems where the idea is to identify rhyme rhythm, repetition, similes, and sensory images. (LS14.2)- should this be here?

Writing Mechanics

- Organizing Ideas in Writing
 - Organize plot events of a story in an order that leads to a climax (LS23.3)
 - Organize ideas for a brief response to a reading (LS23.4)
 - Organize ideas for an account of a personal experience in a way that makes sense. (LS23.5)
- Research and Study Skills
 - Identify and apply steps in conducting and reporting research(LS24.2)

Composition

FIFTH GRADE

- Paragraphs by: (LS19)
 - Being introduced to the use of good topic sentences
 - Making sure there is unity in their paragraphs
 - Introducing the use of transitional words or phrases when appropriate
- Compositions by:
 - Being introduced to writing an introduction paragraph for compositions
 - Arranging paragraphs in logical order.
 - Being introduced to writing a good conclusion paragraph

Writing Process

- Introduce John Collins Writing Program
 - Type 1:
 - Write to get ideas down on paper concerning a particular topic brainstorming
 - Explore a topic by writing what they know and what they would like to know.
 - Use graphic organizers to prepare information for various writing projects such as problem/solution
 - Type 2:
 - Students write for content as in a short essay to give accurate information on tests and quizzes.
 - Students use quotes, details and examples from literature to support their answers.
 - Type 3: (LS21.4, 21.5) 26 & 27 missing?
 - Students write a composition with substantive content that meets three standards called Focus Correction Areas (FCA's)
 - Students read their work aloud to edit, making sure the sentences and paragraphs written make sense. They will also edit for the three focus correction areas.

2nd FCA writing style, word choice, types of sentences, etc. (LS 21.4-21.5)
 - Type 4: editing (LS21.5-21.6)
 - Introduction to taking type 3 drafts and have a peer read it out loud with them and critique it so that they can make corrections
 - Reinforcement of writing a second draft where corrections have been made
 - Type 5:
 - Students take a Type 4 writing, and edit it, writing multiple drafts so the composition is of publishable quality.
 - DARE essay and Mother's Day essay

- Type 3, 4 and 5 writing projects include a variety of: (LS20.3)
 - Audiences some of which include younger students, peers, contest judges, parents and other characters from the story. (LS20.2)
- Writers Roles
 - Some of which are a character from a story or legend, an older student, an inventor, a historical character, a student with diabetes (LS20.2) **changed**
- Four Domains of Writing: John Collins Program
 - Imaginative/Narrative
 - Compositions where the intent is to tell a story. Some of these projects include a folktale, a personal narrative, a journal entry from a character, an anecdote, letters of invitation, regret and thanks, a fictional account from a historical character, **a myth to explain something in nature and a tall tale**. (LS 19.4)
 - Informative/Practical
 - Compositions where the intent is to provide clear information. Some of these projects include description of an object, a process, an interview, a poster, a booklet to inform, a summary, creating notes, short research paper on a specific topic. (LS19.17-19.8)
 - Sensory/Descriptive
 - Compositions where the intent is to be rich in sensory detail, so that the reader has the same impression as the writer. Some of these projects include detailed description of a single moment, a person, and a place, a variety of poems (**color poem**) (LS19.15)
 - Analytical/Expository **journal entries as characters**
 - Composition where the intent is to analyze, explain why and influence or persuade. Some of these projects include a, a letter to a parent, **journal entries point of view of character. Devil's Tower new ending with new explanation of events** (LS19.16-19.18)
- Editing
 - Students edit rough drafts for focus correction areas to meet
 - Conventional goals such as complete sentences, punctuation, spelling adjectives, adverbs, appropriate use of quotations, capitalization, verb agreement, no run on sentences. (LS22.7)
 - Organizational goals such as paragraphing, organization of paragraphs in an essay, transitional words, introductory paragraphs, conclusion paragraphs that summarize or express opinions. (LS21.4, 21.6, 23.11)
 - Style and expression goals such as sentence variety (types and length) ,word choice appropriate for audience, vivid verbs, replacing common words with synonyms that provide variety and more accurate description, sensory detail use of figurative language. (LS21.5)

- Content goals that reflect attitudes of characters, bring in details from the story, provides information on specific topics, and demonstrates knowledge of specific formats such as folktales.

Writing Mechanics

- Sentence Structure
 - Being introduced to expanding sentences with modifiers (adjectives, adverbs, adjectival and adverbial phrases) (LS5.10)
 - Combining short repetitive phrases by using compound subjects, predicates and direct objects.
 - Combining short sentences creating more complex compound sentences (LS5.13)
- Organizing Ideas and Writing
 - In Paragraphs
 - Being introduced to the use of good topic sentences (LS23.8)
 - Making sure there is unity in a paragraph (LS23.7)
 - Introducing the use of transitional words or phrases when appropriate
 - Students edit compositions to include effective language (LS21.7)
 - Introduction of the use of precise words
 - Introduction of the use of figurative language Compositions by
 - Being introduced to writing an introduction paragraph for compositions
 - Arranging paragraphs in logical order.
 - Being introduced to writing a good conclusion paragraph
- Research and Study Skills (LS24.3, 19.16)
 - Utilize the process for research including identifying a topic, and identifying research questions
 - Introduction of selecting appropriate sources
 - Introduction to creation of Works Cited remove
 - Using note taking skills and paraphrasing to collect data
 - Create a simple outline

