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Evaluation of the Language Arts Curriculum in Cerro Gordo Community Unit School District #100

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Eastern Illinois University

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EVALUATION OF THE LANGUAGE ARTS CURRICULUM IN

CERRO GORDO COMMUNITY UNIT SCHOOL DISTRICT #100

(TITLE)

BY

Keith Ashcraft

Field Experience

~~XXXXXX~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1987

YEAR

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EVALUATION OF THE LANGUAGE ARTS
CURRICULUM IN CERRO GORDO
COMMUNITY UNIT SCHOOL DISTRICT #100

By

Keith Ashcraft

A field research study
submitted in partial fulfillment
of the requirements of the degree of
Specialist in Educational Administration
in the Graduate School of
Eastern Illinois University

1986

ABSTRACT

Cerro Gordo Community Unit School District #100 in Cerro Gordo, Illinois has a student population of approximately 700 pupils. The schools are located within Cerro Gordo, a village of 1600 residents, but gain students from surrounding areas in the ninety-nine square mile district. Most of the parents are employed in farming or in Decatur which is twelve miles to the east.

During the 1985-86 school year teachers were surveyed as to what academic area needed evaluation. The teachers selected language arts as the subject for study. A committee of volunteers was formed and began meeting.

The researcher served as committee chairman. The researcher guided the committee in goal formation and time guidelines. A curriculum guide was developed where there had not been one before. Once the curriculum was developed a new series was adopted that most paralleled the curriculum.

This field experience was of extreme benefit to the researcher in the area of curriculum evaluation and formation. A small school district with limited personnel often has difficulty with curriculum areas due to the staff having already heavy assignments in non-curricular areas. Administrators often spend a disproportionate amount of time on areas other than curriculum so a field experience can be of benefit to force more time to be spent in the area of curriculum.

The researcher submitted the effort of the language arts committee to the Board of Education in April, 1986. The Board adopted the curriculum guide and recommendations proposed.

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CHAPTER I

INTRODUCTION

BACKGROUND OF THE PROBLEM

It has to be said that 1985 was called the "Year of Education" in Illinois. 1985 saw the Legislature act on reforms as recommended in part by the Berman-Malcahey Report ¹ that the Legislature itself had formed in 1983 as a committee of twenty citizens to study problems of education in Illinois. This committee no doubt was a carryover and reaction to the National Commission of Excellence in Education's report, A Nation At Risk ² which investigated the concern about "that something is seriously remiss in our education system".

Some reforms in education are no doubt needed. The College Board's Scholastic Aptitude Tests (SAT) demonstrated a virtually unbroken decline from 1963 to 1980. Average verbal scored dropped nearly 40 points. ³ We must ask why these scores dropped, and what if any change should take place in our educational system? It is this change that is being examined and everyone has his own opinion on how schools should improve or change.

¹Illinois Commission on the Improvement of Elementary and Secondary Education, Excellence in the Making (1984).

²The National Commission on Excellence in Education, A Nation at Risk: The Imperative for Educational Reform, A Report to the Nation and the Secretary of Education, United States Department of Education (Washington, D.C. Government Printing Office, 1983), p. 1

³Ibid, p. 8-9.

On July 18, 1985 Governor Thompson signed Senate Bill 730 into law. That bill was a reform package of 169 issues relating to education; it was the Legislative answer to the concern about doing something to reform education in Illinois.

When materials to implement those reforms were distributed several months later by I.S.B.E. there were no specifics mentioned on some topics, only individuals who were listed as contact persons who would be involved in initial planning. The reforms took most school administrators by surprise because the law lacked interpretation, and the State Board of Education was providing guidance to local school districts that often seemed conflicting to presentations given by Illinois State Superintendent of Education, Ted Sanders.

It is with this attention that education is now becoming a political issue. Senate Bill 730, Topic #72 on School District Organization Studies focused on school district size as effectiveness criteria of school districts. SB 730 recommended minimum enrollment of unit districts should be 1,500 pupils. Obviously this became quite a controversial topic and has increased during the gubernatorial campaign between Governor Thompson and former Senator Adlai Stevenson. Mr. Stevenson stated he would seek repeal of the 1985 law section on consolidation and stated, "I don't see much correlation between school size and student achievement except at the extreme (very large and tiny districts), and in those you can find environmental factors".⁴

⁴"School Mergers: Adlai plans stress curriculum", Decatur Herald and Review, 8 January 1986, sec. A, p. 1

Governor Thompson's stance appeared to change on the reorganization section of SB 730. The public did not want reorganization forced upon them and since votes are involved in an election year, Mr. Thompson seemed to soften his backing of the Bill he signed.

The real issue whether the small schools can offer a curriculum that satisfies the needs of students who intend on furthering their education or intend on entering the job market. It is with this in mind that districts of all sizes should be examining their curriculum to continually revise it as needed.

STATEMENT OF THE PROBLEM

Curriculum development is left up to each school district in the state of Illinois, and it is assumed each district will orchestrate its own curriculum. School districts do not receive any model guides. Each school district may choose its basal text and formulate a specific curriculum in each subject area.

The specific problem that will be addressed in this paper is the development of a language arts curriculum in a written form for grades K-12 that will be utilized by the staff as a guide for sequential study. This guide will not be all inclusive but will be one of the first steps in updating the curriculum in Cerro Gordo Community Unit School District #100. A secondary purpose of the study is to evaluate language arts textbooks.

Currently in District 100 there does not exist a complete K-12 written curriculum in any subject. The administration feels this may be remedied in the future with a study of one subject area per year until a written curriculum guide exists for each subject area. The area of language arts was chosen for evaluation during the 1985-86 school year after staff consultation.

The current language arts texts used in Cerro Gordo Elementary School were adopted in 1973 and basically the curriculum has been teaching the text. The need exists for questioning what is currently being taught and determining whether it is relevant to the needs of the students.

The State of Illinois Board of Higher Education has adopted new admission requirements for freshmen entering community college transfer programs and public universities in the fall of 1993. The minimum requirements will include four years of English with emphasis on written and oral communications and literature. This was done to help high school students improve their academic preparation for baccalaureate programs. The obvious move now is for all school systems to evaluate their English programs to better prepare students through their entire pre-college schooling as the state has now mandated.

For the purpose of this field study the researcher will define language arts as that subject area outside of reading that is centered around the teaching of English usage, skills and the developmental sequence of study needed to communicate effectively both in the written and oral forms. It was anticipated that the inclusion of reading in this study would extend the limit of content to the extent that the probability of completion in the time limit of the 1985-86 school year would not be possible. These limitations should provide a much narrower scope of study, especially at the elementary level, and avoid the potential problem of being too broad a study.

Language usage is a national concern. Jonathan Kozal stated that children of today have problems differentiating in past, present and future tenses by commonly saying, "I be doing good today" and last year I be with

my family".⁵ While this appears to be a national problem, the researcher does not feel it is as acute a problem in Cerro Gordo.

The most benefit from this study will be received by the students and staff of Cerro Gordo School District. The curriculum development will provide a projected scope of study that will form the basis for the continued development of language skills from kindergarten to graduation.

Uniqueness of the Study

The researcher was concerned primarily with the improvement of the language arts curriculum in Cerro Gordo Community Unit School District No. 100. Research was primarily in the area of language arts but due to the nature of the subject it involved much more in order to give a broad enough base to give a better understanding of the specific topic of study.

This study was conducted in a predominately rural school district but may apply to nearly any other school district. It is hoped that this language arts curriculum would be valuable as an overview of a similar topic in many school districts.

⁵Kozal, Jonathan. Illiterate America. (New York, New York: Anchor/Doubleday, 1985), p. 17.

CHAPTER II

RATIONALE, RELATED LITERATURE, AND RESEARCH

Rationale

The researcher was the K-8 principal of Cerro Gordo Community Unit School District No. 100 during the 1985-86 school year. The researcher and other administrators polled the staff members on their preference for a subject area to be studied during the school year. The overwhelming choice was to evaluate the current English (language arts) program.

The researcher, high school principal and superintendent met to formulate goals for the study of the language arts program in Cerro Gordo District No. 100. The researcher was appointed chairman of the yet to be formed committee.

The researcher was a teacher for seven years at Cannon Elementary School in Danville, Illinois. The researcher taught at the sixth grade level for four years and at fourth grade level for three years. The researcher was also a guidance counselor at the seventh through twelfth grades in Westville, Illinois. This experience, plus the three years as principal in Cerro Gordo gave the researcher a varied, yet relevant, background to undertake the task involved.

The researcher believed the staff would be very cooperative in the improvement of the current language arts program. The teachers' rationale for making language arts the priority for evaluation was:

1. There did not exist a written curriculum for language arts. Teacher reliance solely on the basal text as a guide for study proved to be frustrating in that year to year cooperation among teachers regarding subject content was nearly impossible.
2. The junior high and senior high teachers almost never communicated with each other and duplication of course content existed while certain content areas were not covered adequately.
3. The language texts at the elementary school level were woefully inadequate. Very dull supplemental materials were consistently used and often duplicated at different grade levels.

The researcher believed that dedicated staff members had indicated their preference and concern for a review of the language arts program and through their effort we would succeed. The primary purpose of the study would be to develop a comprehensive written curriculum guide for all the grade levels. The new guide would result in an improvement of the curriculum.

Review of the Related Literature and Research

The amount of research in the area of language arts is almost overwhelming in many respects. The University of Illinois in Champaign-Urbana has an English library that deals solely with the topic of English. This researcher's study was aimed at reviewing research and related literature that centered around the teaching of English usage writing skills, and communication skills effectively both in written and oral forms.

Research in the area of English has been around for many years. The National Council of Teachers of English (NCTE) founded in 1911 as a group of primarily secondary English teachers who were concerned about the requirements of students entering college at that time. The National Conference on Research in English (NCRE) was founded in 1932 by members of NCTE who felt that neither elementary school English teaching or research were receiving adequate attention in that organization.¹

The Association for Supervision and Curriculum Development published in 1955, 1963, 1967, 1971 and 1978 publications that centered around the research completed in language arts. The oldest study mentioned was one completed by Joseph M. Rice stating that drill in spelling was often futile because his quiz administered to leading adults in U.S. communities did not have good results.²

¹Walter T. Petty, A History of the National Conference on Research in English, (Urbana, Illinois: National Council of Teachers of English, 1985), p. 1.

²Harold G. Shane and James Walden, Classroom-Relevant Research in the Language Arts, (Washington, D.C.: Association for Supervision and Curriculum Development, 1978), pp. 1-2.

Concern over language arts curriculum and instruction at the university level is not new. In 1873-74 Harvard was the first college to require applicants for entrance to write a composition that would test the use of grammar and rhetoric on a topic related to certain selections of English literature. The composition must have met the satisfaction of the Harvard faculty for admittance.¹

In 1935 the National Council of Teachers of English developed the first elementary English curriculum in its publication, An Experience Curriculum.² Once there was a publication such as this, others followed. In 1980 the NCTE published models for language arts from the pre-kindergarten level through college. In this publication, Walter J. Petty pointed out that in Colonial times parents taught more at home to their children because of the necessity of reading the Bible. He stated that in earlier times, "The impact of formal education had a lesser impact than it does today because not all children attended school and family structure was such that many educational tasks now ascribed or relegated to the school were performed by the family, the church or even the community itself."³

The role of the schools broadened with the advancement in technology and new requirements were made. Basic skills were expanded beyond the basics of reading, writing and arithmetic.

¹"A History of the Preparation of Teachers of English," English Journal 57 (April 1968), p. 42.

²Ibid, p. 46.

³Barrett J. Mandel, ed., Three Language-Arts Curriculum Models: Pre-Kindergarten through College (Urbana, Illinois: NCTE, 1980), p. 17.

The turn of the century also saw researchers examining the qualifications and preparation of English teachers. Paul H. Hanus was a member of the N.E.A.'s Committee of Seventeen on the Professional Preparation of High School Teachers. This committee produced the first outline of a four year scheme of study for teachers that is included on Table 1.¹

The Handbook of Research on Teaching was published in 1963. This book addressed many aspects of teaching and teachers. In 1931 only one-third of the public school teachers had four years of college while in 1957 that increased to three-quarters.²

The book also indicated that the overwhelming majority of teachers in the 1960 era were native-born, white and Protestant and members of the middle class. As time passed, more minorities became teachers and more men entered the once almost exclusive female occupation.

The 1960's were a time of questioning our schools. Our country had failed to beat the Russians in the launching of the first space satellite. Schools were under attack for not doing the job in creating scientists and not producing students that met the needs of the century. Dr. William Glasser attacked the schools and had his own recommendations for student success. He maintained that the first eight years of schooling be spent on the communication skills, reading, writing and speaking and the proficiency of these skills by students.³

¹Kristine E. Marshall, "A Passion and Aptitude: Turn of the Century Recommendations for English Teacher Preparation," English Journal, March, 1984 pp. 66-67.

²N.L. Gage, Ed., Handbook of Research on Teaching, (Chicago, Rand McNally and Company, 1963), p. 719.

³William Glasser, M.D., Schools Without Failure, (New York: Harper and Row Publishers, 1969), p. 89.

Table 1

SCHEDULE OF COLLEGE STUDIES FOR A TEACHER OF ENGLISH

First Year:

English	Rhetoric and composition
English	History of English literature. Anglo-Saxon period to present day.
Latin	Literature. Horace: Odes and epodes; Livy, Terence, Andria, and Phormio; or Tacitus (Annals I-IV); Catullus: Selections; and other poets: Horace: Satires and Epistles.
Greek	Literature: Homer: Odyssey, Phaeacian episode; Euripides and Aristophanes: scenes from selected plays. Or, Plato: Apology, Crito; Lysias: selected orations; Elegiac, Iambic and Lyric poets, selections Euripides: Iphigenia among the Taurians, Lectures on the history of Greek literature.
History	English

Second Year:

English	Advanced Composition
English	Seventeenth-century literature
German	Literature and composition
French	Literature and composition
Science	Physical geography or geology; or a half year of botany and a half year of zoology.

Third Year:

English	Debating and public
English	Chaucer
German or French	Literature and composition
History	Mediaeval
Sociology or Economics	General principles

Fourth Year:

English	Shakspeare (sic)
English	Nineteenth century
History	American
Philosophy or Psychology	History of modern philosophy or psychology
Fine Arts	Mediaeval and Renaissance

SOURCE: Kristine E. Marshall, "A Passion and an Aptitude: Turn of the Century Recommendations for English Teacher Preparation," English Journal, March, 1984, pp. 66-67.

Glasser felt that, for future academic success, reading was the most important skill, but for life in general, speaking and writing were perhaps more important.

Opinions of why students were failing or being turned off to school were blamed on the grading system used by teachers and the fact that teachers were reluctant to change due to possible failures involving change. Critics of the 1960's prompted many new attempts to improve education such as open classrooms and even extreme curriculum innovations in an attempt to modernize.

The December 8, 1975 issue of Newsweek received much attention when its cover story questioned the ability of Johnny to write. This created quite a furor in the English community and the English Journal in November of 1976 questioned the entire article and headed its cover story, "Why Journalists Can't Teach."¹ Obviously the controversy over student achievement was going to continue and the "Back to Basics" move was in full swing.

Literacy on the job was being brought to the attention of the public. More and more industries were requiring potential employees to have a high school diploma and submit to a written test of material that would be related to their job. Studies were being conducted on job performances and findings such as "poorer readers are likely to perform more poorly on their jobs and suffer the consequences of lower rates of promotion or even dismissed from work."²

¹ Suzzette Haden Elgin, "Why Newsweek Can't Tell Us Why Johnny Can't Write", English Journal, November, 1976, pp. 29-35.

² Barbara A. Hutson, ed., Advances In Reading/Language Research Volume I, (Greenwich, Connecticut: Jai Press, Inc., 1982), p. 241.

We must remember that one reason the SAT and ACT scores were declining was because they were being administered to many more and even different students. At the turn of the century, only the children of the rich attended high school. Rural schools were abundant but most schools ended at the eighth grade. The one-room school house provided enough education for most youth at that time. Eighth grade graduation saw the end of the schooling for most children and they entered the world of work which usually meant the family farm.