25.3 FCA's rubrics for oral presentations

Composition

SIXTH GRADE

Writing Process

- John Collins Writing Program
 - Type 1:
 - Students write to get ideas down on paper concerning a particular topic brainstorming
 - Students explore a topic by writing what they know and what they would like to know.
 - Type 2:
 - Students write for content as in a short essay to give accurate information on tests and quizzes.
 - Students use quotes, details and examples from literature to support their answers.
 - Type 3: (LS21.4, 21.6, 20.3)
 - Students write a composition with substantive content that meets three standards called Focus Correction Areas (FCAø)
 - Students read their work aloud to edit, making sure the sentences and paragraphs written make sense. They will also edit for the three focus areas.
 - Type 4: (LS21.5-21.6)
 - Students take type 3 drafts and have a peer read it out loud and critique it so that they can make corrections
 - Students write a second draft where corrections have been made
 - Type 5:
 - Students take a Type 4 writing, and edit it, writing multiple drafts so the composition is of publishable quality.
 - Type 3, 4, and 5 writing projects include a variety of:
 - Audiences: some of which include younger students, peers, contest judges, parents and other characters from the story
 - Writerø Role some of which include a character from a story or an older student, a reporter, an advertising expert, a talk show host, a puppeteer
- **Four Domains of Writing: John Collins Program**
 - Imaginative/Narrative
 - Compositions where the intent is to tell a story. Some of these projects include a personal narrative(memoirs), a puppet show, an interview of a character (LS20.4, 19.4)
 - Informative/Practical
 - Compositions where the intent is to provide clear information. Some of these projects include an interview, a poster, a booklet to

- inform, a summary, creating notes, short research paper on a specific topic. (LS19.17-19.8)
- Sensory/Descriptive
 - Compositions where the intent is to be rich in sensory detail, so that the reader has the same impression as the writer. Some of these projects include detailed description of a single moment (**memoir, anecdote**), a person, and a place, a haiku, **poetry**, a limerick, a fear poem (LS19.15)
 - Analytical/Expository
 - Composition where the intent is to analyze, explain why and influence or persuade. Some of these projects include a book review, a letter to a parent, a short persuasive paragraph. **Point of view of different characters showing same events, show affects of character traits** (LS19.16-19.18)
 - **Editing**
 - Students edit rough drafts for focus correction areas to meet
 - Conventional goals such as complete sentences, punctuation, spelling adjectives, adverbs, appropriate use of quotations, capitalization, verb agreement, no run ó on sentences. (LS22.7)
 - Organizational goals such as paragraphing, organization of paragraphs, transitions, introductory paragraphs, conclusions that summarize or express opinions. (LS21.4, 21.6, 23.11)
 - Style and expression goals such as sentence variety (both types and varying length) ,word choice appropriate for audience, vivid verbs, replacing common words with synonyms that provide variety and more accurate description, sensory detail, use of figurative language, audience grabbing beginning. (LS21.4-21.5)
 - Content goals that reflect attitudes of characters, bring in details from the story, provide information on specific topics, and demonstrate knowledge of specific formats such as folklore, magazine articles, memoirs, anecdotes, limericks, biographies.

Writing Mechanics

- Sentence Structure
 - Being introduced to expanding sentences with modifiers (adjectives, adverbs, adjectival and adverbial phrases) (LS5.10)
 - Combining short repetitive phrases by using compound subjects, predicates and direct objects.
 - Combining short sentences creating more complex compound sentences (LS5.13)
- Organizing Ideas and writing
 - In Paragraphs
 - Being introduced to the use of good topic sentences (LS23.8)
 - Making sure there is unity in their paragraphs (LS23.7)

- Introducing the use of transitional words or phrases when appropriate (LS23.10)
 - Students edit compositions to include effective language (LS21.6)
 - Reinforcement of the use of figurative language
 - Reinforcement of writing an introduction paragraph for compositions
 - Arranging paragraphs in logical order. (LS23.7)
 - Reinforcement of writing a good conclusion paragraph
- Research / Study Skills (LS19.16, 24.3)
 - Utilize the process for research including identifying a topic, and identifying research questions
 - Reinforcement of selecting sources, identifying primary and secondary sources.
 - Use note taking skills, and paraphrasing to collect data
 - Create Works Cited
 - Create an outline

Composition

SEVENTH GRADE

Writing Process

- John Collins Writing Program
 - Type 1:
 - Students write to get ideas down on paper concerning a particular topic. Brainstorming, predicting, connecting and evaluating
 - Students explore a topic by writing what they know and what they would like to know.
 - Type 2:
 - Students write for content as in a short essay to give accurate information on tests and quizzes.
 - Students use quotes, details and examples from literature to support their answers.
 - Type 3: (LS20.4)
 - Students write a composition with substantive content that meets three standards called Focus Correction Areas (FCAø)
 - Students read their work aloud to edit, making sure the sentences and paragraphs written make sense. They will also edit for the three focus areas.
 - Type 4: (LS21.5-21.6)
 - Students take type 3 drafts and have a peer read it out loud and critique it so that they can make corrections
 - Students write a second draft where corrections have been made
 - Type 5:
 - Students take a Type 4 writing, and edit it, writing multiple drafts so the composition is of publishable quality.
 - Type 3, 4, and 5 writing projects include a variety of:
 - Audiences: some of which include younger students, peers, contest judges, parents and other characters from the story (LS20.4)
 - Writerø Role some of which include a character from a story or an older student, a reporter, a magazine writer, a talk show host, an illustrator, a homeless person, Jackie Robinson, an immigrant. (LS20.4)
- **Four Domains of Writing**
 - Imaginative/Narrative
 - Compositions where the intent is to tell a story. Some of these projects include **scripts for myths**, an interview of a character from a story, an entry in a book of homelessness
 - Informative/Practical

- Compositions where the intent is to provide clear information. Some of these projects include description of a process, an interview; four compare and contrast essays, a poster, a summary, creating notes, research paper on a specific topic.
- Sensory/Descriptive
 - Compositions where the intent is to be rich in sensory detail, so that the reader has the same impression as the writer. Some of these projects include detailed description of a single moment, a narrative poem, a poem using an extended metaphor (LS19.20)
- Analytical/Expository
 - Composition where the intent is to analyze, explain why and influence or persuade. Some of these projects include several persuasive essays, business letters from characters, compare and contrast essays, editorials (LS19.21, 20.4, 23.11)
- **Editing**
 - Students edit rough drafts for focus correction areas to meet
 - Conventional goals such as complete sentences, punctuation, spelling adjectives, adverbs, appropriate use of quotations, capitalization, verb agreement, no run ó on sentences. (LS22.8)
 - Organizational goals such as paragraphing, organization of paragraphs, transitions, introductory paragraphs, conclusions that summarize or express opinions. (LS21.6)
 - Style and expression goals such as sentence variety (both types and varying length) ,word choice appropriate for audience, vivid verbs, replacing common words with synonyms that provide variety and more accurate description, sensory detail, use of figurative language, audience grabbing beginning. Good thesis statement, clearly stated arguments in a persuasive paragraph with examples, or facts to back them up.(LS21.7, 23.10)
 - Content goals that reflect attitudes of characters, bring in details from the story, provide information on specific topics, and demonstrate knowledge of specific formats such as business letters, compare and contrast essays, persuasive essays, editorials. (LS23.11)

Writing Mechanics

- **Sentence Structure**
 - Students edit sentences in written work by using expanding sentences with modifiers (adjectives, adverbs, adjectival and adverbial phrases)
 - Combining short repetitive phrases by using compound subjects, predicates and direct objects.
 - Combining short sentences creating more complex compound sentences, complex sentences and compound complex sentences
- **Organizing Ideas and Writing**

- Edit to Improve Paragraphs
 - Reinforcement of the use of good topic sentences
 - Introduction of a good thesis statement
 - Making sure there is unity in their paragraphs
 - Reinforcement of the use of transitional words or phrases when appropriate (LS23.10)
- Improve Compositions (LS19.23)
 - Reinforcement of writing an introduction paragraph for compositions
 - Arranging paragraphs in logical order.
 - Reinforcement of writing a good conclusion paragraph
- Edit Compositions to Include Effective Language (LS21.7)
 - Reinforcement of the use of precise words
 - Reinforcement of the use of figurative language
- Research / Study Skills (LS19.21, 24.4)
 - Reinforcement of differentiation of primary and secondary sources
 - Introduction to the use of endnotes
 - Reinforcement of documentation in Works Cited

Composition

EIGHTH GRADE

Writing Process

- John Collins Writing Program
 - Type 1:
 - Students write to get ideas down on paper concerning a particular topic. Brainstorming, predicting, connecting and evaluating
 - Students explore a topic by writing what they know and what they would like to know.
 - Type 2:
 - Students write for content as in a short essay to give accurate information on tests and quizzes.
 - Students use quotes, details and examples from literature to support their answers.
 - Type 3:
 - Students write a composition with substantive content that meets three standards called Focus Correction Areas (FCA's)
 - Students read their work aloud to edit, making sure the sentences and paragraphs written make sense. They will also edit for the three focus areas.
 - Type 4: (LS21.5-21.6)
 - Students take type 3 drafts and have a peer read it out loud and critique it so that they can make corrections
 - Students write a second draft where corrections have been made
 - Type 5:
 - Students take a Type 4 writing, and edit it, writing multiple drafts so the composition is of publishable quality.
 - Type 3, 4, and 5 writing projects include a variety of:
 - Audiences: some of which include younger students, peers, contest judges, parents and other characters from the story (LS20.4)
 - Writers' Role some of which include an advice columnist, a feature reporter, a fable writer, a character seeking employment, a character writing a letter of complaint, a prosecutor, a defending lawyer. (LS20.4)
- **Four Domains of Writing**
 - Imaginative/Narrative
 - Compositions where the intent is to tell a story. Some of these projects include a fable, a letter to an advice columnist, a feature story from a character from a story, an entry in a book of homelessness. (LS19.19)

- Informative/Practical
 - Compositions where the intent is to provide clear information. Some of these projects include description of a process, an interview, four compare and contrast essays a poster, a summary, creating notes, research paper on a specific topic.
- Sensory/Descriptive
 - Compositions where the intent is to be rich in sensory detail, so that the reader has the same impression as the writer. Some of these projects include detailed description of a single moment, a narrative poem, an advice poem, poems that reflect feelings and attitudes (LS19.20)
- Analytical/Expository
 - Composition where the intent is to analyze, explain why and influence or persuade. Some of these projects include several persuasive essays, business letters from characters, including a letter of complaint, a letter of request , persuasive essays compare and contrast essays, editorials (LS19.21, 20.4, 23.11)
- Note that some projects will combine several of the purposes for writing.
- **Editing**
 - Students edit rough drafts for focus correction areas to meet
 - Conventional goals such as complete sentences, punctuation, spelling adjectives, adverbs, appropriate use of quotations, capitalization, verb agreement, no run ó on sentences. (LS22.8)
 - Organizational goals such as paragraphing, organization of paragraphs, transitions, introductory paragraphs, conclusions that summarize or express opinions. (LS21.6)
 - Style and expression goals such as sentence variety (both types and varying length) ,word choice appropriate for audience, vivid verbs, replacing common words with synonyms that provide variety and more accurate description, sensory detail, use of figurative language, audience grabbing beginning. Good thesis statement, clearly stated arguments in a persuasive paragraph with examples, or facts to back them up.(LS21.7, 23.10)
 - Content goals that reflect attitudes of characters, bring in details from the story, provide information on specific topics, and demonstrate knowledge of specific formats such as business letters, compare and contrast essays, persuasive essays, editorials. (LS23.11)

Writing Mechanics

- **Sentence Structure**
 - Students edit sentences in written work by using expanding sentences with modifiers (adjectives, adverbs, adjectival and adverbial phrases)
 - Combining short repetitive phrases by using compound subjects, predicates and direct objects.