The 1920s saw an increase in student enrollment in high schools. In 1929, 51.4 percent of the 14-to-17 year-old age group were in high school.¹ A large percentage of the students remained female until the Depression of the 1930s when jobs were scarce and more boys stayed in school. Enrollment of early teens rose to 73.3 in 1939.² World War II cut into enrollment but the post-war prosperity again increased enrollment to the point that we have over ninety per cent of eligible students enrolled in school today.

The increased enrollment was fine and desirable but it also caused problems. Critics suggested that teachers had too many students and were not giving the quantity of writing assignments they should.

¹Gene I. Naeroff, Don't Blame the Kids - The Trouble With America's Schools, (New York: McGraw-Hill Book Company, 1983), p. 49.

²Ibid., p. 49

The English Journal also pointed out in its October, 1985 edition some of the facts about the "good old days".

- In 1951-52 nearly 24% of all American children ages 14-17 weren't attending school at all.
- In 1953, 54% of students who had started high school in New York state did not graduate.
- In 1953 it was stated by one critic that 50% of the male population of Chicago high school students were functionally illiterate.
- In 1952, 41% of all elementary teachers had no college degree.
- In 1951 Educational Testing Service gave exams to 300,000 college students and found that education majors did the₁ poorest and also that seniors scored about the same as freshmen.

Obviously the adults of today were not properly educated when they were in school. A study conducted by the Bureau of the Census commissioned by the Education Department indicates that nearly thirteen percent of all American adults are illiterate. The study included testing 3,400 adults who were twenty years old and over in 1982.² This survey also destroyed the myth that illiterates are predominately rural people, but instead showed that illiterate adults also live in central cities.

Reports concerning functional illiteracy are disturbing to the public. Many people who are functionally illiterate hold jobs but often do not apply for promotions for fear that their problem will be discovered. Groups of individuals such as the Literacy Volunteers of America and Laubach Literacy, both based in Syracuse, New York are the nation's main volunteer groups dealing with adult illiteracy. People in communities such as Cerro Gordo

¹James Anderson, "Blackboard Jungle Revisited", English Journal 74 (October, 1985), pp. 34-36.

²Education Week, 30 April 1986, p. 4.

are now volunteering their time to work with non-reading adults.

Half of the 515,000 prison inmates in the United States are functionally illiterate.¹ It is with this startling figure that you may say that illiteracy and crime go hand in hand. The prisons are now making a strong effort to educate prisoners and some states actually pay prisoners to attend classes to improve their reading ability.

Archie Lapointe, executive director of the National Assessment of Education Progress presented the findings of his study to the National Association of Secondary School Principals on February 18, 1986. Mr. Lapointe's report showed that youngsters who stay in the system can read and write. They are literate.² His study showed most of the achievement was at the elementary level and advancement slowed down in high school.

Test scores have actually been improving in the elementary schools since the mid-1970s.³ The upswing does appear to be over and should now be effecting the upper grades according to the National Assessment of Educational Progress. The report, Trends in Educational Achievement, states that recent proposals aimed at improving curricula in the basic skills are ill-aimed since test scores show some of the students' greatest problems are in higher-order thinking skills.⁴

¹"Illiteracy: America's Silent Shame," Danville Commercial News, 22 July, 1986, sec. A, p. 1-5.

²U.S.A. Today, 19 February 1986, sec. D, p. 1.

³Education Week, 23 April 1986, p. 1

⁴Ibid, p. 9.

The basics movement tends to be popular because many adults feel the schools spend too much time on material they do not consider important. Researchers are telling us that students are not writing enough. "The increase over the past decade in sales to schools of plain copying paper and the precipitous decrease in lined handwriting paper reflect the decline in the amount of writing required in our classrooms and the increased use of duplicated drill sheets."¹

The National Assessment of Educational Progress in its report on writing trends from 1974 to 1984 says there has been virtually no progress in student writing over the last decade.² This however is attributed to the increased work load of teachers of English related subjects. For thirty years, NCTE has campaigned for a student-teacher ratio of 100 = 1 in English classes where composition is taught.³ With the increasing role of teachers unions and militancy of teachers it may be a side effect that teachers do not want to spend the seventy hours a week teachers of composition used to spend during evenings and weekends, evaluating papers.

Teachers are now being examined as the primary factor in children's learning. It has been found that the amount of time spent directly on academic activities was positively related to achievement, while time spent

¹George Hillocks Jr., ed, The English Curriculum Under Fire: What Are The Real Basics? (NCTE, 1982), p. 31.

²Arthur Applebee, Judith Langer and Ina V. Mullins, Writing Trends Across the Decade, 1974-84, (Princeton, New Jersey, NAEP, 1986).

³John C. Maxwell, Executive Director NCTE, Education Week, 24 September 1986, p. 22.

on non-academic activities (games, dramatic plays, discussion of home and family) was negatively related to achievement.¹

It is this increasing attention to teachers that is effecting what teacher training institutions are planning for courses of study.

The Holmes Group, a consortium of education deans from about forty leading research universities, is calling for radical changes in teaching and the education of teachers. Baccalaureate graduates would not be recommended for certification as teachers without a professional master's degree in education; and in particular, one that included a year of rigorous academic and clinical study, as well as a year's internship under the tutelage of career professional teachers.²

The Carnegie Task Force on Education and the Economy was formed to help design the course of education in the decade to come. The committee allocated funds for several studies and had numerous recommendations. Those recommendations were summarized in the Carnegie Report which called for more professional study in order to become a teacher, more autonomy for teachers, and higher incentives to improve the professional environment of teachers. The task force also called for the formation of a National Board for Professional Teaching Standards with the primary function of establishing standards for high professional teaching competence and to issue certificates to people who meet those standards.³

¹John N. Mangieri, Nancy K. Staley and James A. Wilhide, Teaching Language Arts (New York: McGraw-Hill Book Company, 1984), p. 250.

²Education Week, 9 April 1986, pp. 1,12.

³Education Week, 21 May 1986, pp. 9-18

We must not think that public schools are not doing the job in the opinion of the American people. The Gallup Poll of the Public's Attitudes toward the Public Schools for the years 1984, 1985 and 1986 survey showed over forty percent of those surveyed gave a letter grade of B or better to the public schools.¹ This reflects an increasingly positive attitude toward education by the public in recent years.

Proposals for curing the ills of America should recognize that the present literacy crisis is a new challenge for America's school teachers, not a rehash of past failures. Such a perspective has more promise for positive results than the pervasive negativism that is often used to justify some need for change while at the same time making change difficult, if not impossible. "The more the teachers teach, the more the citizens want, thus every gain in literacy produces another generation of reformers."²

¹Alec M. Gallup, "The 18th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools." Phi Delta Kappan, September, 1986, p. 47.

²Miles Myers, "Shifting Standards of Literacy - The Teacher's Catch - 22," English Journal, April 1984, p. 31.

Student Assessment in Language Arts in Illinois

The Illinois State Board of Education began assessing student achievement in 1983 through use of the Illinois Inventory of Educational Progress (IIEP). The latest results this researcher had available were results of tests administered in the spring of 1985 to 7,200 randomly selected students in the fourth, eighth and eleventh grades of 397 randomly selected schools.

The writing assessment conducted in 1985 required students to write a persuasive essay. The essays were evaluated by sixty specially trained Illinois teachers using a prescribed process which had a rating scale for overall quality and each of four subskill areas. The writing assignment is presented in Appendix A.

The 1985 assessment in writing showed:

1. Four percent of the fourth grade students, 27% of eighth grade students and 48% of eleventh grade students wrote essays which were identified as adequate (according to the overall score criterion of a '4' or above).
2. There were almost no fourth grade students who wrote adequate papers.
3. A large proportion of eighth and eleventh grade students did not write essays at an adequate level.
4. Organization was the lowest feature score: 10% of the fourth grade students, 38% of the eighth grade students and 51% of the eleventh grade students were considered at an adequate level.
5. Grade-level development seems to be most obvious in the correct use of Standard English conventions: 30% of the fourth grade students' essays were rated as adequate, 60% in eighth grade and 77% in eleventh grade.
6. The 1983 writing assessment data showed a similar pattern of results in terms of the proportion of students statewide who can write an adequately developed essay.

All students were given a questionnaire asking them to describe both the amount and type of writing instruction they received in school. Many of the questions were based on findings from previous written practice survey research which was conducted almost exclusively at the high school level.

In addition to the students, all teachers who taught language arts or English classes in the sample schools were asked parallel questions on their general and specific writing activities. For the first time, there are at least self-reported data about classroom practices of language arts teachers in relation to writing.

Students were asked how often they wrote (and teachers were asked how often they assigned) more than one paragraph for English or language arts class. Teachers generally report requiring writing assignments more frequently than students report writing them. Table 2 represents the results.

- Half of the fourth graders responded that they wrote one or more paragraphs at least once a week while the remaining 50% reported writing one or more paragraphs twice a month or less.
- 39% of the eighth and eleventh graders reported writing at least one or more paragraphs once a week.

Table 2

HOW OFTEN STUDENTS WRITE ONE OR MORE PARAGRAPHS
AS AN ASSIGNMENT FOR ENGLISH OR LANGUAGE ARTS CLASS
AS ESTIMATED BY STUDENTS AND TEACHERS

	At Least Once A Week	Twice A Month	Once A Month	Or Twice A Year	Never
4th grade students	50%	20%	14%	7%	8%
8th grade students	39%	36%	20%	10%	6%
11th grade students	39%	30%	20%	7%	3%
4th grade teachers	64%	24%	9%	2%	--
8th grade teachers	54%	31%	12%	1%	1%
11th grade teachers	62%	29%	7%	2%	1%
All Teachers	60%	29%	9%	1%	0

*Percentage scores may not add up to 100% due to rounding.

In terms of types of writing assignments:

- The most often assigned writing exercise at the fourth grade level, according to the teachers, consisted of reports on reading assignments.
- Fourth graders reported that they wrote fiction and stories or summaries of class activities more often than other assignments.
- Almost 50% of both the eighth and eleventh grade students reported that their most frequent writing activity consisted of summarizing class activities via notes; teacher responses were consistent with these percentages.
- Although diary and journal writing are frequently suggested by experts as being an effective way to improve student writing, there is little evidence from teachers or students that this activity occurs at any grade level in Illinois.
- There appears to be little if any attention given to either poetic or dramatic script writing assignments at any grade level in Illinois.

Other research has reported that important elements to be included in writing instruction are the planning and revising processes. Students and teachers were asked about the amount of time they used, or encouraged the use of, in preparing, writing and revising written assignments. (See Figure 1.5).

- Eleven percent of the fourth graders, 24% of the eighth graders, and 35% of the eleventh graders, reported more than one hour of preparation time (discussing, researching, planning). A larger percentage of teachers at all grade levels report that they encourage students to spend more than an hour in preparation.
- Few students reported that they spend more than an hour writing a particular paper (4th grade, 10%; eighth grade, 18%; eleventh grade, 24%), while a larger percentage of teachers reported that they give students more than an hour to write.
- Even fewer students reported that they spend an hour or more revising, rewriting, rethinking and improving their work; fourth grade, 7%; 8th grade, 18%; eleventh grade, 8%) Greater percentages of teachers reported encouraging students to spend more than an hour revising.

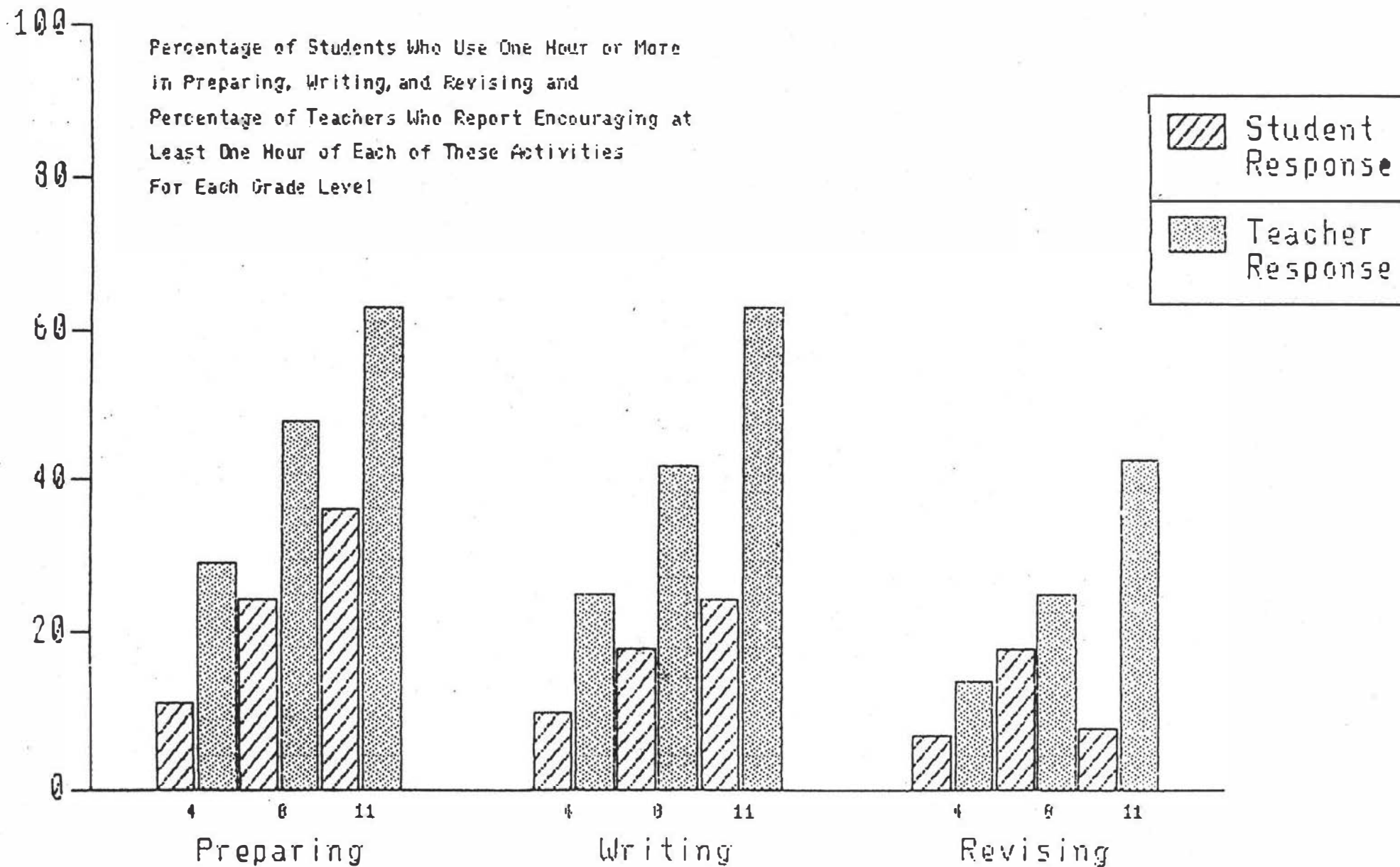
The above data indicates that students spend very little time in the important areas of preparation, writing the first draft, and revision. Also, there is a marked gap between the amount of time teachers report that they encourage students to take for these tasks and the amount of time students report they spend in time.

Students also report very little activity in the tested instructional techniques of small-group sessions, individual conferences with their teacher on their writing, large-group sessions on writing, or reading about how to improve their writing. Almost half of the students at all grade levels said that they had never participated in any of these activities.¹

¹Illinois, Student Achievement in Illinois, An Analysis of Student Progress in Language Arts, 1985, (Illinois State Board of Education, June, 1986), pp. 1-14.

Grades Four Eight and Eleven ²

Table 3



¹ Illinois, Student Achievement in Illinois, An Analysis of Student Progress in Language Arts, 1985, (Illinois State Board of Education, June, 1986), pp. 1-14.

Major conclusions from the 1985 writing assessment:

1. While one may expect to see a developmental curve, i.e., a greater percentage of fourth grade students at the lower end of the scale and a larger percentage of eleventh grade students at the other end, the distribution of student scores for all grades is markedly similar.
2. The overall scores of only a very small percentage of fourth grade students, less than a third of the eighth grade students and less than one-half of the eleventh grade students indicate that they wrote adequate essays. These results reflect the same pattern found in 1983.
3. Students at all three grade levels were able to clearly present a main idea or point of view in their writing much better than they were able to support or organize their essays.
4. Less than half of all students reported writing "one paragraph or more" a week for English or language arts class.
5. Although research indicates that preparation and revision are important elements in the writing process, a very small percentage of students reported spending "more than an hour" on each of them or on the actual writing of material.
6. Very few teachers reported using tested instructional techniques for teaching writing, such as journal writing, peer writing groups, small-group sessions, individual conferences with students, or large-group essay construction as part of their writing instruction activities.
7. The Illinois Integrated Rating Guide, a document designed to provide a structured approach to defining and evaluating written material, has been pilot-tested in 25 Illinois school districts. Preliminary results indicate that students improve in their writing when taught the elements of clear writing as defined in the Guide. Teachers also found the Guide to be adaptable for a variety of classroom uses by adding other features and providing checklists and profiles for student diagnosis.