- Combining short sentences creating more complex compound sentences, complex sentences and compound complex sentences
- Organizing Ideas and Writing
 - Edit to Improve Paragraphs (LS19.22)
 - Reinforcement of the use of good topic sentences
 - Introduction of a good thesis statement
 - Making sure there is unity in their paragraphs
 - Reinforcement of the use of transitional words or phrases when appropriate (LS23.10)
 - Improve Compositions (LS19.23)
 - Reinforcement of writing an introduction paragraph for compositions
 - Arranging paragraphs in logical order.
 - Reinforcement of writing a good conclusion paragraph
 - Edit Compositions to Include Effective Language (LS21.7)
 - Reinforcement of the use of precise words
 - Reinforcement of the use of figurative language
- Research / Study Skills (LS19.21, 24.4)
 - Reinforcement of differentiation of primary and secondary sources
 - Reinforcement of the use of endnotes
 - Reinforcement of documentation in Works Cited

Literature

KINDERGARTEN

Reading Strategies

- Beginning Reading
 - Demonstrate understanding of the forms and functions of written English:
 - Recognize that printed material provides information or entertaining stories
 - Know how to handle a book and turn the page
 - Identify the covers and title page of a book
 - Recognize English print directionality
 - Identify upper and lower case letters
 - Recognize that printed words are separated by spaces
 - Recognize that sentences in print are made up of separate words (LS7.1)
 - Demonstrate orally that phonemes exist and that they can be isolated and manipulated.
 - Understand that a sound is a phoneme, or one distinct sound
 - Understand that words are made up of one or more syllables
 - Recognize and produce rhyming words
 - Identify the initial, medial, and final sounds of a word
 - Blend sounds to make a word (LS7.2)
 - Use letter-sound knowledge to identify unfamiliar words in print and gain meaning.
 - Know that there is a link between letters and sounds
 - Recognize letter-sound matches by naming and identifying each letter of the alphabet
 - Understand that written words are composed of letters that represent sounds
 - Use letter-sound matches to decode simple words (LS7.3)
- Understanding a Text
 - For Imaginative/Literary Texts
 - Make predictions using prior knowledge, pictures, and text (LS8.1)
 - Retell a main event from a story heard or read (LS8.2)
 - Ask questions about the important characters, setting, and events (LS8.3)
 - For Informational/Expository Texts
 - Make predictions about the content of the text using prior knowledge and text features (title, captions, illustrations) (LS8.4)
 - Retell important facts from a text heard or read (LS8.5)
- Making Connections
 - Identify similarities in plot, setting, and character among the works of an author or illustrator (Eric Carle) (LS9.1)

- Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes) (LS9.2)

Reading Comprehension

- Understanding Text
 - See Reading Strategies, Understanding Text
- Themes
 - Relate themes in works of fiction and nonfiction to personal experience. (LS11.1)

Genre

- Fiction
 - Identify the elements of plot, character, and setting in a favorite story. (LS12.1)
- Non-fiction
 - Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents). (LS13.1)
 - Identify and use knowledge of common graphic features (illustrations, type size). (LS13.2)
 - Make predictions about the content of a text using prior knowledge and text and graphic features. (LS13.3)
 - Explain whether predictions about the content of a text were confirmed or disconfirmed and why. (LS13.4)
 - Restate main ideas and important facts from a text heard or read. (LS13.5)
- Poetry
 - Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry. (LS14.1)
- Dramatic Literature
 - Identify the elements of dialogue and use them in informal plays. (LS17.1)

Literature

FIRST GRADE

Reading Strategies

- Beginning Reading
 - Students demonstrate order of letters in the alphabet (LS7.4)
 - Students combine letters to form words (LS7.4)
 - Students show awareness of printed words match oral words (LS7.4)
 - Students spell spelling words and common sight words correctly (LS7.4)
 - Students identify sentences and paragraphs (LS7.4)
 - Students identify the title, author and illustrator of a book (LS7.4)
 - Students show auditory discrimination in context (LS7.5)
 - Students discriminate beginning, medial, and final consonants in words (LS7.5)
 - Students show awareness of long and short vowel sounds in words (LS7.5)
 - Students identify that y can sometimes be a vowel in words (LS7.5)
 - Students hear consonant blends in words (l,r,s) (LS7.7)
 - Students identify final blends in words (nk, mp, ng, nt, sk, st) (LS7.7)
 - Students identify consonant digraphs in words (th, sh, wh, ch, kn) (LS7.5)
 - Students identify word structure: compound words, contractions, base words, and inflectional endings (s, ing, ed) (LS7.7)
 - Students read one-syllable, two-syllable, and multi-syllable words (LS7.7)
 - Students recognize high frequency words by sight (LS7.6)
 - Students read age/grade-appropriate material with fluency and comprehension (LS7.7)
- Sentence Structure
 - Students will make predictions about what will happen in story (LS8.6)
 - Students will retell a story using the beginning, middle, and end events (LS8.7)
 - Students will distinguish cause and effect in the story (LS8.8)
 - Students will state main idea of a story (LS8.10)
 - Students will state main characters in a story
 - Students will state setting of a story
 - Students will identify plot of the story
- Making Connections
 - Using knowledge of other stories by the same author/illustrator, students will identify similarities in the author's/illustrator's works (LS9.1)

Reading Comprehension

- Understanding Text
 - Students will make predictions about what will happen in the story (LS8.6)
 - Students will retell the story using the beginning, middle, and end events (LS8.7)

- Students will distinguish cause and effect (LS8.8)
- Students will make predictions using illustrations, titles, key words, etc. (LS8.9)
- Students will retell main ideas in the story (LS8.10)
- Themes
 - Students relate situations in stories to their own personal experiences (LS11.1)

Genre

- Fiction
 - Students identify plot, character and setting in fiction stories (LS12.1)
- Non-Fiction
 - Students identify title, headings, table of contents, key words, etc. in non-fiction books (LS13.1)
 - Students make predictions using prior personal experiences (LS13.3)
 - Students tell if prior predictions were proven true or not (LS13.4)
 - Students identify main idea and important supporting facts from story (LS13.5)
- Poetry
 - Students identify beat, rhythm, and rhyme in poems (LS14.1)

Literature

SECOND GRADE

Reading Strategies

- Beginning Reading
 - Demonstrate understanding of the various features of written English:
 - Know the order of letters in the alphabet
 - Understand that spoken words are represented in written English by sequences of letters
 - Match oral words to printed words
 - Recognize that there are correct spellings for words
 - Use correct spelling of appropriate high frequency words, whether irregularly or regularly spelled
 - Recognize the distinguishing features of a sentence and a paragraph;
 - Identify the author and title of a book, and use a table of contents. (LS7.4)
 - Demonstrate orally that phonemes exist:
 - Generate the sounds from all the letters and letter patterns, including consonant blends, long-and short- vowel patterns, and onsets and rimes and combine these sounds into recognizable words
 - Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations to read words. (LS7.5)
 - Recognize common irregularly spelled words by sight. (LS7.6)
 - Use letter-sound knowledge to decode written English:
 - Decode accurately phonetically regular one syllable and multi-syllable real words and nonsense words
 - Read accurately many irregularly spelled words, special vowel spellings and common word endings
 - Apply knowledge of letter patterns to identify syllables
 - Apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs
 - Know and use more difficult word families and known words to decode unknown words
 - Read words with several syllables
 - Read aloud with fluency and comprehension at grade level. (LS7.7)
- Understanding a Text
 - Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why. (LS8.6)
 - Retell a story's beginning, middle, and end. (LS8.7)

- Distinguish cause from effect. (LS8.8)
- Make predictions about the content of a text using prior knowledge and text features, and explain whether they were confirmed or disconfirmed and why. (LS8.9)
- Restate main ideas. (LS8.10)
- Making Connections
 - Identify similarities in plot, setting, and character among the works of an author or illustrator. (LS9.1)
 - Identify different interpretations of plot, setting, and characters or events in the same work by different illustrators. (LS9.2)
 - Use a title page, table of contents, and index to locate information

Reading Comprehension

- Understanding Text
 - Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why. (LS8.6)
 - Retell a story's beginning, middle, and end. (LS8.7)
 - Distinguish cause from effect. (LS8.8)
 - Make predictions about the content of a text using prior knowledge and text features, and explain whether they were confirmed or disconfirmed and why. (LS8.9)
 - Restate main ideas. (LS8.10)
- Themes
 - Relate themes in works of fiction and nonfiction to personal experience. (LS11.1)

Genre

- Fiction
 - Identify character, and setting in a favorite story. (LS12.1)
- Non-fiction
 - Identify and use knowledge of common textual features. (LS13.1)
 - Identify and use knowledge of common graphic features. (LS13.2)
 - Make predictions about the content of a text using prior knowledge and text and graphic features. (LS13.3)
 - Explain whether predictions about the content of a text were confirmed or disconfirmed and why. (LS13.4)
 - Restate main ideas and important facts from a text heard or read. (LS13.5)
- Poetry
 - Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry. (LS14.1)
- Dramatic Literature
 - Identify the elements of dialogue and use them in informal plays. (LS17.1)
 - Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection (LS18.1)

Literature

THIRD GRADE

Reading Strategies

- Beginning Reading
 - Use letter-sound knowledge to decode written English. (LS7.8)
 - Read grade-appropriate imaginative/literary and informational/expository text with comprehension. (LS7.9)
 - Read aloud grade-appropriate imaginative/literary and informational/expository texts fluently and with comprehension. (LS7.10)
 - Distinguish between beginning, middle, and end of a story.
- Understanding a Text
 - For Imaginative/Literary Texts:
 - Identify the speaker of a poem or story. (LS8.13)
 - Make judgments about setting, characters, and events and support them with evidence from the text. (LS8.14)
 - Distinguish lesson in a story.
 - For Informational/Expository Texts:
 - Locate facts that answer the reader's questions. (LS8.15)
 - Distinguish cause from effect. (LS8.16)
 - Distinguish fact from opinion. (LS8.17)
 - Summarize main ideas and supporting details. (LS8.18)
- Making Connections
 - Identify similarities and differences between the characters or events in a literary work and the actual experiences in their life. (LS9.3)

Reading Comprehension

- Understanding a Text
 - For Imaginative/Literary Texts:
 - Identify the speaker of a poem or story. (LS8.13)
 - Make judgments about setting, characters, and events and support them with evidence from the text. (LS8.14)
 - Summarize main ideas and supporting ideas.
 - Make predictions about what will happen next in the story.
 - Describe what characters might be like based on what they say or how they act or on how the author or illustrator portrays them.
 - For Informational/Expository Texts:
 - Locate facts that answer the reader's questions. (LS8.15)
 - Distinguish cause from effect. (LS8.16)
 - Distinguish fact from opinion. (LS8.17)
 - Summarize main ideas and supporting details. (LS8.18)
 - Read directions and follow them.
 - Read independently for information, communication, and pleasure.

- Themes
 - Relate themes in works of fiction and nonfiction to personal experience. (LS11.1)
 - Identify themes as lessons in folktales and fables. (LS11.2)

Genre

- Fiction
 - Identify character, and setting in a favorite story. (LS12.1)
 - Identify and analyze character, and setting in the stories they read and write. (LS12.2)
- Nonfiction
 - Identify and use knowledge of paragraphs, topic sentences, concluding sentences and glossary. (LS13.6)
 - Identify and use knowledge of charts, maps, diagrams, and illustrations. (LS13.7)
 - Identify and use knowledge of chronological order. (LS13.8)
 - Locate facts that answer the reader's questions. (LS13.9)
 - Distinguish cause from effect. (LS13.10)
 - Distinguish fact from opinion. (LS13.11)
 - Summarize main ideas and supporting details. (LS13.12)
- Poetry
 - Identify rhyme and rhythm, repetition, similes, and sensory images in a poem. (LS14.2)

Literature

FOURTH GRADE

Reading Strategies

- Beginning Reading (LS8.1-8.10)
- Understanding a Text
 - Identify sensory details and figurative language (LS8.12)
 - Identify the speaker of a poem or story (LS8.13)
 - Make judgments about setting, characters, and events and support them with evidence from the text. (LS8.14)
 - Locate facts that answer the reader's questions (LS8.15)
 - Distinguish cause from effect (LS8.16)
 - Distinguish fact from opinion or fiction (LS8.17)
 - Summarize main idea and supporting details (LS8.18)
- Making Connections
 - Identify similarities and differences between the characters or events in a literary work and the actual experiences in the student's life.

Reading Comprehension

- Understand Text (LS8.1-8.18)
- Themes
 - Identify themes as lessons in folktales, fables, and fantasies.