In summary, the writing assessment results indicate that large number of Illinois students do not write at an adequate level and, further, that they spend little time either in or out of school on writing-related activities. On a positive note, efforts by the State Board of Education to devise a systematic method for assessing writing in the form of an integrated writing guide have yielded what may also prove to be a useful tool for local teachers in their efforts to improve student writing.

CHAPTER III

DESIGN OF THE STUDY

The study involved evaluating the current language arts program of Cerro Gordo Community Unit School District and the development of a written language arts curriculum guide for use by the staff to insure the course of study developed would be followed.

This study was a major step in curriculum development for Cerro Gordo. A good curriculum marks the points of significance so that the student does not wander aimlessly over the terrain, dependent solely on chance to discover the landmarks of human achievement.¹

This study involved a committee of ten teachers, three administrators, and a consultant, Professor Dan Guillory from the Department of English of Millikin University in Decatur, Illinois, to assist in the curriculum evaluation and development. The committee had parent input through the issuance of a questionnaire that was sent home with all students.

Membership of the language arts committee was voluntary on the part of the teachers. Every grade level was represented with the exception of fourth grade which participated as needed on certain aspects of committee work. The researcher was the chairman who had the responsibility of maintenance of the mission of the committee and to insure the continued progress toward that end.

¹William J. Bennett, To Reclaim a Legacy, (Washington, D.C.: National Endowment for the Humanities, 1984), p. 84.

Data Collection and Instrumentation

The researcher used four sources for collecting data for this study. The four sources were as follows: a parent questionnaire, a textbook evaluation form, student achievement test results and language arts curriculum guides from other school districts.

Parents were issued a questionnaire that was developed by the committee as a survey to be used as information and resource during the development of the language arts curriculum. A total of 700 questionnaires were sent with students or mailed, of which 135 were returned with students or by mail. The number of 135 was representative of about one-half of district parents because many questionnaires were completed by parents of two or more students in the school district. The survey is included as Appendix B.

The second instrument used in this study was for textbook evaluation. It was the consensus opinion of the committee that the current language series would not meet the curriculum model being designed. This instrument is included as Appendix C.

The textbook evaluation form was used by teachers at the K-7 levels. It was at these levels that the committee felt the current text would not meet our needs very well and a new text series should be examined for possible adoption. The eighth grade and high school texts were considered quite adequate with no change necessary.

Achievement test results from the school year 1984-85 were also examined. The language arts components of the test included areas for listening, punctuation and capitalization, spelling, composition, usage, sentence knowledge, and sentence structure. This information was used as a resource for the committee during the development of the curriculum and for specific recommen-

dations for certain grade levels.

The committee also examined language arts curriculum guides from school districts in Danville, Bement, Arcola and Monticello. These guides served as additional resources in the formation of the language arts curriculum guide for Cerro Gordo.

Processing and Analyzing the Information Sources

The information from the parent survey was used by the committee to insure that the curriculum of the school was relevant to the needs as perceived by the parents of the pupils of Cerro Gordo Community Unit School District. The content of the survey results were used to the extent that they were within the realm of the earlier defined area of language arts. Each member of the committee was given a copy of the results of the survey for review. Discussion of each question was held to evaluate the significance and relevance of each reply.

The textbook evaluation form was received by the researcher. The researcher ranked the series on the basis of the criteria ratings for each of the areas in the check list. The results were given back to the committee for further evaluation. The committee was able to reach a consensus opinion based on criteria used for evaluation which text series would most fit the curriculum desired to be taught.

The data from achievement test results provided details of where our current curriculum was weak or where special attention might be needed in the future. The item analysis was used to evaluate our curriculum to see if we were testing material that was not currently covered in our language arts program. Every grade level examined test results and this information was used in the formation of the written curriculum and consequently in the evaluation of texts.

Review of curriculum guides from other school districts provided examples of guide formats as well as the scope and sequence of material covered.

ed. The variety examined served as a good resource in the development of a language arts guide for Cerro Gordo.

The data and information gathered was used for:

1. A comparison of our current teaching and what we want our curriculum to be.
2. An evaluation of what the community feels the school should be teaching in the area of language arts.
3. Information gathered through the survey that teachers could use as to what the home is doing in the educational process of our pupils.
4. A comparison of what we want our curriculum to be and a language series that would most meet those needs.

The researcher was involved in all of the information analyses. The committee used the researcher's summaries as well as individual findings to aid in the development of a comprehensive language arts curriculum.

CHAPTER IV

RESULTS

Language Arts Survey

A survey was sent to parents of students in Cerro Gordo Community Unit School District #100 and was returned in December, 1985. This survey was a valuable instrument in that it allowed parents to have an input on the formation of a language arts curriculum in their school district. The results were informative to the language arts committee. The results of some of the questions gave a better understanding of the background of the home life of our students and concerns were recognized and incorporated into the curriculum.

Parents expressed a concern that students were not receiving enough training in the area of public speaking. Due to this concern the committee recommended additional speaking by students to be done in front of the class in the form of speeches, related work, or book reports.

Creative writing was mentioned in one form or another in nine surveys. This was considered sufficient enough by the committee to recommend that more creative writing exercises should take place at all grade levels but particularly at least weekly at the elementary level.

Parent surveys also resulted in a recommendation that all teachers encourage correct grammar usage and the desire for students to be involved in some type of play. Due to staff reduction it is not possible to have big productions but class or grade plays would suffice.

A complete summary of the results of the Language Arts Survey is included as Appendix E.

Achievement Test Results

Results from student achievement tests for the two previous years were examined in the area of language. Each grade level results were evaluated to pinpoint any weaknesses in the curriculum.

First grade students in both years fell below average in capitalization skills. This was noted and supplemental study material was recommended for usage in the curriculum guide to aid in seeking improvement in that area.

Achievement test results also indicated below average results in sentence structure at the junior high level. A recommendation was made to place more emphasis in this area at the seventh and eighth grade levels.

Test results and parent concern additionally pointed out that additional study in the diagramming of sentences was needed from the intermediate level through high school. The committee recommended more emphasis should be placed in the teaching of diagramming sentences.

There were no other outstanding problems that could be identified through district achievement test results.

Curriculum Guide Comparisons

Language arts curriculum guides from four other school districts in central Illinois were examined. A variety of complexity between the four were noticed. The contents ranged from guides with only general objectives to very specific goals and materials listed with a sequence of teaching provided.

Review of the guides aided the committee to decide the format and detail of the Cerro Gordo language arts guide.

Textbook Evaluation

Seven language series were evaluated for possible adoption. Teachers were given sample texts and supplementary materials requested from and supplied by major publishers. The committee agreed to examine each series for possible adoption at the K-7 levels.

Committee members were given ample time to peruse the sample series and submitted a list of the three top choices deemed satisfactory for consideration by all committee members as the basal text. The selection was pared to three at a committee meeting by consensus opinion. The teachers on the committee then used the instrument included as Appendix C to further evaluate the prospective adopted series.

The first choice for a recommended text occurred through group analysis of the evaluation results. The text choice was felt to be the one that was most like the proposed curriculum to that point.

Curriculum guide revisions were necessary so that the guide fit the adopted series. Material that was desired to be covered but was not in the text was noted and designated to be covered through the use of supplemental material.

Curriculum Guide

The examination of the language arts curriculum in Cerro Gordo Community Unit School District No. 100 resulted in the adoption and implementation of a ninety-two page document to serve as a curriculum guide in the area of language arts. In summary, the guide was developed by the curriculum committee in the following steps:

1. All grade levels developed a draft of the course of study currently being taught. Guides from other districts were used as resources.

2. The curriculum guide drafts were examined by the committee and adjustments were made as needed due to content problems and conflicts to insure uniformity of subject matter.
3. Textbook series at the kindergarten through seventh grade levels were judged to be unsatisfactory based on the evaluation of the committee. A new series was selected at these levels while texts at the eighth through twelfth grades were not changed.
4. Curriculum revisions were made to more closely fit the new language series selected for the kindergarten through seventh grades.
5. Parent surveys were evaluated and adjustments were made to incorporate certain items into appropriate levels of the curriculum.
6. A final draft of the curriculum guide was made and submitted to the Superintendent and the Board of Education and was approved at the April, 1986 Board of Education meeting. The guide is included as Appendix F.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

During the 1985-86 school year a comprehensive study of the language arts program of Cerro Gordo Community Unit School District #100 was conducted. A committee was formed with the researcher as chairman. Eight months were spent in evaluating what we were currently doing and what we would like to do in the area of language.

A survey with thirteen questions was distributed to parents to allow input as well as insight to the committee. The results of this survey were used as a resource in the development of the written curriculum guide.

The committee developed a ninety-two page document that was adopted at the April 17, 1986 Board of Education meeting of Cerro Gordo Community Unit School District #100. This document will serve as a guide for all teachers in the area of language arts to aid them in the sequential study of the English language in our school system.

The adoption of a new language arts series was also recommended to replace the series that had been in use for over ten years in our school system. The series that was adopted was the one that most closely fit the curriculum adopted.

Findings

The researcher valued the opinions of the parents who returned surveys of our language arts program. It was interesting to note that parents wanted

their children to experience some of the same type of activities that they had when they were students in Cerro Gordo. It was noted that parents wanted their children involved more in plays at the elementary school as they had been when they were in school. Unfortunately there were more specialized staff in a previous era that have been eliminated due to budget cuts.

The survey also revealed parent concern over the lack of public speaking ability of our students. Our committee also found cases of students who would rather receive an "F" than to give a speech or presentation in front of class at the high school level.

Also this researcher found specific items through analysis of achievement test results that were below level. These included such things as weaknesses in capitalization skills at first grade level and problems with sentence structure at the seventh and eighth grade levels.

Conclusions

The researcher found the study to be very enlightening in many respects. The review of literature showed an increasing of the importance of the use of computers in composition. Word processors are being highly recommended for use in composition because students themselves can readily edit their work. It was the researchers perception that teachers are resistant to these changes. In our country, it seems that almost all teachers want to teach in much the same manner they were taught.

The outstanding benefit of this study is the development and adoption of a language arts curriculum guide for Cerro Gordo Community Unit School District #100. A school district with only 700 pupils rarely has a document of the quality that was produced during the 1985-86 school year. The Decatur Herald and Review published an article in July, 1986 that drew attention to

Cerro Gordo and the impressive document produced by a school district of such relatively small size. Through discussion with other educators in the area, it is the belief of the researcher that the study was an outstanding success.

Recommendations

The researcher worked very closely with the committee to form recommendations for the improvement of the language arts program in Cerro Gordo Community Unit School District #100. A list of such proposals was given to the Superintendent of Schools, Wayne Ingalls, who evaluated the work of the committee and submitted the proposed curriculum guide and recommendations to the Board of Education at a duly called meeting on April 17, 1986. The list of recommendations was adopted as presented and is included as Appendix D.

APPENDIX A

IIEP WRITING ASSIGNMENT

Appendix A

IIEP Writing Assignment

The mayor of your town recently made the following statement: "It always strikes me as a terrible shame to see young people spending so much of their time staring at television. If we could unplug all the TV sets in America, our children would grow up to be healthier, better educated, and more independent human beings." Your newspaper wants to print the four best student responses to this statement.

WRITING ASSIGNMENT: Do you agree or disagree with the statement? Write an essay for the newspaper in which you agree or disagree and explain your position.

- Decide whether you agree or disagree with the statement.
- Use the names of TV programs in your examples.
- Explain how these programs are helpful or harmful to people who watch them.

Take a few minutes to plan your essay on the scratch paper provided. In your essay be sure to:

- State one position clearly.
 - Give several reasons and examples to make your point.
 - Organize your ideas carefully.
 - Use language and information appropriate for a newspaper article.
 - Check that you have correct sentences, punctuation, and spelling.
-

APPENDIX B

LANGUAGE ARTS PARENT SURVEY FORM

Appendix B

LANGUAGE ARTS PARENT SURVEY FORM

Dear Parents:

We feel that language and development of reading skills in the home is important. We would appreciate your taking the time to answer these thirteen questions in order to improve the language arts program at Cerro Gordo.

Please return this form by one of your children by Dec. 2., 1985 or mail it to P.O. Box 66, Cerro Gordo, IL 61818.

Please answer the questions specifically rather than with a single "yes" or "no".

1. Do you ever discuss items from the newspaper with your child?
2. Do you ever discuss television programs with your child?
3. Does your family have any favorite magazine?
4. Does your child ever write letters, notes, greeting cards, etc.?
5. Does your child ever come home with a book not assigned in school?
6. Does your child visit the town library?
7. Do you ever give books as gifts?
8. Do you ever encourage your child to attend or participate in plays, concerts, or speech and drama events?
9. Do you read to your younger children?
10. Does your child ask you for help with homework?
11. Does your child have access to an educational computer program outside of school?
12. Does your child have ready access to a dictionary and/or encyclopedia?
13. In your opinion would you please list any general or specific language arts skills you feel the district should include in the curriculum.

APPENDIX C

LANGUAGE ARTS SERIES EVALUATION FORM

Criteria for Evaluating Language Series - Cerro Gordo School District

Name _____		Publisher _____				
Grade Level _____						
		Excellent	Good	Unsatisfactory	Does Not Apply	Comments
I. OVERVIEW						
A. The material is . . . teachable						
practical						
relevant						
B. Scope and sequence are . .						
C. Overall rating of this series is . .						

14

COMMENTS:

11. STUDENT MATERIALS

A. Vocabulary level appropriate for general range of children at this grade level

B. Content provides challenge for general range of children

C. Suggests or has activities for enrichment

D. Good use of color pictures/illustrations

E. Content is made reasonably interesting

F. Index and/or table of contents is provided

G. Textbook is durable

H. Textbook is attractive and good/ manageable size

I. Ample exercises are provided for each assignment

J. Units are of reasonable length

K. Workbook quality on content

L. Ditto content quality

COMMENTS:

Excellent

Good

Unsatisfactory

Does Not Apply

Comments

APPENDIX D

RECOMMENDATIONS

TO: Mr. Ingalls, Superintendent
Board of Education
Cerro Gordo Community Unit School Dist. #100

From: Language Arts Committee
Keith Ashcraft, Chairman
Donna Schmidt, First Grade; Carole Meisenheimer, Second Grade; Elke Funk,
Third Grade; Darrell Aydelott, Fifth Grade; Cheryl Horne, Sixth Grade;
Sandra Worsham, 7-8 Language Arts; Angela Young, 7,10 Language Arts;
Linda Hoover, 9-12 Language Arts and Kindergarten, Janice Buckley

Re: Committee Recommendations

Date: April 17, 1986

This committee would like to make a number of recommendations that we as a group feel are important to the district's having a quality language arts program. Included among these are some concerns that parents have expressed to us through a survey distributed to them.

1. Approve curriculum guide as presented.
2. Adoption for the 1986-87 school year of the Houghton-Mifflin language series for the K - 7 level.
3. The purchase of additional dictionaries at the 2 - 6 levels so that every student will have access to a dictionary in his/her classroom.
4. The purchase of an additional sixty dictionaries for the high school English department. Ten more should also be purchased for reference by students in the library.
5. It is recommended that more speaking be done by students in front of the class. This may be in the form of public speaking, related work, or simply oral book reports or recitation.
6. Additional creative writing at all levels. Suggestions would be at least weekly at the elementary level and at appropriate intervals at the 7 - 12 level.
7. All teachers should encourage proper grammar usage and should correct students when improper use is evident. Non-language teachers should also emphasize both oral and written grammar.
8. All students at the intermediate elementary level should be involved in a play. This type of activity does not have to be a major production but be useful as a background in dramatics. Each class may have such an activity or it can be by grade levels.
9. More capitalization skills at the first grade level should be emphasized.

10. Student study of sentence structure at the junior high level should be given more emphasis.
11. The curriculum guide shall be used as a major reference tool to insure consistency for all grade levels. Reference to it should be made at least weekly.
12. More emphasis of diagraming of sentences should be made at the intermediate, junior high, and high school levels.
13. Teachers shall be given an opportunity to increase their teaching skills of language arts by attendance at local and state language arts workshops.

APPENDIX E

PARENT LANGUAGE ARTS SURVEY

SUMMARY OF LANGUAGE ARTS SURVEY

Question #1: Do you ever discuss items from the newspaper with your children?

Yes -- 104 No -- 30

Comments from parents on question #1.

1. We do this frequently.
2. Sometimes
3. Occasionally, when there is an article regarding something we have been talking about.
4. No, we do not take a newspaper.
5. Not very often.
6. Sometimes, mostly disasters or local happenings, not politics.
7. Yes, earthquakes, volcanoes, football, etc.
8. We talk about the weather and things pertaining to kids.
9. Yes, world leaders, human interest, comics, children's mini-page.
10. The cartoons and sales.
11. Mostly about child abduction or when they ask about something they've heard.
12. Yes, articles and pictures that my son asks about or things that bother him.
13. Sometimes, if it would be interesting or helpful to them.
14. Yes, especially those items that pertain to children.
15. Yes, we usually sit down and read the paper.
16. Not routinely, but for special events or specific topics of interest, yes.
17. Yes, I encourage them to question what they don't understand.
18. Only what they hear discussed around the house.
19. Since we do not receive the paper, no or very infrequently.
20. Yes and radio news.
21. Yes, mostly headlines.
22. Once in a while if I see something I feel of interest or importance.
23. Occasionally, usually some type of human interest story.
24. All the time - let them know what's out there and how to cope with it.
25. Yes, with the oldest - recently we talked of hi-jacking - the weather. T.V. news also.
26. Yes, items from all sections of the paper.
27. Yes, earthquakes, hijackings and crashes and recently the hurricane to the east coast as we spent our summer vacation there.
28. Only if I think it would be of interest to them. Most of what's in the paper is garbage.
29. Yes, and we encourage them to read specific articles.
30. Sometimes the headlines if they seem interesting.
31. It depends on the news item. If it is local we will discuss it.
32. No, but I know I should.
33. Hardly ever - the media & press stress disasters and sensationalize such news such as rape, murder, etc.
34. Yes, we discuss current events quite often.
35. Yes, reading and discussing the article are very important; that you know what it's all about.
36. We discuss current events and during sports season, she reads the sport page.

37. A little more recently since she has to have articles for Social Studies.
38. Occasionally if the item deals with something that is discussed in school.
39. Too depressing!
40. Often she notices the pictures which brings on the discussion.
41. We've discussed political/presidential items as well as child-safety related things - along with many others.
42. Sometimes - including working the crossword puzzle at the dinner table.
43. One time - the paper had a child's articles on red & green people.

Question #2: Do you ever discuss television programs with your child?

Yes -- 126 No -- 5

Comments from parents on question #2:

1. Yes, both good and bad.
2. We do at times; however, we are very selective as to the programs they may watch.
3. Quite often, what is fact and what is fiction.
4. Especially if it's educational.
5. Yes, more than the newspapers.
6. Yes, afterschool specials - I explain morals right & wrong, good & evil.
7. Yes, those I feel he doesn't understand, the scary parts.
8. Yes, what they can and cannot watch.
9. Yes, primarily when there is violence that appears to be realistic.
10. Yes, we often discuss the special effects.
11. Yes, and if I know there is to be a good show on, we usually watch it together.
12. Yes, ratings, educational, wildlife, medical, real life, etc.
13. Yes, most programs,
14. If I don't approve of some shows, we discuss it slightly and then we watch something else.
15. Definitely, we discuss most programs we watch.
16. Yes, we watch the same movies & programs and voice our own opinions.
17. Yes, but probably not as often as we should.
18. Yes, they watch TV between 7:00 and 8:30 p.m.
19. If he makes a comment about a program, then we discuss it.
20. Yes, if we feel they need explaining or if they have questions.
21. We discuss violence on TV and how it might affect the actions of people.
22. Only the ones I don't want them to watch.
23. Yes, as to what he got out of it.
24. Yes, there seems to be so much controversy on TV, we often find discussion or clarification necessary.
25. At least once a week.
26. We watch public television which is more time than not thought provoking and naturally leads to conversation.
27. No television in home.
28. Yes, when issues or a point in question needs to be explained.
29. Yes, special shows, however, probably not enough.
30. Yes, to emphasis a point or lesson that is being taught.
31. Yes, most of the time.
32. Yes, to prevent them from getting the wrong idea or being confused about something.
33. Too young yet to watch much TV (5 & 6)
34. Particularly those with deep emotion or timely issues. Clarification for her benefit. Point out good & evil. Explain lack of worth of soaps & games shows, etc
35. Yes and we watch a variety of programming on WILL TV.
36. Yes, 60 Minutes and 20/20 are our favorites.
37. Yes, especially when subject is disturbing or deals with children.
38. Yes, most shows we watch as a family.
39. Yes, when it has something to do with them such as child stealing or molestation.
40. Not much, I try to limit TV viewing.

Question #3: Does your family have any favorite magazine?

Yes -- 85 No -- 50

Comments from parents on question #3.

1. sports, hunting & health magazines.
2. Readers Digest
3. Not really
4. Farm & Ranch, Readers Digest
5. Readers Digest and all others are church magazines.
6. No, each member of family has own interests.
7. No, but he gets Ranger Rick.
8. Brett enjoys Humpty Dumpty, In Your Own Backyard and Turtle.
9. Family Circle & Woman's Day
10. National Geographic
11. Country Living and Sport
12. No, we often have several family oriented magazines in our home.
13. T.V. Guide
14. No, we don't get any magazines.
15. National Geographic - my son is especially interested in the maps.
16. Highlights.
17. Kelly receives National Geographic World.
18. No, we take several.
19. Child Guidance, Readers Digest, Parents, - good reading material.
20. Prairie Farmer
21. Children's Highlights, Sesame Street, Boys' Life, Better Homes & Gardens. - we each have our own.
22. People Magazine
23. No, but several varieties are available.
24. Sports magazines
25. Yes, Field & Stream and any bird magazine
26. National Geographic & National Wildlife.
27. Yes, World - National Geographic for kids.
28. We don't get any magazines.
29. Odyssey & Highlights
30. Readers Digest, Guidepost and Highlights.
31. The kids get Your Big Back Yard, 3-2-1 Contact and Ranger Rick. The adults have other favorites.
32. Like several - no favorite.
33. Popular Science, Popular Mechanics and National Geographic
34. We all have our own favorites.
35. Farm Woman and Turtle
36. We enjoy a variety of magazines, from fishing to science.
37. Redbook
38. Angela enjoys WORLD, Ranger Rick & Nat'l Geographic for children. We have several others from crafts to mechanics.
39. Newsweek, Health Prevention, Farm & Ranch.
40. Smithsonian, Popular Science, Nat'l Geographic
41. Time and National Geographic
42. Discover and National Wildlife
43. No, we don't take any.

Question #4: Does your child ever write letters, notes, greeting cards, etc.?

Yes -- 120 No -- 15

Comments from parents on question #4:

1. Yes, sometimes boughten and sometimes homemade.
2. Our child is encouraged to not only write cards but also to design them.
3. Yes, thank yous for gifts and trophies won during the summer.
4. Yes, to grandmas, aunts & friends.
5. She has a cousin and aunts to write to.
6. Letters to relatives & friends, notes to himself and parents.
7. Yes, they write to their mother, brothers & sisters.
8. Yes, I help him with the spelling.
9. Yes, she creates quite a few of her own cards, drawing the pictures, etc.
10. All the time.
11. Rarely
12. They occasionally make their own greeting cards.
13. Sometimes, youngest child likes to color or draw pictures for cards.
14. No, but we let her sign her name to letters & cards.
15. Sometimes, but they have to be pushed to do it.
16. Yes, to her grandfather in a nursing home.
17. Very seldom.
18. Yes, he writes to his relatives in Arizona and love notes to me!
19. Yes, likes to write to grandparents.
20. Yes, a few when she's away at camp in the summer, and thank you notes.
21. 3-4 a month.
22. He loves to write letters. All of our family is out of Illinois.
23. He tries to write.
24. Not old enough to really apply.
25. Angela writes to out-of-town relatives & friends, puts notes and drawings in our cards and writes thank-you notes for gifts.
26. Yes, he is required to write his own thank you notes and birthday invitations.
27. Yes, but not often.
28. Sometimes they make a get well or birthday card.

Question #5: Does your child ever come home with a book not assigned in school:

Yes -- 101 No -- 30

Comments from parents on question #5:

1. No, but he does visit town library.
2. This happens very often.
3. Yes, but not as often as I would like.
4. Yes, he is an avid reader.
5. Yes, at least 2 or 3 different ones a week.
6. The ones we order from school
7. Yes, library books as well as a classroom library book in addition to his own reading book.
8. He has some, but not too many.
9. No, but if she does, I don't know about it.
10. Yes, on library trips
11. Yes, he loves to read just about anything.
12. Not very often.
13. Yes, he reads every night a book from Mrs. Crandall's library. This is encouraged as part of her reading program.
14. Yes, but he has not done so recently as he has had to work very hard to improve his grades.
15. He's always reading a book.
16. Yes, but she doesn't always read them once she's brought them home.
17. Both of my children enjoy reading.
18. Every so often.
19. No, he works with his hands rather than read.
20. Yes, every week.
21. Yes and she buys books from the school book clubs.
22. Yes, he averages 2 books a week
23. Yes, it is important to my child to improve her reading.
24. Grade school student more than high school student.
25. Yes, from school library.
26. Not yet old enough.
27. Yes, he loves to read and has read 350 books since June.
28. Often the 3 oldest do.
29. Yes, comic books from friends.
30. Yes, almost always has a library book or wants to buy a book to read.
31. He likes to go to town library and choose his own.
32. Yes, several times a week.
33. Most of the time. We have developed a love of books in Angela.
34. He has in past years but not this year.
35. Yes, he enjoys reading when he has free time.
36. Yes, my oldest child is constantly reading.
37. Yes, library books.

Question #6: Does your child visit the town library?

Yes -- 98 No -- 37

Comments from parents on question #6:

1. Yes, he loves it.
2. We are regular "customers".
3. We have a library card for Cerro Gordo & Decatur and use them often.
4. Yes, as often as possible.
5. Yes, once a week.
6. Yes, one of my teachers once said, "If you can read you can go around the world and never leave home."
7. Several times a month.
8. Yes, mostly in the summer, though.
9. Yes, frequently
10. No, as Oakley does not pay taxes to any library, we can't use the town library unless we pay and we can't afford it.
11. Mostly in summer - working on family tree.
12. Yes, visits once a week - choice varies in books.
13. Yes, mainly in winter time.
14. Once in a while.
15. Also the Decatur Library.
16. Yes, when we can - we live in country and it's not always convenient.
17. Sometimes when I'm in town, I'll take the kids.
18. Yes, have just started to.
19. Only when he needs reference material for school.
20. Yes, every two weeks. I love to read and I hope by taking the girls to the library, they will realize how much enjoyment you can get with the reading of books.
21. We have our own library at home.
22. Yes, I feel the library offers a lot.
23. No, we can't get a library card.
24. Yes, she constantly reads
25. Not much as we have over 400 books for children at home.
26. No, she belongs to a book club.
27. Yes, she participates in the summer book reading program at library.
28. No, we don't have one in our area.
29. Yes, whenever possible.
30. Yes, all year.
31. People in Oakley cannot use Cerro Gordo or Decatur libraries unless you pay extra.

Question #7: Do you ever give books as gifts?

Yes -- 121 No -- 14

Comments from parents on question #7:

1. Yes, every week as a reward.
2. We give books quite often.
3. Yes and he helps me pick out books for gifts.
4. Always, birthday, Christmas, "happy gifts".
5. We have, but not lately.
6. Quite frequently.
7. Yes, birthdays, Christmas and when someone is sick.
8. Yes, especially those that assist in math and phonics.
9. No, I never think of a book.
10. Books for good behavior or I'll pay $\frac{1}{2}$ of ones he wants to buy from school.
11. Yes, he has so many books now, his father thinks I buy too many.
12. Usually at Christmas and usually religious.
13. Yes, probably more so than toys.
14. Yes, our most common "treat".
15. We give him books for special occasions.
16. Yes, I give a lot of Golden Step Ahead Learning Activity Books, along with short story books.
17. Yes, and we give used books to the library.
18. Yes on Christmas and birthdays and a lot of time books with records.
19. Yes, when the children were smaller.
20. No, we usually just use the town library.
21. Each Christmas and Easter, we hope he will sit and read more.
22. Sometimes, for children especially.
23. Yes but not often, I feel the library offers a lot.
24. Yes, grandparents like history books and children like workbooks.
25. Yes, it helps them learn to read better, plus how to pronounce the words.
26. Yes, and the children often buy books through school book clubs.
27. Often to all age groups although I think it's more advantageous to let the library own, store and update books.
28. Not very often but the grandparents do.
29. Yes, activity books, coloring books and reading books
30. Yes, then we read them together.
31. Yes, he has a little library of his own.
32. Yes, we have several different sets now.
33. Yes - record/book, cassette/book, workbooks.
34. Very seldom
35. Occasionally a nature or National Geographic children's book or Bible stories.
36. Once in a while.
37. Yes and magazine subscriptions.

question #8: Do you ever encourage your child to attend or participate in plays, concerts, or speech and drama events?

Yes -- 101 No -- 23

Comments from parents on question #8:

1. We encourage this and support these events.
2. Yes, but Roy hasn't been active since we transferred schools, we don't have plays or chorus here for youngsters.
3. Yes, although he's not old enough for speech or drama yet.
4. Yes, Stacy has recited some at Church functions.
5. I will when he's older.
6. I would if we had some.
7. They can participate in any school activity.
8. Yes, his Bible Club.
9. Yes, Mostly at church
10. No because I'm concerned about her grades and they come first.
11. Yes but little interest shown that I've evidenced.
12. Yes, they both take dance lessons and are often involved in church plays.
13. Yes, I think it's important to a child to participate in events - let them know they belong.
14. Yes, she enters essay contests.
15. Yes, we try to attend programs at school and church. Also boy scouts and youth meetings at church.
16. Our daughter takes part in church programs but doesn't really enjoy it.
17. Andrew thinks this question is stupid but if he wanted to, we would make sure he got there.
18. We regularly attend plays and other events as a family.
19. No, that's their own decision, but fine with us if they want to.
20. He has to decide for himself if he wants to or he will not enjoy it.
21. Yes, if they show an interest.
22. Yes, Literary and Band.
23. Yes, she's seen several at Civic Center and participated in ballet recitals.
24. Not outside of school planned activities. Then we encourage them to give different things a try.
25. We take advantage of Decatur/Springfield's cultural events.
26. We try to encourage anything they are interested in.
27. Kirkland Arts Center has great exposures.
28. Availability is a limiting factor.
29. Yes, our oldest daughter was just in the literary program.
30. Yes, she was in the Children's Performing Company in Decatur & Mt. Zion last year. Would like to see her perform in drama events.
31. They're not interested - I go without them.
32. Yes, it's definitely good for them to be in front of groups and adults.
33. Yes, she usually needs little encouragement to become involved.
34. Some - this is an area I need to work at!
35. Yes, 4-H has been good for this.
36. Musican concerts and country opera
37. Yes, I babysit and the children love to put on little skits.

Question #9: Do you read to your younger children?

Yes -- 112 No -- 14

Comments from parents on question #9:

1. Yes, it's a nightly thing.
2. Yes, we love to read.
3. All the time.
4. We have read many good books together as a family - something we started and have continued since our grown children were in grade school.
5. Yes, whenever I have time, usually at bedtime.
6. Yes, almost daily.
7. We read to all three but now we try to get Mandy to read some too.
8. Yes, every chance I get.
9. She now reads to me and I help with the words she doesn't know.
10. No. She can't read but she pretends to read to her dolls.
11. I did read to both our sons when they were young but we don't have any little ones now.
12. Not anymore, she reads to me.
13. I have always read to my children from an early age.
14. Not yet because she won't hold still.
15. Yes, she brings books home from library for me to read.
16. Yes, they love being read to.
17. Yes, we probably read 4-5 books every night at bedtime.
18. Yes, usually in the evening when there's nothing good on TV.
19. I read all different kinds of books at bedtime.
20. Yes and also older child reads to younger child.
21. Yes but I encourage him to read also.
22. Yes, we also read aloud on trips as we travel. This is something we all enjoy.
23. At time, not enough though.
24. Yes, I've read since she was two.
25. I read to her from a very young age and use cassette tapes also.
26. He is in kindergarten and has been reading 1½ years. He reads to us.
27. Since he was a baby.
28. Several times a week.
29. Sometimes, not as much as I used to and not as much as I should.
30. Yes, from the time they could sit up.
31. My older child reads to my younger child and vice versa.
32. I have read to Angela before she was born.