Genre

- Fiction
 - Identify and analyze the elements of plot, character, and setting in the stories they read and write (LS12.2)
 - Reinforcement of characters, major and minor (LS12.2)
 - Introduce identifying character traits and support them with details from the story (LS12.3)
 - Compare and contrast characters (LS12.3)
 - Introduction to plot:
 - Exposition
 - Rising Action
 - Climax
 - Resolution (LS12.3)
 - Reinforcement of identifying setting (time and place) (LS12.3)
- Non-fiction
 - Identify and use knowledge of the common textual features (paragraphs, topic sentence, concluding sentence, glossary) (LS13.6)
 - Identify and use knowledge of common graphic features (charts, maps, diagrams, illustrations). (LS13.7)
 - Identify and use common organizational structures (chronological, alphabetical, sequential) (LS13.8)

- Locate facts that answer the reader's questions (LS13.9)
- Distinguish cause from effect (LS13.10)
- Distinguish fact from opinion (LS13.11)
- Summarize main ideas and supporting details (LS13.12)
- Poetry
 - Identify rhyme and rhythm, repetition, similes, and sensory images in poems (LS14.2)
- Dramatic Literature
 - Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed in role-plays, readers' theater productions, character interviews and book talks. (LS17.2, 18.2)

Literature

FIFTH GRADE

Reading Strategies

- Understanding a text
 - Introduction to reading strategies (predicting, visualizing, connecting, questioning, clarifying and evaluating) to maximize the understanding and appreciation of literature

Reading Comprehension

- Understanding text
 - Reinforcing the identification of plot in its series of events and the sequence in which they occur
 - Reinforcing the skill of making inferences and drawing conclusions about text and characters (LS8.25)
 - Reinforcing the use of graphic organizers to see similarities and differences in characters and setting (LS9.4)
 - Reinforcing the identification of cause and effect (L8.21)
 - Introducing the identification of author's purpose
- Theme
 - Introduction to identifying theme (LS11.3)
 - Recognizing the similar theme in Unit Stories
 - Introduction of mood and tone through illustrations and word choices. (11.4)

Genre

- Fiction
 - Reinforcement of Characters (main and minor)
 - Reinforcement of Identifying character traits and supporting them with details from the story
 - Introduction of comparison of opposite characters as in a folktale, good and evil (LS8.25)
 - Introduction of transformation of characters within a story and the cause. (LS8.25)
 - Introduction to plot: (LS12.3)
 - Exposition (What is the main problem?)
 - Rising Action
 - Climax (When do things turn around, start to be resolved?)
 - Resolution (What was the solution to the main problem?)
 - Reinforcement of identifying setting (time and place)
 - Introduction of historical fiction, combination of facts and fiction
 - Introduction to identifying elements, that make up a folktale, legend and fable. (LS10.3)

- Introduction to identifying the values and traditions of a culture from the characters and details that have been passed down over the years. (LS16.7)
- Non-Fiction
 - Reinforcement of identifying main idea and supporting details (LS13.17)
 - Introduction of identification of the different kinds of non-fiction and author's purpose (to inform, instruct etc.) (LS8.28)
 - Introduction to informative essays and instructional essays
- Poetry
 - Introduction to what poetry is and how it is formed (LS14.3)
 - Introduction to form: lines, stanzas, free verse and structured verse
 - Introduction to sound: rhyme scheme, rhythm, alliteration, onomatopoeia (LS14.3)
 - Introduction to imagery: sensory detail (LS14.3)
 - Introduction to figurative language (similes, metaphors, personification)
 - Introduction to kinds of poetry:
 - Concrete
 - Haiku's
 - Sensory poems
- Dramatic Literature
 - Introduction to- Stage directions: upstage, downstage, right stage, stage left (LS17.3)
 - Reinforcement to scenery and how it adds to the dramatic effect (LS17.3)
 - Reinforcement to the use of props and how they add to create drama
 - Reinforcement of plot (
 - Conflict
 - Climax
 - Resolution
 - Introduction to scenes, acts (LS17.3)
 - Developing characters through the use of basic acting skills (LS18.6)

Literature

SIXTH GRADE

Reading Strategies

- Understanding a text
 - Reinforcement of reading strategies (predicting, visualizing, connecting, questioning, clarifying and evaluating) to maximize the understanding and appreciation of literature

Reading Comprehension

- Understanding text
 - Reinforcing the identification of plot in its series of events and the sequence in which they occur
 - Reinforcing the skill of making inferences and drawing conclusions about text and characters
 - Reinforcing the use of graphic organizers to see similarities and differences in characters and setting (LS9.4)
 - Reinforcing the identification of cause and effect (LS8.21)
 - Reinforcement of author's purpose
 - Introduction of mood and tone and how they affect purpose
- Themes (LS11.3)
 - Reinforcement of identifying unit theme within unit selections
 - Introduction to identifying similar themes in different selections

Genre

- Fiction
 - Reinforcement of Characters (main and minor)
 - Reinforcement of identifying character traits and how they affect that character's actions and point of view (LS8.25)
 - Reinforcement of how setting affects a story (LS9.4)
 - Reinforcement of understanding the difference between topic and theme
 - Reinforcement of transformation of characters within a story and the cause. (LS8.25)
 - Reinforcement of plot :
 - Exposition (What is the main problem?)
 - Rising Action
 - Climax (When do things turn around, start to be resolved?)
 - Resolution (What was the solution to the main problem?) (LS12.3)
 - Reinforcement of identifying elements that make up a folktale, legend and fable. (LS10.3)
 - Reinforcement to identifying the values and traditions of a culture from the characters and details that have been passed down over the years. (LS16.7)

- Non-Fiction
 - Introduction of identifying elements of an anecdote and a memoir
 - Reinforcement of identifying elements of a biography and autobiography (LS10.3)
 - Reinforcement of identification of different kinds of non ó fiction and authorø purpose to inform instruct etc. (LS8.28)
 - Reinforcement of text organizers to gain information (LS13.15)
 - Reinforcement of identifying fact vs. opinion
 - Reinforcement of comparing and contrasting related information (LS13.17)
 - Introduction using SQ3R
 - Survey
 - Question
 - Read
 - Recite
 - Review
- Poetry
 - Reinforcement of identifying the elements that make up poetry (LS14.3)
 - Form
 - Sound Imagery
 - Figurative Language
 - Reinforcement of form: (LS14.3)
 - Lines
 - Stanzas
 - Free Verse
 - Structured Poems
 - Reinforcement of sound: (LS14.3)
 - Rhyme scheme
 - Rhythm
 - Alliteration
 - Onomatopoeia
 - Introduction to meters:
 - stressed
 - unstressed syllables
 - Reinforcement of figurative language (LS14.3)
 - Similes
 - Metaphors
 - Personification
 - Introduction to speaker:
 - poetsøuse of different voices to change tone or mood of a poem
 - Introduction to kinds of poetry:
 - Concrete
 - Limericks
 - Haiku
 - Narrative poems

- Dramatic Literature
 - Introduction to stage directions (LS17.3)
 - Reinforcement to scenery and how it adds to the dramatic effect (LS17.3)
 - Reinforcement to the use of props and how they add to create drama (LS17.3)
 - Reinforcement of plot
 - Conflict
 - Climax
 - Resolution
 - Reinforcement to scenes, acts
 - Introduction of interpreting dialogue and reflecting meaning in tone, pitch etc. (LS18.3)

Literature

SEVENTH GRADE

Reading Strategies

- Understanding a Text
 - Strategic Reading
 - Students will use reading strategies (predicting, visualizing, connecting questioning, clarifying and evaluating) to maximize the understanding and appreciation of literature

Reading Comprehension

- Understanding Text
 - Reinforcement of identifying plot in its series of events and the sequence in which they occur (LS8.21)
 - Reinforcement of making inferences and drawing conclusions about text and characters (LS8.25)
 - Reinforcement of comparing and contrasting ideas in the text
 - Reinforcement of identifying cause and effect
 - Reinforcement of identifying author's purpose
 - Introduction to recognizing tone and mood, (word choices, characters, etc.) and how they affect purpose. (LS8.24)
 - Reinforcement of identifying how author's personal experiences affect his/her writing
- Themes
 - Reinforcement of identifying themes: (LS11.4)
 - Stated
 - Implied themes
 - Reinforcement of identifying unit themes within unit selections (LS11.4)
 - Reinforcement of identifying similar themes in different selections (LS8.28)

Genre

- Fiction LS12.4)
 - Introduction to characters as static or dynamic
 - Introduction to identifying the motivation of a character's actions
 - Reinforcement of plot:
 - Exposition
 - Rising action
 - Climax
 - Resolution
 - Reinforcement of how setting affects a story
 - Reinforcement of identifying mood and tone of a story
 - Introduction to identify irony in the form of exaggeration, understatement and sarcasm (LS12.5)

- Introduction to foreshadowing, and how it adds to author's purpose. (LS12.5)
- Reinforcement of identifying the elements of a Historical Fiction, a mixture of true facts and related to a real time in history with fictional characters. (LS10.5)
- Reinforcement of identifying elements that make up a myth, folktale, legend and fable. (LS10.5)
- Reinforcement of: identifying the values and traditions of a culture from the characters and details that have been passed down over the years. (LS16.10)
- Non-fiction
 - Reinforcement of: identifying elements of a biography and autobiography
 - Reinforcement of: identifying the different kinds of non-fiction and author's purpose (to inform, instruct, etc.)
 - Reinforcement of SQ3R (LS9)
 - Survey
 - Question
 - Read
 - Recite
 - Review
 - Reinforcement of forming and revising research questions
 - Reinforcement of making judgments, evaluating
 - Reinforcement of clarifying specialized language
 - Reinforcement of identifying fact versus opinion
- Poetry (LS14.4)
 - Reinforcement of form:
 - Lines
 - Stanzas
 - Free verse
 - Structured verse
 - Reinforcement of sound:
 - Rhyme scheme
 - Rhythm meter (stressed and unstressed syllables)
 - Alliteration
 - Onomatopoeia
 - Reinforcement of imagery: sensory detail
 - Reinforcement of figurative language
 - Similes
 - Metaphors
 - Personification
 - Reinforcement of the poet's use of different speakers to change the tone and mood of a poem
 - Reinforcement of identifying the elements of a narrative poem (LS10.5)
 - Introduction of identifying the elements of an ode (LS10.5)
- Dramatic Literature (LS18.4)

- Reinforcement of identifying stage directions
- Reinforcement of the importance of scenery and props
- Reinforcement of identifying plot
 - Conflict
 - Climax
 - Resolution)
- Reinforcement of identifying scenes, acts
- Reinforcement of identifying dynamic and static characters
- Introduction of foil characters to show contrast
- Introduction of farce:
 - Absurd plot
 - Humorous dialogue
 - Exaggerated characters

Literature

EIGHTH GRADE

Reading Strategies

- Understanding a Text
 - Strategic Reading
 - Students will use reading strategies (predicting, visualizing, connecting questioning, clarifying and evaluating) to maximize the understanding and appreciation of literature

Reading Comprehension

- Understanding Text
 - Reinforcement of identifying plot in its series of events and the sequence in which they occur (LS8.21)
 - Reinforcement of making inferences and drawing conclusions about text and characters (LS8.25)
 - Reinforcement of comparing and contrasting ideas in the text
 - Reinforcement of identifying cause and effect (LS8.21)
 - Reinforcement of identifying author's purpose
 - Reinforcement to recognizing tone and mood (word choices, characters etc.) how they affect purpose. (LS8.24)
 - Reinforcement of identifying how author's personal experiences affect his/her writing
- Themes
 - Reinforcement of identifying themes: stated and implied themes (LS11.4)
 - Reinforcement of identifying unit themes within unit selections (LS11.4)
 - Reinforcement of identifying similar themes in different selections (LS11.4)

Genre

- Fiction (LS12.40)
 - Introduction to characters as static or dynamic
 - Introduction to identifying the motivation of a character's actions
 - Reinforcement of plot:
 - Exposition
 - Rising action
 - Climax
 - Resolution
 - Reinforcement of how setting affects a story
 - Reinforcement of identifying mood and tone of a story
 - Introduction to identify irony in the form of exaggeration, understatement and sarcasm (LS12.5)
 - Introduction to foreshadowing and how it adds to author's purpose. (LS12.5)