Question #10: Does your child ask you for help with homework?

Yes -- 120 No -- 16

Comments from parents on question #10:

1. Doesn't have any.
2. We encourage our children to do as much as possible on their own; if they need help, then we assist.
3. Occasionally we discuss homework or if he is having a problem we work on it.
4. Rarely
5. Yes, but usually only when he is having trouble understanding something.
6. No, she has been able to work on it OK by herself.
7. She likes to do it herself and let me grade it.
8. All of the time.
9. Yes and we help them by explaining how but not doing it for them.
10. Yes, when he reads and has spelling words.
11. When stumped, but I feel he should think it through first.
12. Almost every night, reading & math mostly.
13. One does, One doesn't, one doesn't care.
14. Yes, but mostly he can handle it alone. we do spelling & math together, not because he asks; it's my format.
15. Not any more.
16. Rarely.
17. Frequently - usually to check it.
18. We help by listening to his reading and quizzing him on material read.
19. Yes, and I help by checking work and trying to get him to ask himself questions to understand things better.
20. Yes, but they don't usually bring any home.
21. Yes, sometimes I offer it before she asks.
22. You forget I went to Cerro Gordo too, what do I know?
23. Yes, we sit down and make sure the homework is done.
24. Yes, studying for test especially.
25. She asks me to check it.
26. Yes and I try to help him learn, rather than give the answers.
27. Sometimes, we can't help her with the math.
28. Yes and we give only what is needed.
29. Yes, and he is very conscious of doing it correctly.
30. Yes, we work together every night, but I don't supply the answers.
31. Yes, I enjoy helping him and quizzing him.
32. Yes, especially quizzing him on tests.
33. Yes, we spend quite a lot of time on homework.
34. No. Cerro Gordo doesn't have homework.
35. Sometimes, the Science books are just as puzzling now as they were years ago.
36. Yes and we work every night on Ben's speech.

program outside of school?

Yes -- 30 No -- 105

Comments from parents on question #11:

1. Just a child computer, Alphie II.
2. Not at this time.
3. Not now - she did have.
4. No, he has his own small computer (16K?) I don't know much about them but he doesn't do much with it.
5. Yes, her uncle has a computer which she can operate and play games by herself or with a little help.
6. No, not yet.
7. Yes, to assist with numbers, shapes, sorting and basic reading skills.
8. No because there is no place to have access to.
9. We have a small computer which basic programs can be written with and some software cassettes we have for math.
10. No but we're looking into it.
11. No, we don't have the money to buy a computer.
12. We have an Apple IIC
13. Our babysitter has one.
14. Yes, in our home.
15. No, but that may change soon.
16. No, I wish they did.
17. Yes, the Learning Resource Center at Richland; none at home.
18. Yes, we have one.
19. Yes, for the last 5 years.
20. Not at this time but we are planning on purchasing one within the next 6 months.
21. We have a computer at home but right now it is not hooked up but we hope to soon.
22. No, not as yet but we are working on it.
23. Yes, at home.
24. We have a computer and educational books for programs in our home.
25. We have a home computer.
26. No, unless you count an Alphie.
27. Yes, an Apple
28. Of course not, not with our budget.
29. No, too young.
30. No and we don't know anyone who does have one.
31. Not at this time but in the near future.
32. He is getting one for Christmas.
33. Unfortunately not yet.
34. Yes, our home computer has a few children's programs.
35. Yes we do. a Commodore 64 at home with educational discs.
36. No but we plan to get one.
37. We have a P.C. but it is not used educationally.
38. Yes but it is not currently set up for use.
39. Yes, an Apple II Plus.
40. Yes, but I have not been able to stimulate his interest in this.
41. No, but he has one on his Christmas list.
42. Yes, especially for math.
43. Yes, it's called his father.
44. We have the "Whiz Kid" computer.

Question #12: Does your child have ready access to a dictionary and/or encyclopedia?

Yes -- 130 No -- 5

Comments from parents on Question #12:

1. We own dictionaries and an entire set of encyclopedia plus additional reference material.
2. Yes, he has his own dictionary - ours are very old.
3. Several dictionaries and a World Book set. He often reads them when he doesn't have any books to read.
4. Yes, both.
5. Yes, we own a dictionary.
6. We have both.
7. Yes, he has his own Golden Dictionary.
8. We have both but they are not too new.
9. Dictionary yes, Encyclopedia no.
10. Yes, I am teaching her how to use it.
11. Dictionary yes, encyclopedia at school.
12. Yes, World Book and Child Craft plus dictionaries.
13. Yes, and they are beginning to use them more and more.
14. We have a Young Reader's Dictionary for the children.
15. Indeed, it's handy even when I need to use it.
16. We have a child's dictionary, Webster dictionary, Disney's World of Knowledge and Columbia Encyclopedia set up-to-date.
17. Yes, World Book and dictionaries.
18. Yes, dictionary at home and older set of encyclopedias at grandparents.
19. Yes, several sets of encyclopedias and an extensive home library.
20. Why should I buy a set when my taxes bought the one at school.
21. We have a dictionary and The Young Children's Encyclopedia.
22. Yes, they've used them to look up facts about things they've taken for Show-and-tell or extra credit projects.
23. Yes, but so far she's not interested in either.
24. Yes, Websters New World and World Books.
25. Yes, several dictionaries, World Book and an older Childcraft.
26. We have a complete set of each.
27. We have children's sets and adult sets.
28. Yes, both and they are encouraged to use them.
29. Yes, a big 2 volume dictionary and Compton's.
30. We just bought a new Webster's dictionary.
31. She has a child's first dictionary.
32. She has her own dictionary as well as access to mine in addition to Thesaurus and other reference books.
33. We have both and he especially enjoys science encyclopedias.

Question #13: In your opinion would you please list any general or specific language arts skills you feel the district should include in the curriculum.

Comments from parents on question #13:

1. To my knowledge, this area is of at least an average quality.
2. As an adjunct to regular classroom participation require recitation of reports, etc. @ Grade School level to familarize students with public speaking. Writing and computer skills are important but we must not neglect oral skills.
3. I haven't been involved with the schools in the last few years, I don't really know what all is offered.
4. I believe all youngsters would benefit from more practice in expressing their thoughts orally and in written form. I know in the past some of the books have not been what I would want my son or daughter to read. I'm concerned about required reading at the High School level. I would hope that our young people would always have a choice. There are so many good books that I see no point in deliberately assigning books that are full of filthy language and bad morals.
5. More Creative and factual writing put in at all levels. This includes all the language arts skills and would help master these skills.
6. Plenty of 1) comprehension work, 2) sequencing skills, 3) alphabetical order, 4) using reference and resource materials, 5) ability to read want ads, TV listings, menus, schedules and other daily things, 6) correct usage and 7) oral reading.
7. Know of none.
8. Maybe having a computer program.
9. More foreign language.
10. Reading, phonics and spelling are very important. Anything in these would help. So far, I'm very pleased with my child's progress in reading.
11. Basic sentence structure and punctuation. At a Jr. High or Sr. High level, there should be a creative writing class available as an English elective.
12. My son needs to build confidence with oral presentations, readings, etc.
13. I think they need more visual aids. Maybe the Grade School could put on a play once or twice a year for the parents, with different children from each grade. Thank you for sending this form home and being interested in our opinion.
14. Longer time spent on teaching our kids to write, especially in 2nd grade.
15. The Basics. Our kids are all grown but they all had problems comprehending what they were reading. Spelling was another poor area. If the child is not a top-notch student they might as well forget it. Of all the teachers, Mr. Arseneau at the high school is the only teacher I've known who REALLY cared. He helps kids who are not even in his classes. To sum it up - if the teachers care and DON'T play favorites, the kids will WANT to learn.
16. Reading, writing, mechanics, grammar, critical thinking, literature.

17. I'm not sure, besides completing language assessments of confidence, articulation, language production, vocabulary, communication skills, language understanding, word play and listening skills. Teachers and/or adults should try using more self-talk and parallel talk. Story books motivate listening and speaking.
18. I think we really need to push our basics. Several kids would rather do a computer which is an easy way out of the basics (also calculator) The basics are very important to our everyday needs.
19. I really don't know. My children have done ok with what was available.
20. Perhaps older children grades 2 and up should be required to give oral book reports. I think all grade levels should be encouraged to get in front of the class for show-and-tell or just tell a story or something to help develop their ability to communicate. Also I think high school kids should be taught how to properly write themes and so forth because I know several very smart people who had trouble with college work because they could not write properly.
21. More writing of short stories, letters, and reports instead of doing work sheets.
22. A few years ago a cantata or operata was given by the grade school. I thought it was great. When I was in grade shcool, we did Jack and the Beanstalk - it was great fun. I know it takes a lot of work but I feel something like this would be worthwhile.
23. I don't have any suggestions because my children aren't having trouble sounding out or reading words. I assume the language they received must be adequate for them to be able to read.
24. I haven't lived in the district long enough for me to feel qualified to judge the curriculum.
25. I feel the school is teaching my son everything possible in the short period he is there.
26. I can't really say what is included in your curriculum so I don't feel I can make suggestions until I know more about what is offered.
27. No opinion.
28. More computer work.
29. More foreign languages would be an excellent addition to the curriculum.
30. I feel the future will require a vast knowledge in computers, as a learning tool and second grade is not too young to begin. Interest is necessary and interest can only be acquired by exposure. Today, is for tomorrow.
31. I think the 5th/6th play should be reinstated. The kids really enjoyed participating in it.
32. Encourage more creative writing and thinking.
33. Diagramming sentences I feel helps them learn the parts of a sentence and proper usage. I don't believe it's practiced any longer though.
34. Hopefully, you've got things covered.
35. At my children's grade levels, I feel the curriculum is adequate.
36. Beyond the basics of reading and speaking I think all wouldb enefit with more speaking and reading aloud. This would help everyone not to be so uptight while talking with others and perhaps one would be better understood and more communication would take place among people. This pertains to giving ones complaint at the return counter to the meeting with the personnel director.

37. I can't think of any at this time.
38. I'm unfamiliar with your objectives but feel you're doing a good job!
39. Having 14 or so years as a religious instructor, I have found there is a big deficiency with 1/3 to 1/2 of the students, in their ability to read. This is true with almost all school systems in the U.S. The group of students making up our classes comes from 3 or 4 separate schools, the pattern being the same. They lack the ability to communicate and good penmanship. They talk about nothing while classes are going on. Whatever happened to deportment for talking in class.
40. Perhaps indepth language skills should be started and concentration on it in the early grades. My concern is - is Cerro Gordo behind where they should be in language arts at this grade level and will this ultimately put them behind by the time they go into high school and consequently on into college.
41. More understanding of what has been read is needed.
42. Please watch more closely for children requiring remedial reading help
43. The use of proper grammar from kindergarten on. My two boys had close to proper grammar until the 4th grade when they realized they were "different" and their friends didn't speak the way they did. Now, needless to say, they are no longer different. I feel I've lost a BIG battle.
44. Composition and paragraph specifically, appreciate your interest.
45. Would like to see foreign language started at an early age.
46. Reading, writing and computer skills.
47. More reading skills, more construction skills in forming sentences, such as nouns, verbs, etc.
48. Anything that lets him express his own views or opinions and use his imagination.
49. I don't know what needs could be added to the program but I do feel phonics is a very helpful part of language.
50. I really feel Cerro Gordo is a bit slow in introducing reading and language arts. I feel it should be focused at K-level not 1st grade. Anymore, kindergarten is just another year of pre-school and with so many children they are usually ready to read by late K-year.
51. Maybe to encourage more writing skills to use the child's imagination.
52. I like to see plays or skits.
53. Phonics - pronounce over and over to be best.
54. Small group reading sessions with individualized help for slow readers could be helpful.
55. Would like to see vocabulary building skills for those on advanced levels.
56. To encourage more independent reading may help, especially if it can be done for extra credit.
57. I would like to see a foreign language taught in the grade school. I would also like to see children discuss what they see on news or read in newspapers in class once a week and find out what they think and feel about what goes on around them.
58. Book reports and letter writing.
59. Maybe more art work, to be able to draw or make designs, to be able to express themselves without being graded on it. So they will want to do this, if they choose.

60. A wide selection of literature introducing students to a variety of styles and including prose & poetry; creative writing; development of skills needed for successful reading and writing; a great emphasis on reading; our schools nationwide seem to be failing in this area.
61. Perhaps all grade levels need to get up in front of the class more so they can learn to communicate better. Maybe older children should be required to give oral book reports regularly.
62. Too many children are being promoted to the next grade when they aren't ready. Please excuse my writing skills but you know where I went to school. My kids should have a better chance, don't you think?

APPENDIX F

K-12 LANGUAGE ARTS GUIDE

A LANGUAGE ARTS CURRICULUM GUIDE

CERRO GORDO COMMUNITY UNIT SCHOOL DISTRICT

April, 1986

TO: Mr. Ingalls, Superintendent
Board of Education
Cerro Gordo Community Unit School Dist. #100

From: Language Arts Committee
Keith Ashcraft, Chairman
Donna Schmidt, First Grade; Carole Meisenheimer, Second Grade; Elke Funk,
Third Grade; Darrell Aydelott, Fifth Grade; Cheryl Horne, Sixth Grade;
Sandra Worsham, 7-8 Language Arts; Angela Young, 7,10 Language Arts;
Linda Hoover, 9-12 Language Arts

Re: Committee Recommendations

Date: April 17, 1986

This committee would like to make a number of recommendations that we as a group feel are important to the district's having a quality language arts program. Included among these are some concerns that parents have expressed to us through a survey distributed to them.

1. Approve curriculum guide as presented.
2. Adoption for the 1986-87 school year of the Houghton-Mifflin language series for the K - 7 level.
3. The purchase of additional dictionaries at the 2 - 6 levels so that every student will have access to a dictionary in his/her classroom.
4. The purchase of an additional sixty dictionaries for the high school English department. Ten more should also be purchased for reference by students in the library.
5. It is recommended that more speaking be done by students in front of the class. This may be in the form of public speaking, related work, or simply oral book reports or recitation.
6. Additional creative writing at all levels. Suggestions would be at least weekly at the elementary level and at appropriate intervals at the 7 - 12 level.
7. All teachers should encourage proper grammar usage and should correct students when improper use is evident. Non-language teachers should also emphasize both oral and written grammar.
8. All students at the intermediate elementary level should be involved in a play. This type of activity does not have to be a major production but be useful as a background in dramatics. Each class may have such an activity or it can be by grade levels.
9. More capitalization skills at the first grade level should be emphasized.

10. Student study of sentence structure at the junior high level should be given more emphasis.
11. The curriculum guide shall be used as a major reference tool to insure consistency for all grade levels. Reference to it should be made at least weekly.
12. More emphasis of diagraming of sentences should be made at the intermediate, junior high, and high school levels.
13. Teachers shall be given an opportunity to increase their teaching skills of language arts by attendance at local and state language arts workshops.

Preface

This Language Arts Curriculum Guide owes its existence to the hard work of many individuals -- and to the general attitude of educational reform, suggested by the new guidelines of the Illinois State Board of Education and Senate Bill 730 and House Bill 1070.

Specifically, this document came about because of meetings between Mr. Dick Romer of the ISBE and Mr. Wayne Ingalls, Superintendent of Cerro Gordo Community Unit Schools (District No. 100). When I was asked to serve as a Consultant on the design and composition of this document, a faculty committee (the Language Arts Committee) was already established under the chairmanship of Mr. Keith Ashcraft, Principal of Cerro Gordo Elementary School (Grades K-8). We began work on October 8, 1985, and I delivered the finished document on February 25, 1986. During that time I enjoyed an unusually cordial and congenial relationship with Mr. Ashcraft, Mr. Ingalls, and the entire staff. Committee members were given released time to work on the document, and I presented a general workshop on writing. I even paid a classroom visit to each member of the Committee. I believe we established close personal ties, and this kind of communication allowed me to help in ways I had not anticipated, such as the selection of a new language arts textbook (Houghton Mifflin).