- Reinforcement of identifying the elements of a Historical Fiction, a mixture of true facts and related to a real time in history with fictional characters. (LS10.5)
- Reinforcement of identifying elements that make up a myth, folktale, legend and fable. (LS10.4)
- Reinforcement of identifying the values and traditions of a culture from the characters and details that have been passed down over the years. (LS16.10)
- Non ó fiction
 - Reinforcement of identifying elements of a biography and autobiography
 - Reinforcement of identifying the different kinds of non-fiction and author's purpose (to inform, instruct, etc.) (LS13.20)
 - Reinforcement of SQ3R
 - Survey
 - Question
 - Read
 - Recite
 - Review
 - Reinforcement of forming and revising research questions
 - Reinforcement of making judgments, evaluating
 - Reinforcement of clarifying specialized language (LS9.5)
 - Reinforcement of identifying fact versus opinion
- Poetry (LS14.4)
 - Reinforcement of form:
 - Lines
 - Stanzas
 - Free verse
 - Structured verse
 - Reinforcement of sound:
 - Rhyme scheme
 - Rhythm meter (stressed and unstressed syllables)
 - Alliteration
 - Onomatopoeia
 - Reinforcement of imagery: sensory detail
 - Reinforcement of figurative language (similes, metaphors, personification)
 - Reinforcement of the poet's use of different speakers to change the tone and mood of a poem
 - Reinforcement of identifying the elements of a narrative poem (LS10.5)
 - Reinforcement of identifying the elements of an ode (LS10.5)
 - Introduction to elements of a ballad
 - Introduction to elements of an epic
- Dramatic Literature (LS18.4)
 - Reinforcement of identifying stage directions
 - Reinforcement of the importance of scenery and props

- Reinforcement of identifying plot
 - Conflict
 - Climax
 - Resolution
- Reinforcement of identifying scenes, acts
- Reinforcement of identifying dynamic and static characters
- Introduction of foil characters to show contrast
- Introduction of farce:
 - Absurd plot
 - Humorous dialogue
 - Exaggerated characters
- Introduction to a radio play, using sound devices to mimic action

Media

KINDERGARTEN

Media Production

- Create radio scripts, audiotapes, or videotapes for display or transmission. (LS27.1)
- Identify techniques used in television (animation, close-ups, wide-angle shots, sound effects, music, graphics) and use knowledge of these techniques to distinguish between facts and misleading information. (LS26.1)

Research/Study Skills

- Library
 - Generate questions and gather information from several sources in a classroom, school, or public library. (LS24.1)

Media

FIRST GRADE

Media Production

- Students create read-aloud books for their own personal use and for younger peers (LS27.1)

Research/Study Skills

- Computers
 - With teacher direction, students find information using the internet in the classroom.
- Library
 - Children learn to find age-appropriate books in the library.

Media

SECOND GRADE

Media Production

- Analysis of Media
 - Identify techniques used in television and use knowledge of these techniques to distinguish between facts and misleading information. (LS26.1)
 - Create audiotapes, or videotapes for display or transmission. (LS27.1)

Research/Study Skills

- Library
 - Locate and collect information using age appropriate reference sources and graphic organizers.
 - Use simple reference tools.
 - Organize and classify content using lists.
 - Enter a main idea and at least three sub-topics into a graphic organizer.
 - Use specific study strategy to find or learn information.
 - Recognize fiction, non-fiction and biography sections in a library.
 - Generate questions and gather information from several sources in a classroom, school or public library. (LS 24.1)

Media

THIRD GRADE

Media Production

- Compare stories in print with their filmed adaptation, describing the similarities and differences in the portrayal of characters, plot, and settings. For example, students read the story *Sarah Plain and Tall* and then they view the movie to compare and contrast. (LS26.2)

Research/Study Skills

- Library
 - Locate and collect information using age appropriate reference sources.
 - Use simple reference tools.
 - Organize and classify content using lists.
 - Use specific study strategy to find or learn information.
 - Recognize fiction, non-fiction and biography sections in a library.
 - Generate questions and gather information from several sources in a classroom, school or public library. (LS 24.1)

Media

FOURTH GRADE

Media Production

- Create presentations using computer technology such as Storybook Weaver software. (LS27.2)

Research/Study Skills

- Library
 - Locate and collect information using age appropriate reference sources.
 - Use simple reference tools.
 - Organize and classify content using lists.
 - Use specific study strategy to find or learn information.
 - Recognize fiction, non-fiction and biography sections in a library.
 - Generate questions and gather information from several sources in a classroom, school or public library. (LS 24.1)

Media

FIFTH GRADE

Media Productions

- Compare stories in print with the electronic production, and compare and contrast the two versions.

Research Skills

- Computers
 - Use the internet to research material for a research paper.
 - Use correct format for Works Cited and basic outline.

Media

SIXTH GRADE

Media Productions

- Compare stories in print with the electronic production and compare and contrast the versions and make value judgments.
- Use audio equipment to add to their presentation of original poetry for the poetry cafe.

Research Skills

- Computers
 - Use the internet to research material for a research paper.
 - Use correct format for Works Cited and basic outline.

Media

SEVENTH GRADE

Media Productions

- Compare stories in print with the electronic production and compare and contrast the versions and make value judgments.
- Use audio equipment to add to their presentation of original poetry for the poetry cafe.

Research Skills

- Computers
 - Use the internet to research material for research paper
 - Use correct format for Works Cited and outline and Endnotes
 - Use of correct format for business letters.
 - Use of mail merge

Media

EIGHTH GRADE

Media Productions

- Compare stories in print with the electronic production and compare and contrast the versions and make value judgments.
- Use audio equipment to add to their presentation of original poetry for the poetry cafe.
- Planning and development of theme to be used in publishing their yearbook.
- Use of digital camera for pictures taken to be used into a yearbook.
- Use of a scanner for pictures to be used in the yearbook.
- Photo manipulation for the purpose of using them in the yearbook.
- Publication of yearbook for students and teachers.

Research Skills

- Computers
 - Use the internet to research material for research paper
 - Use correct format for Works Cited and outline and Endnotes
 - Use of correct format for business letters.
 - Use of mail merge