Our meetings amounted to a thorough re-examination of every facet of the language arts at Cerro Gordo, and this Curriculum Guide can thus be used in a variety of important ways:

- (1) as a basic reference work for established teachers, especially in the detailing of goals and objectives; teachers now have a reliable tool to measure progress and to determine end-of-year competency;
- (2) as a guide and orientation for new staff members and for substitute teachers who may be unfamiliar with the course design or with the relation of the day's lesson to the entire plan for the year;
- (3) as a reference tool for administrative use by Principals, the Superintendent, and the County Board in such matters as textbook selection, staffing, budgeting, and long-range planning.

This document could not have been written without the dedication of the following Language Arts Committee members: Mr. Keith Ashcraft (Chairman), Mrs. Janice Buckley (Kindergarten), Mrs. Donna Schmidt (First Grade), Miss Carole Meisenheimer (Second Grade), Mrs. Elke Funk (Third Grade), Terri Kolenbrander and Marianne Lindner helped to compose the section on the Fourth Grade, Mr. Darrell Aydelott (Fifth Grade), Mrs. Cheryl Horne (Sixth Grade), Miss Sandra Worsham (Seventh and Eighth Grade), Mrs. Angela Young (Ninth and Tenth Grade), and Miss Linda Hoover (High School English). I should also like to thank my secretary, Mrs. Helen Nelson, the staff of University Services at Millikin University (who printed this document), and my student assistant, Ms. Jill Jackson. The document was processed in Word Perfect (Version 4.1) on a Compaq Deskpro Computer.

February 1986

-Daniel L. Guillory
Hardy Professor of English
Millikin University
Decatur, Illinois

KINDERGARTEN**GOALS:**

To introduce and develop basic language skills used in listening, speaking and reading. The student should be able to listen and follow directions, to speak in sentences, to recognize the letters of the alphabet, to hear likeness and difference in sounds, to expand his/her vocabulary and to memorize.

PERFORMANCE OBJECTIVES:

To develop listening skills

To develop auditory discrimination skills

To develop visual discrimination skills

To develop language and comprehension skills

I. To develop listening skills by providing the opportunity to:

A. Listen for enjoyment

1. Nursery rhymes
2. Stories
3. Poetry
4. Experiences of others

B. Listen for information

1. Main idea
2. Main characters
3. Time of story
4. Why events happen

C. Listen for direction

1. Repeat direction orally
2. Follow 3 directions

D. Listen for sequence

1. Arrange pictures in sequence
2. Retell story in sequence

E. Listen for specific detail

1. Colors
2. Descriptive words
3. Number words

KINDERGARTEN - 2**II. To develop auditory discrimination by providing the opportunity to:**

- A. Imitate and reproduce sounds
 - 1. Animal
 - 2. Environment
- B. Listen for rhyming words
- C. Listen for specific sounds
 - 1. Long vowel sounds
 - 2. Short vowel sounds
 - 3. Beginning consonant sounds
 - 4. Ending consonant sounds

III. To develop visual discrimination by providing the opportunity to:

- A. Identify and name eight basic colors
- B. Identify and name shapes
- C. Identify like and unlike pictures
- D. Interpret picture details
- E. Practice left, right progression
- F. Identify first and last name
- G. Identify vowels - upper and lower case
- H. Identify consonants - upper and lower case

IV. To develop language growth and comprehension by providing the opportunity to:

- A. Expand vocabulary
 - 1. Position words
 - 2. Opposite words
 - 3. Descriptive words
 - 4. Brainstorming
 - 5. Woodland animals
 - 6. Zoo animals
 - 7. Farm animals
 - 8. Holiday word lists
 - 9. Birds
 - 10. Community helpers
 - 11. Food - fruits and vegetables
 - 12. Buildings
 - 13. Transportation

KINDERGARTEN - 3**B. Read or interpret pictures**

1. Tell something you see in picture using complete sentence
2. What, where, why and when is it happening
3. Observe details

C. Memorize

1. Nursery rhymes
2. Days of weeks
3. Months of year
4. Address and phone numbers
5. Poems

D. Distinguish between make-believe and reality?**E. Develop communication skills**

1. Use appropriate words and complete sentences
2. Listen attentively and courteously
3. Share experiences and ideas with confidence
4. Participate in class discussion
5. Participate in drama and puppet activities
6. Use telephone correctly
7. Introduce parents to other people

F. Introduce grammar and written language by

1. Dictation of experience charts
2. Making specific word lists -- Holiday, --
3. "Words we can spell" list
4. Introducing sentence structure
 - a. Telling sentence
 - b. Asking sentence
 - c. Capitalize beginning word of sentence
 - d. Use of period, question mark

ENRICHMENT ACTIVITIES

Nursery Rhyme cards

Rhyming word puzzle cards - Instructo

Go together puzzle cards - Instructo

Mix 'n match (things of a kind) - Trend Enterprise

Beaded vowel cards - Ideal

Beaded consonant cards - Ideal

Community workers and helpers - Milton Bradley

Good citizenship poster cards - Milton Bradley

Sequence cards - Milton Bradley

Consonant wheels - Milton Bradley

Beginning sounds (flannel board) - Milton Bradley

Classification cards - Instructo

Rhyming word cards - Instructo

Opposite word cards - Instructo

Initial consonant substitution - Instructo

KINDERGARTEN - 4

Vowel Sounds (mark on, wipe off) - Milton Bradley

Language Development Cards - A - Economy

Language Development Cards - B - Economy

Language Development Concept Cards - Economy

Where is it? Spatial Relationship Cards - Ideal

Activity Kits - Instructo

Day at Zoo

Visiting the Farm

Community Helpers at Work

Language Kit A -- Ginn

Building Pre-Reading Skills

Kit B

Consonants

Parent participation - Fireman, Nurse etc.

Speech Therapist - "Talk Time"

Librarian - Story time, authors and illustrators

Encyclopedia -- Childcraft

Filmstrips:

Colors --

Getting Ready --

People at Work --

Weekly Reader

Little Trolley Books

Library books

Poetry books

In the Woods, In the Meadow, In the Sky by Aileen Fisher

Nibble, Nibble, by Margaret Wise Brown

Where the Sidewalk Ends by Shel Silverstein

The Sound of Poetry by Mary C. Austin & Queenie B. Mills, 1967

Ditto Books:

Vowels 1C -- Hayes Phonics

Beg. Consonants 1A -- Hayes Phonics

Consonants & Vowels 11A -- Hayes Phonics

Phonics workbook - vowels -- Frank Schaffer

Beg. & Final Consonants - Part I -- Instructo

Walking Trips - Explore various school buildings

Surrounding area

Main street

Records:

Noisy & Quiet - Big and Little - RCA Camden

Happy Rhythms & Rhymes - Weekly Reader

Listening Skills for Pre-Readers - Classroom Materials Inc.

Listening Time Stories - Albums #1, #2 & #3 -- Bowmar Records

Raindrop - Activities for a Rainy Day -- Melody House

Patriotic & Morningtime Songs - #AR519 Hap Palmer

Rhythms For Today - Educational Act., Inc.

TEXTBOOK: The Caterpillar Caper -- Economy
Pre-Reading Skills Book 1975

DICTIONARY: Golden Picture Dictionary

FIRST GRADE

GOALS

To introduce first grade students to all areas of language. These will include writing skills (word and sentence level), speaking skills and listening skills. The children should be able to communicate through print and the spoken word by the end of the year.

PERFORMANCE OBJECTIVES

First grade students will be introduced to these areas in language arts:

- A. Grammar
 - 1. Capitalization
 - 2. Punctuation
 - 3. Parts of Speech
- B. Listening skills
- C. Speaking skills
- D. Library skills
- E. Writing skills
- F. Dictionary skills

GRAMMAR SKILLS

The student should be able to:

Capitalization

1. Use capitals to begin every sentence.
2. Use capitals to begin proper nouns - names, days of week, month
3. Use capitals in the greeting and closing of a letter
4. Capitalize the pronoun "I".
5. Capitalize the titles of books and poems

Punctuation

1. Identify and oral statement as a telling sentence
2. Write and use correct punctuation for a telling sentence
3. Identify an oral question as an asking sentence
4. Write and use correct punctuation for an asking sentence
5. Identify a comma
6. Use a comma after greeting and closing of letter, in a date
7. Identify exclamation mark
8. Identify a period
9. Identify a question mark
10. Identify a quotation mark
11. Identify an apostrophe in contractions

FIRST GRADE - 2

Parts of Speech

1. Use descriptive words when telling about a familiar object.
2. Use naming words when telling about people or things.
3. Be able to add an "s" when refering to more than one.
4. Recognize and use pronouns he, she, it, I, they.
5. Be able to use action words in sentences.
6. Determine when to add an "s" to an action word.
7. Use the past tense of verbs correctly.
8. Use am, is, are correctly—come, came, do, did, see, saw.
9. Match naming part to action part of sentences.

LISTENING SKILLS

Student should be able to:

1. Distinguish difference in story and poem when presented orally.
2. Follow 1, 2, or three verbal directions in a sequential order.
3. Follow directions for playing a game.
4. Identify rhyming words that are presented orally.
5. Listen to short presentation and demonstrate that he/she has heard it by: a) retelling sequence of main events, b) answering questions from teacher, c) draw a picture of interesting part or favorite character, or d) follow directions from a tape recorder or record.
6. Summarize information just heard.
7. Listen for appreciation of prose and poetry.
8. Listen for detail in order to: a) draw conclusions, b) make comparisons, c) predict outcomes, determine cause-effect, d) determine sequence, and e) distinguish fact from opinion.
9. Listen in a courteous manner to peers and adults.

SPEAKING SKILLS

The student should be able to:

1. Participate in group discussions.
2. Read or recite a short poem orally.
3. Tell his/her experiences when speaking to one another or before a group.

FIRST GRADE-3

4. Tell at least a three sentence story to the teacher or his class.
5. Take turns in discussions/conversations.
6. Participate in dramatization of stories and plays.
7. Speaking audibly, clearly and with expression.
8. Use complete sentences when speaking.
9. Use a standard English vocabulary to verbally express his/her ideas.
10. Use the correct physical position when speaking. Example: Hands away from mouth, stands erectly on two feet and use proper eye contact.

LIBRARY SKILLS

The student should be able to:

1. Understand the simple rules to be observed in the library.
2. Understand procedure for checking out books.
3. Take care of and return books borrowed.
4. Know that the library is a source of informational books in addition to books for pleasure.
5. Understands that the public library also has books for boys and girls.
6. Can select books of interest to him/her.
7. Can select book that he/she can read.
8. Listens quietly to the librarian during storytime.
9. Can participate in discussion following story.
10. Understands that each book has an author, title and illustrator.
11. Can relate the point of the story to his/her own experience.
12. Understands that title may be guide to book's content.
13. Has some favorite book and main characters.

FIRST GRADE - 4**WRITING SKILLS**

The student should be able to:

1. Write a simple sentence.
2. Write a creative story of at least 5 simple sentences.
3. Write a friendly letter using proper form.
4. Write a 2-line rhyming poem.
5. Use supporting details in writing a short paragraph.
6. Rearrange groups of words to make sentences.
7. Write a short book report.

DICTIONARY SKILLS

The student should be able to:

1. Use a picture dictionary to locate a given word.
2. Recognize the alphabetical order of the letters.
3. List words on proper pages of their own dictionary.

The first grade has the Golden Picture Book Dictionary, edition, 24 copies.

TEXTBOOK:

English, 1986
by Houghton Mifflin Company - Boston

ENRICHMENT

1. Shel Silverstein - A Light in the Attic; Where the Sidewalk Ends
2. Nursery rhyme posters
3. Word games -- opposites ice cream, sentence builders
4. Sequence cards
5. Weekly Reader
6. Library books - classroom
7. Read-along records and cassettes
8. Magazine - Highlights
9. Listening box -- by Troll
10. Show & Tell activities
11. Library-school
12. Various films
 - a. A is for alphabet
 - b. Listening and talking
 - c. A Letter for Grandmother
 - d. Sentences That Ask and Tell
13. Books from Champaign Library
14. Publish a recipe book
15. Participate in Youth Authors Contest

SECOND GRADE

GOALS FOR LANGUAGE ARTS

To encourage the development and enjoyment of language arts and writing skills.

The second grader should be able to use correct grammar, to apply dictionary skills and to give oral reports, and to write poems, letters, brief stories, and autobiographies.

PERFORMANCE OBJECTIVES

- Ability to speak in complete sentences.
- Ability to write a statement.
- Ability to write a question.
- Ability to identify the parts of a sentence.
- Ability to use correct word order in sentences.
- Ability to take part in a discussion.
- Ability to give directions.
- Ability to talk on a telephone.
- Ability to write a message.
- Ability to identify nouns for people and places.
- Ability to identify nouns for things.
- Ability to use correct grammar for one or more than one.
- Ability to use other words for more than one.
- Ability to identify and use compound words.
- Ability to use correct synonyms.
- Ability to identify a verb.
- Ability to add-s, -ed to verbs.
- Ability to identify prefixes re- and un-.
- Ability to use opposites in grammar.
- Ability to tell a story in proper sequence.
- Ability to write a story in order.
- Ability to act out a story.
- Ability to distinguish between real or make believe.
- Ability to write an ending for a story.
- Ability to identify adjectives.
- Ability to use words that tell what kind.
- Ability to use words that compare.
- Ability to listen for and identify rhyming words.
- Ability to do choral reading.
- Ability to write a poem.
- Ability to use proper names and titles for people.
- Ability to write the titles of books correctly.
- Ability to write the days of the week correctly.
- Ability to write months, holidays and special days correctly.
- Ability to identify a pronoun.
- Ability to use I and me correctly.
- Ability to use a and an correctly.
- Ability to listen to solve a mystery.
- Ability to listen for the main idea.
- Ability to follow directions.
- Ability to write directions.
- Ability to use don't, doesn't, can't, isn't correctly.
- Ability to use saw, seen, went, gone correctly.
- Ability to build vocabulary opposites.

SECOND GRADE-2

Ability to use and spell homonyms correctly.
Ability to use did, done, gave, given correctly.
Ability to use is and are correctly.
Ability to use was and were correctly.
Ability to use has and have correctly.
Ability to use come and run correctly.
Ability to use give and take correctly.
Ability to use do and go correctly.
Ability to identify and use contractions correctly.
Ability to write a friendly letter.
Ability to write a thank you note.
Ability to write an invitation.
Ability to identify words that tell when and where.
Ability to identify words that tell how.
Ability to use suffix -ly correctly.
Ability to use suffixes -ful and -less correctly.
Ability to distinguish between words that sound alike.
Ability to identify a paragraph.
Ability to write a paragraph in order.
Ability to write a descriptive paragraph.
Ability to distinguish between commands and exclamations.
Ability to write four kinds of sentences.
Ability to change meaning with word order.
Ability to put words in ABC order.
Ability to find words in a dictionary.
Ability to find better words in a dictionary by using synonyms.
Ability to use better words of interest in daily language.
Ability to identify parts of a library.
Ability to identify parts of a book.
Ability to write a book report.
Ability to interview for information.
Ability to listen for what the interviewer is asking.
Ability to write an information report.
Ability to use verbs correctly.
Ability to use capitals, periods, commas, question marks and exclamation points correctly.

SECOND GRADE-3**UNITS OF INSTRUCTION****UNIT ONE****Listening and Speaking**

1. Listening for order
2. Listening for the main idea
3. Listening to follow directions
4. Listening for details
5. Talking with others
6. Using the telephone
7. Calling for help
8. Writing project:

Taking a message

Silver Burdett English

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Worktable: A class yearbook

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Building bridges to Social Studies

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UNIT TWO**Sentences**

1. What is a sentence?
2. Naming part
3. Action part
4. Is it a sentence?
5. Telling sentences
6. Questions
7. Which kind of sentence?
8. Using words correctly
- Naming yourself last
9. Building vocabulary
- Getting the meaning
10. Commands and exclamations S.B.E.
11. Writing four kinds of sentences
12. Changing meaning with word order

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Grammar and writing workshop:

Silver Burdett English

Sentence combining

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Sentence combining

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UNIT THREE**Writing a class story****Writing Skill**

1. Telling about one idea
- Prewriting/Writing steps
2. Getting ready to write
3. Choose an idea
4. Write the class story
5. Revise the class story
6. Proofread the class story
7. Make a final copy

Worktable: A funny animal

Building bridges to music

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SECOND GRADE-4

UNIT FOUR

Naming words

1. Naming words
2. More naming words
3. One and more than one
4. Adding es
5. Nouns that change spelling
6. Special nouns
7. Words for nouns
8. Using words correctly
ran, run, and came, come
9. Building vocabulary compound words

Grammar and writing workshop:
Writing with nouns

Silver Burdett English
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UNIT FIVE

Writing about me

Writing skill

1. Telling enough
Prewriting/Writing steps
 2. Getting ready to write
 3. Choose an idea
 4. Write your story
 5. Revise your story
 6. Proofread your story
 7. Make a final copy
- Worktable: A sock puppet
Building bridges to science

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Literature

1. Story: Nobody
2. Poem: Robert, Who is Often a Stranger to Himself
3. Poem: Bed in Summer

UNIT SIX

Action Words

1. Action words
 2. Verbs that tell about now
 3. Adding ed
 4. Is and are
 5. Was and were
 6. Using don't, doesn't, can't, isn't
 7. Using words correctly
saw, seen, and went, gone
 8. Building vocabulary opposites
- Grammar and writing workshop:
Writing with verbs

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SECOND GRADE-5**UNIT SEVEN****Writing a Story****Writing Skill**

1. Parts of a story
Prewriting/Writing steps
2. Getting ready to write
3. Choose an idea
4. Write your story
5. Revise your story
6. Proofread your story
7. Make a final copy
8. Writing project:
Ending a story

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UNIT EIGHT**Capitalization and punctuation**

1. Days
2. Holidays
3. Months
4. Titles for people
5. Ending sentences
6. ~~Commas~~ in dates
7. ~~Commas~~ with names of places
8. Using words correctly
did, done, and gave, given
9. Building vocabulary rhyming words

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10. What is a pronoun?

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11. Using I and me

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12. Using a and an

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Grammar and Writing Workshop:
Writing with pronouns

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UNIT NINE**Writing a letter****Writing skills**

1. Kinds of letters
2. Parts of a letter
Prewriting/Writing steps
3. Getting ready to write
4. Choose an idea
5. Write your letter
6. Revise your letter
7. Proofread your letter
8. Make a final copy

Address an envelope

Worktable: Your own stationery
Building bridges to science

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SECOND GRADE-6**Literature**

1. Play: The Mice Have a Meeting
2. Poem: Joe
3. Poem: White Sheep, White Sheep

UNIT TEN**Describing words**

1. How something looks
2. How something tastes and smells
3. How something sounds and feels
4. Using words correctly
Adding er and est
5. Building vocabulary noise words
Grammar and writing workshop:
Writing with adjectives

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Listening and speaking

6. Reading a poem together
7. Writing a poem
Worktable: A poem mobile
Building bridges to science
8. Listening to solve a mystery
9. Writing Directions
Worktable: A Valentine salad
Building bridges to Physical
Education
10. Acting out a story or play

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UNIT ELEVEN**Writing a description****Writing skills**

1. Exact words
2. What is a paragraph?
Prewriting/Writing steps
3. Getting ready to write
4. Choose an idea
5. Write your description
6. Revise your description
7. Proofread your description
8. Make a final copy
9. Words that tell when and where
10. Words that tell how
11. The suffix -ly
12. The suffixes -ful and -less
13. Word that sound alike

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Use homonym game and tree; Lollipop Luv and Matching Leaves
Grammar and writing workshop:
Writing with adverbs

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SECOND GRADE-7**UNIT TWELVE****Study skills**

1. ABC order
2. More ABC order
3. The dictionary
4. Finding word meanings
5. More than one meaning
6. Order words
7. Table of contents
8. Filling out forms
9. Writing project:

Choosing better words	<u>Silver Burdett English</u>
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UNIT THIRTEEN**Sharing books**

1. Writing book titles
2. Writing a book report
3. Giving a book report
4. Making a picture report
5. Making a book jacket
6. Parts of a library

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Interviewing for information	Page 175
Writing an information report	Page 177
Worktable: A book jacket	Page 179
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SUPPLEMENTARY AND ENRICHMENT

1. Films: (See attached sheet)
2. Filmstrips: (See attached sheet)
3. Attend programs at Performing Arts Series - Millikin University
4. Writing Workshop sponsored by Decatur Regional Office
5. Have a poet or book illustrator in
6. Have a storyteller to come in
7. Posters
8. Weekly Readers
9. Software for Commodore 64
10. Publish a class book that includes one composition, poem, or story from each student
11. Bind a book of original poems, one from each member in the class. Place in the library, nursing home, or doctor's office
12. Allow each student to write, illustrate, bind and publish a personal collection of poems and stories, or recipes
13. Encourage older students to write for younger students
14. Help younger students to interview and write for older students
15. Schedule time for oral readings of student compositions.
Train the class to listen and respond with positive comments
16. Exchange papers and letters with classes in different schools, or within school

SECOND GRADE-8

17. Publish a class newspaper
18. Write letters to favorite authors
19. Write letters to local hospitals or nursing homes
20. Write letters to editors of local newspapers
21. Encourage and guide children to participate in Young Author's program
22. Compile a class yearbook
23. Interview an adult and give an oral report
24. Make a poem mobile
25. Make their own stationery
26. Make a book jacket
27. Act out a story or play

FILMS

No.	311	<u>Listening and Talking</u>
	306	<u>A Letter to Grandmother</u>
	394	<u>Are You Listening?</u>
	145	<u>Sentences that Ask/Tell</u>
	309	<u>Preparing Book Reports</u>
	474	<u>Legend of the Boy and the Eagle</u>
	478	<u>Monkey See: Monkey Do: Verbs</u>
	433	<u>Conversation for Beginners</u>

<u>FILMLIST TITLE</u>	<u>YEAR</u>	<u>LEVEL</u>	<u>LOCATION</u>
Proper behavior in theatre, library, museum	1950	P	E
Conduct and Behavior at Home	1950	P	E
Conduct and Behavior Visiting Friends	1950	P	E
See, Hear & Do	1955	P-I	E
Learning About Our Language	1966	P-I	E
See, Hear, & Do Sounds in Rhyme	1955	P-I	E

DICTIONARY

My Second Picture Dictionary 1982
 Scott, Foresman & Company
 Glenview, Illinois

TEXTBOOKS & OTHER RESOURCE BOOKS

1. Silver Burdett English 1985
 Silver Burdett Co., Morristown, N.J.
2. Language for Daily Use 1973
 Harcourt, Brace, Jovanovich, Inc. New York
3. Ginn English 1986
 Ginn and Company, Lexington, Mass.
4. Houghton Mifflin English 19
5. E.B. White, Charlotte's Web 1952
 Harper & Row

SECOND GRADE-9

6. William Armstrong, Sounder 1969
Harper & Row
7. Books to Make You Giggle and Grin!!!
8. Where the Sidewalk Ends
Shel Silverstein
9. A. A. Milne, Winnie The Pooh 1954
Dutton
10. Carl Withers, The Tale of A Black Cat 1966
Holt, Rinehart & Winston
11. The Wild Ducks & The Goose 1968
Holt, Rinehart & Winston
12. Jerry J. Mallett & Marian R. 1981
Bartch, Stories to Draw
Upstart Publishers,
Hagerstown, Maryland
13. "The Three Littles & The Big Bad"
14. A Friend Is Someone Who Likes You 1958
Harcourt, Brace, Jovanovich
15. What Color is Love 1966

SELECTED BOOKS FOR READING AND WRITING

- Alexander, I Used To Be Rich Similar to I Had a Terrible, Horrible No Good Day
- Anno, Mitsumasa. Anno's Alphabet. New York: Thomas Y. Crowell, 1975
- Anno, Mitsumasa. Anno's Counting House
- Azarian, Mary. A Farmer's Alphabet. Boston: Godine, 1981
- Bang, Molly. The Grey Lady and the Strawberry Snatcher. New York: Four Winds Press, 1980
- Baskin, Hosea, Tobias, and Lisa. Hosie's Alphabet. Leonard Baskin, il. New York: Viking Press, 1972
- Briggs, Raymond. The Snowman. Random House, 1978.
- Brown, Marcia. All Butterflies. Charles Scribner's Sons, 1974.
- Bruce, Lois. Space ABC. Bobles - Merrill, 1967

SECOND GRADE-10

- Carle, Eric. The Very Hungry Caterpillar. Cleveland: Collins Publishers, 1979.
- Cook, Joe. The Very Hungry Caterpillar.
- Duke, Kate. The Guinea Pig ABC. New York: E.P. Dutton, 1983
- Feelings, Muriel. Jambo Means Hello Swahili Alphabet Book. Pictures by Tom Feelings. Dial Press, 1974.
- Gag, Wanda. The ABC Bunny. Coward, McCann, & Geoghegan Inc., 1933.
- Greenaway, Kate. An Apple Pie. Frederick Warner & Co., Ltd., 1886.
- Hoberman, Mary Ann. A House is a House for Me. New York: Viking Press, 1978.
- Mayer, Mercevand Marianna. One Frog Too Many. Dial Press, 1975.
- McDermot, Gerald. Arrow to the Sun. New York: Viking Press, 1974.
- Miles, Miska. Apricot ABC. Boston: Little, Brown & Co., 1969.
- Miller, Edna. Mousekin's ABC. Prentice - Hall, 1972
- Ormerod, Jan. Moonlight. Lothrop, Lee & Shepard Books, 1982.
- Rice, James. Cajun Alphabet. Gretna, LA: Pelican Publishing, 1976.
- Sasaki, Isao. Snow. Viking Press, 1982.
- Spier, Peter. Christmas. Doubleday & Co., 1983
- Turkle, Brinton. Deep in the Forest. New York: E. P. Dutton & Co., 1976
- Waber, Bernard. Ira Sleeps Over.
- Susan Jeffers. Stopping By a Woods on a Snowy Night.

THIRD GRADE

LANGUAGE ARTS GOALS

By the end of the third grade the student should be able to write complete sentences, using correct punctuation marks and capital letters when needed. He should be able to write paragraphs, friendly letters, short reports, and write simple stories.

He should also be able to learn new words through listening and to listen for enjoyment.

PERFORMANCE OBJECTIVES

The student should:

be able to improve the following grammar skills

1. Use capital letters correctly
2. Use compound words
3. Use proper sentence structure
4. Use suffixes & prefixes
5. Define nouns, identify nouns
6. Identify verbs
7. Recognize and use pronouns
8. Use adjectives
9. Use abbreviations of days of week and months of year
10. Write a descriptive paragraph
11. Be able to write a friendly note
12. Be able to write a short story
13. Be able to improve his speaking skills
14. Be able to improve his listening skills

GRAMMAR SKILLS

The Sentence

I. Objectives

1. To identify complete sentences
2. To write complete sentences
3. To change word order of a sentence to make a new sentence
4. To distinguish between statement and question
5. To punctuate and capitalize statement and question properly
6. To identify exclamation
7. To punctuate and capitalize exclamation correctly
8. To identify complete subject of a sentence
9. To supply subjects for sentence
10. To identify predicate of a sentence
11. To complete sentence by adding predicate
12. To correct run-on sentences using capital letter and correct punctuation mark
13. To use words gone, went, saw and seen correctly
14. To identify the meaning of a word through context clues

THIRD GRADE—2**II. Speaking and Listening**

1. To distinguish between hearing and listening
2. To learn and practice good listening habits
3. To listen for and identify the main idea of a paragraph
4. To listen for and identify supporting details
5. To recognize good speaking habits, to develop good speaking skills
6. To make introductions
7. To learn what makes a conversation successful
8. To practice good telephone manners
9. To take telephone messages
10. To plan an informal talk
11. To present a short talk

III. Nouns

1. To identify nouns
To supply nouns in sentences
To write sentences and identify the nouns in them
2. To distinguish between singular and plural nouns
To form plural nouns by adding -s
To form plural nouns by adding -es to words ending with s, ch, sh, and x
To write sentences, using plural nouns correctly
3. To form the plural of nouns ending with a consonant and -y
To write sentences, using plural nouns correctly
4. To form plurals of irregular nouns correctly
To write sentences containing plural forms of irregular nouns
5. To distinguish between common and proper nouns
To capitalize proper nouns
To write sentences containing proper and common nouns
6. To form singular possessive nouns
To write sentences using singular possessive nouns correctly
7. To form plural possessive
To write sentences, using plural possessive nouns correctly
8. **Abbreviations**
To write abbreviations of days of the week and months of the year
9. **Using Words Correctly**
To correctly use the words wrote, written, did and done in sentences
10. **Building Vocabulary**
To identify compound words and use them in sentences

THIRD GRADE—3**UNIT 4****Writing a Paragraph**

1. To write a group of words in paragraph form
To identify the main idea of a paragraph
2. To write a topic sentence for a paragraph
3. To give oral instruction
4. To list possible topics for a paragraph of instructions
To choose a topic from a list
5. To write the first draft of a paragraph of instruction
6. To revise a paragraph of instructions
7. To proofread a paragraph of instructions
8. To make final copy of a paragraph of instructions
To share instructions with others

UNIT 5**What is a Verb?**

1. To identify verbs
To write verbs in sentences
2. To choose the correct forms of verbs in the present
To use the correct verb form in sentences
3. To form the present of verbs ending in -s, -ch, -sh, and -x correctly
4. Verbs in the Past
To identify verbs in the past
To form the past of regular verbs correctly
5. To form the past of verbs that end with -e correctly

Contractions with not

To form contractions using verbs and the word not
To write contractions in sentences

Using Words Correctly

To use the words ran, run, came and come correctly in sentences

Prefixes - Suffixes

To identify the prefixes un- and re- and the suffixes -er and -less

THIRD GRADE-4

UNIT 6

Write a Descriptive Paragraph

Using Your Senses

1. To list and classify sense words
2. To identify and use exact words
3. To give an oral description
4. Choose a Topic
To list possible topics for a description
To choose an appropriate topic from the list
5. To revise a first draft
6. To proofread a descriptive paragraph
7. To make a final copy

UNIT 7

Pronouns

1. To identify pronouns in a sentence
To use pronouns to replace nouns in a sentence
2. To identify the pronouns me, him, her, us, and them
To write pronoun-verb contractions correctly

Using Words Correctly

- To use words gave, given, ate, and eaten correctly in sentences
To identify and use words that describe sounds

UNIT 8

Writing About Yourself

1. To write a good story beginning
2. To use details in a story
3. To write a good title

UNIT 9

Study Skills

1. To alphabetize to the second letter
2. To identify guide words and entry words
To use guide words and entry words
3. To find a word on a dictionary page and give its definition(s)
To find synonyms in a dictionary entry
To choose the correct definition of a word
4. Library Use
To distinguish between fiction, non-fiction, and reference books
5. To tell how to find fiction, non-fiction, and reference books in a library
6. To use the table of contents to locate information in a book
7. To use an index to locate information in a book

THIRD GRADE—5**UNIT 10****Writing a Report**

1. To identify sentences that tell facts
2. To identify the main idea and the topic sentence of a paragraph
3. To identify the important facts in a paragraph
4. To identify appropriate topics for a report
5. To list possible report topics as a class
To choose an individual report topic
6. To narrow a report topic by choosing questions to be answered in the report
7. To write the first draft of a report from notes
8. To revise a report
To discuss the report with a partner and make final revisions
9. To proofread a report
10. To make a final copy of a report. To share the report with others

UNIT 11**Punctuation**

1. To use correct end punctuation
2. To recognize where commas belong in a sentence
To place commas in a series correctly
3. To use quotation marks correctly with direct quotations
To write sentences with direct quotations
4. To use a comma to separate an exact quotation from the rest of the sentence
To use a capital letter to begin the first word of a quotation
To place the end punctuation mark inside the last quotation mark

Using Words Correctly

5. To use bring, brought, took, and taken correctly
6. To use words derived from other languages in sentences

UNIT 12**Writing a Letter**

1. To write the five parts of a letter in the correct places.
2. To address an envelope correctly
3. To list possible recipients for a letter
4. To list topics for a letter. To choose a topic from the list
5. To write the first draft of a letter
6. To revise a letter. To discuss the letter with a partner and make additional revisions
7. To proofread a letter
8. To make a final copy of a letter. To address an envelope and mail the letter

THIRD GRADE-6**UNIT 13****Adjectives**

1. To identify adjectives and the nouns they describe
To write adjectives that describe nouns
2. To identify and use adjectives that describe how a noun looks, sounds, feels, tastes, or smells
3. To use a, an, and the correctly
4. To use adjectives ending in -er to compare two nouns
To use adjectives ending in -est to compare more than two nouns

Using Words Correctly

5. To use to, two, too, their, and there correctly in sentences
6. To identify synonyms and antonyms and use these in sentences

UNIT 14**Writing a Story**

1. To write the middle of a story for a given beginning and ending
To tell story events in order
2. To write endings for a story
3. To draw pictures of a character and a setting for a story. To tell a story about the pictures
4. To list possible story ideas
5. To write the first draft of a story
6. To revise a story
To discuss the story with a partner and make additional revisions
7. To proofread a story
8. To make a final copy of a story
To share the story with others

UNIT 15**Literature**

1. To understand that some folktales are "why" stories
To read and interpret a folktale
To form opinions based upon the folktale
2. To read and interpret a poem
To identify rhyming words in poetry
To identify the mood of a poet
3. To understand what a fable is
To define and identify the moral of a fable
To draw conclusions from a fable
4. To be aware of rhythm in poetry
To draw conclusions about a poem
To recognize rhyming words in a poem
5. To recognize a shape poem
To understand how shape adds to a poem's meaning

THIRD GRADE-7**UNIT 16****Sharing Books**

1. To share a book using masks and plays
2. To share a book by using artwork
3. To share a book by showing what a character in the story looks like
4. To share a book by writing a letter
5. To share a book by using an interview

SUPPLEMENTARY MATERIALS

1. Troll Associates. Learning Center Activities
Mahway, New Jersey 1983
2. Troll Associates. Tricky Words
Homophones & Homographs
3. Creative Writing Materials, Posters and teacher-made
4. Personal files of Enrichment worksheets
5. P.A.S.S. Performances
6. Activities Planned by Librarian
7. Frank Shaffer Using Words Correctly 1981
8. Shaffer: Dictionary Skills 1984
9. Frank Shaffer Word Hunt 1983
10. Macmillan Instant Activities Program
by Macmillan Ed. Company, 1983
11. Pitman Learning, Inc., The Giant Bears Skill Book, 1985

FILMS

- a. 516 Word Wise Prefixes
- b. 497 Fun With Words
- c. 471 Nouns - Elephants Eat
- d. 335 Fun With Words - Word Twins

DICTIONARIES

McHenry, Robert ed. Webster's New Word Dictionary 1985

TEXTBOOKS AND RESOURCE BOOKS

Dawson, Mildred, A. et. al. Language for Daily Use
Harcourt, Brace, Jovanovich, Inc. 1973

Vault, William H., et. al. The World Book Encyclopedia
Field Enterprises Educational Corp. 1968

FOURTH GRADE

LANGUAGE ARTS GOALS

By the end of fourth grade the student will be able to apply the learned grammar skills to his/her written and oral communication in a concise yet interesting manner. In addition, he/she will be able to utilize resource and literary materials appropriately.

PERFORMANCE OBJECTIVES

The student will be able to:

1. Identify sentence fragments and complete sentences
2. Identify and correctly punctuate statements, questions, exclamations and commands
3. Identify complete subject and predicate
4. Identify simple subject and predicate
5. Use "and" to combine sentences
6. Identify, capitalize and punctuate run-on sentences
7. Write homophones
 - a. to, too, two
 - b. their, there
 - c. doesn't, don't
 - d. are, our
 - e. its, it's
 - f. your, you're
 - g. use dictionary to help with homophone use
8. Use context clues
9. Distinguish between hearing and listening
10. Identify difference between main idea and details
11. Speak with accuracy and clarity
12. Make correct introductions
13. Use proper telephone etiquette
14. Participate in discussions
15. Give a talk
16. Identify nouns
17. Identify singular and plural nouns
18. Form regular and irregular plural nouns
19. Distinguish common versus proper nouns
20. Write singular possessive nouns
21. Write plural
22. Avoid usage errors
 - a. doesn't, don't
 - b. sit, set
 - c. a, an, the
 - d. leave, let
 - e. good, well
 - f. good, bad
 - g. more, most
23. Create and use compound words
24. Identify main idea of a paragraph
25. Write topic sentences
26. Properly sequence sentences in a paragraph
27. Plan and give oral instructions
28. Choose a topic for writing instructions
29. Write a rough draft
30. Revise
31. Proofread
32. Write final copy

FOURTH GRADE-2

33. Identify action verbs
34. Identify verbs of being
35. Identify main verb and helping verb
36. Use present tense verbs
37. Use past tense verbs
38. Write present and past verbs which end in a consonant and -y
39. Use past tense with helping verb
40. Write past tense of irregular verbs
41. Write contractions with not
42. Add prefixes and suffixes
43. Replace overused words with more exact words
44. Add details to sentences
45. Use sensory words in oral descriptions
46. Write descriptive paragraphs
47. Identify subject pronouns in a sentence
48. Substitute pronoun for (noun) subject
49. Identify object pronouns
50. Use possessive pronouns
51. Write contractions with pronouns
52. Understand word origins
53. Write beginning sentences of paragraph
54. Add details to paragraph
55. Write titles
56. Orally describe a personal experience
57. Write a story in first person
58. Use alphabetical order to fourth letter to locate entry words
59. Select correct dictionary definition based on contextual clues
60. Use a dictionary pronunciation key
61. Locate fiction, nonfiction and reference books in library
62. Use a card catalog
63. Locate information in an encyclopedia
64. Use a table of contents
65. Use an index
66. Differentiate between main and subtopics
67. Distinguish between fact and opinion
68. Take notes on a given topic
69. Use correct outline format
70. Write paragraph from outline
71. Use resource materials to research
72. Use commas in a series
73. Use commas with yes and no
74. Use commas with oppositives
75. Punctuate and capitalize direct quotes
76. Write book title correctly
77. Identify five parts of a letter
78. Address an envelope
79. Write a letter
80. Identify adjectives
81. Identify nouns
82. Identify pronouns
83. Use comparative and superlative adjectives accurately
84. Choose correct article (a, an, the)
85. Identify synonyms
86. Identify antonyms

FOURTH GRADE-3

87. Identify story parts
88. Identify uses for dialogue
89. Create written dialogue
90. Tell a story
91. Write a story
92. Identify adverbs
93. Recognize what question an adverb answers (how, where, or when)
94. Avoid double negatives
95. Identify prepositions in a phrase
96. Distinguish between literal and idiomatic word meanings
97. Interpret meaning of simple poem
98. Recognize rhyme, rhythm and stanza in poems
99. Recognize figurative language
100. Recognize humor in a story
101. Infer the meaning from a poem
102. Create
 - a) puppet play
 - b) comic strip
 - c) book jacket
 - d) advertisement
103. Conduct an interview

BLOCKS OF INSTRUCTION**UNIT 1****Content Topics**

1. Identifying sentence fragments and complete sentences
2. Identifying and punctuating statements, questions and exclamations
3. Identifying and writing commands
4. Identifying complete subjects and complete predicates
5. Identifying simple subjects and simple predicates
6. Combining sentences
7. Identifying, capitalizing, and punctuating
8. Using to, too, and two
9. Using their and there
10. Using context clues

Challenge Activities

1. Writing directions as commands
2. Run-on Sentence Relay (chalk board game)
3. Substituting words for nonsense words in a sentence

UNIT 2**Content Topics**

1. Distinguishing passive hearing and active listening
2. Understanding and practicing listening skills
3. Listening for main ideas versus details
4. Speaking with accuracy and clarity
5. Practicing the correct procedure for making introductions
6. Understanding and practicing conversations

FOURTH GRADE-4

7. Understanding and practicing good telephone skills
8. Participating in discussions
9. Giving a talk

Challenge Activities

1. Using "Telezonia"
2. Reporting on a current event
3. Giving oral book report
4. Listing unusual sounds heard during the day

UNIT 3**Content Topics**

1. Identifying nouns
2. Distinguishing singular and plural nouns, forming plurals
3. Forming irregular plurals
4. Distinguishing common and proper nouns
5. Forming singular passive nouns
6. Forming plural passive nouns
7. Using doesn't and don't
8. Creating and using compound words

Challenge Activities

1. Forming plurals and use as subjects
2. Unscrambling plurals and match with singulars
3. Playing "Who Owns It" (chalk board game involving possessive common and proper nouns)

Maintenance Topics

Reviewing topics from Units 1 and 3 as needed

UNIT 4**Content Topic**

1. Identifying main idea of a paragraph
2. Writing topic sentences
3. Sequencing sentences in a paragraph
4. Planning and giving oral instructions
5. Choosing a topic for writing instructions
6. Writing rough drafts
7. Revising paragraphs
8. Proofreading
9. Writing a final copy

Challenging Activities

1. Writing directions for simple tasks or crafts for others to follow

FOURTH GRADE-5**UNIT 5****Content Topics**

1. Identifying action verbs
2. Distinguishing action verbs and being verbs
3. Identifying main verbs and helping verbs in a sentence
4. Using present tense verbs
5. Using past tense verbs
6. Writing present and past forms of verbs ending in a consonant and -y
7. Using past tense with helping verbs
8. Writing past tense of irregular verbs
9. Writing contractions with verbs and "not"
10. Using are and our
11. Adding prefixes and suffixes

Challenge Activities

1. Locating action verbs on sports page and writing sentences using being verbs
2. Memorize verbs of being
3. Writing tongue twisters using past tense verbs
4. Making lists of words from a specific prefix

UNIT 6**Content Topics**

1. Using descriptive sensory words
2. Replacing overused words with more exact words
3. Adding details to sentences
4. Using sensory words in oral description
5. Writing descriptive paragraphs

Challenge Activities

1. Creative writing
2. Displaying "Our Favorite People, Places and Things" (items students wish to display accompanied by a written description.)

UNIT 7**Content Topics**

1. Identifying subject pronouns in a sentence
2. Writing pronouns to replace nouns as subjects of sentences
3. Identifying object pronouns
4. Using I and me
5. Using possessive pronouns
6. Writing contractions with pronouns
7. Using its/it's and your/you're
8. Understanding that English has borrowed words from other languages

FOURTH GRADE - 6

Challenge Activities

1. Replacing nouns with pronouns in nursery rhymes
2. Making door signs for some of the rooms in your home using pronouns (i.e., my closet)
3. Looking through cookbooks for borrowed words

Maintenance Topics

Reviewing topics from Units 5 and 7 as needed

UNIT 8

Content Topics

1. Writing beginning sentences
2. Adding details to paragraphs
3. Writing titles
4. Describing a personal experience orally
5. Writing a story in first person

Challenge Activities

1. Creative Writing

UNIT 9

Content Topics

1. Using alphabetical order
2. Locating words in a dictionary by dividing it into three parts
3. Using guide words to locate entry words
4. Selecting a dictionary definition to fit the context of a word
5. Using a dictionary pronunciation key
6. Recognizing and using syllables and accent marks in pronunciation
7. Locating fiction, nonfiction, and reference books in the library
8. Using a card catalog
9. Locating information in an encyclopedia
10. Using a table of contents
11. Using an index and differentiating between main topics and subtopics

Challenge Activities

1. Using librarian as a resource
2. Learning center activities utilizing encyclopedias
3. Scavenger Hunt - locating topics in an index

FOURTH GRADE-7**UNIT 10****Content Topics**

1. Distinguishing between fact and opinion
2. Taking notes on specific topic
3. Learning correct outline form
4. Writing paragraph from an outline
5. Selecting appropriate report topics
6. Selecting a topic of interest
7. Planning a report
8. Using resource materials to research answers
9. Taking notes
10. Developing outline
11. Write report

UNIT 11**Content Topics**

1. Reviewing end punctuation for the four types of sentences
2. Using commas in a series
3. Using commas with yes and no
4. Using commas with appositives
5. Punctuating and capitalizing direct quotations
6. Punctuating and capitalizing abbreviations
7. Writing book titles
8. Using sit and set
9. Identifying and using homophones

Challenge Activities

1. Writing a letter to a book character using abbreviations

UNIT 12**Content Topics**

1. Learning and writing five parts of a letter
2. Addressing an envelope
3. Writing a letter

Challenge Activities

1. Writing a seasonal letter to a special person

UNIT 13**Content Topics**

1. Identifying adjectives, nouns and pronouns
2. Learning comparative and superlative
3. Using good and bad in comparisons

FOURTH GRADE-8

4. Using more or most with certain adjectives
5. Using articles
6. Adding adjectives to sentences for interest
7. Using leave and let correctly
8. Identifying and using synonyms and antonyms correctly

Challenge Activities

1. List nouns and adjectives from a published advertisement
2. Use comparative adjectives to write an ad

UNIT 14**Content Topics**

1. Identifying parts of a story
2. Writing a story ending
3. Learning uses for dialogue
4. Creating dialogue
5. Practicing story parts by telling a story
6. Writing a story

Challenge

1. Young authors program
2. Bind stories
3. Circulate best stories in library

UNIT 15**Content Topics**

1. Identifying adverbs
2. Recognizing whether the adverb tells how, when, or where
3. Avoiding double negatives
4. Identifying prepositions in a given prepositional phrases
5. Using good and well
6. Distinguishing between literal and idiomatic meanings of words

Challenge Activities

1. Drawing a preposition circle
2. Illustrate the literal meaning of an idiom .

Maintenance Topics

Reviewing topics from Units, 11, 13, and 15 as needed

UNIT 16**Content Topics**

1. Reading folktales
2. Interpreting the meaning of a poem
3. Recognizing rhyme, rhythm, and stanza

FOURTH GRADE-9

4. Recognizing figurative language
5. Locating humor in a story
6. Inferring meaning from the lines of a poem

Challenge Activities

1. Providing a selection of poetry books
2. Visiting the library where folktales can be told or invite a resource person to the class
3. Interview an older person concerning local history and folklore
4. Write a cinquain poem

UNIT 17**Content Topic**

1. Putting on a puppet play
2. Making a coming strip
3. Making a book jacket
4. Making an advertisement
5. Conducting an interview

Challenge Activities

1. Distinguish between fact and opinion in advertising
2. Discuss books in informal groups

Supplemental Materials

1. Macmillan Instant Activities Program
by Macmillan Ed. Company, 1983
2. Activities planned by librarian
3. Personal files of enrichment worksheets
4. P.A.S.S. Performances
5. Merriam - Webster Thesaurus
6. Young Authors

Textbooks and Resource Books

Dawson, Mildred A., et. al. Language for Daily Use,
Harcourt, Brace, Jovanovich, Inc., 1973

Guralnik, David B., ed. Webster's New World Dictionary of the American Language
(Basic School Edition).
Prentice-Hall, Inc., 1979

Haley-James, Shirley and Stewig, John Warren
Houghton Mifflin English 4
Houghton Mifflin Co., 1986

Haley-James, Shirley and Stewig, John Warren
Houghton Mifflin Resource Book 4
Houghton Mifflin Co., 1986

Vault, William H., et al. The World Book Encyclopedia,
Field Enterprises Education Corp. 1968

FIFTH GRADE

GOALS

Fifth grade students will have opportunities to improve performance in organizing ideas into sentences, paragraphs, and larger forms; speaking well in a variety of situations; developing vocabulary; appreciating a variety of literary forms; speaking and writing with correct grammar; using study and reference skills; and understanding the origins and development of the English language.

PERFORMANCE OBJECTIVES

The student will be able to:

1. recognize and write complete sentences
2. differentiate among and punctuate statements, questions, commands/requests, and exclamations.
3. identify complete subjects and complete predicates
4. identify simple subjects and simple predicates
5. identify compound subjects and compound predicates
6. identify compound sentences
7. separate run-on sentences
8. write homophones
 - a. to, too, and two
 - b. their, they're, and there
 - c. your and you're
 - d. its and it's
 - e. using a dictionary to help with homophone usage
9. use context clues to find meanings of unfamiliar words
10. identify nouns
11. write plural forms of nouns
12. distinguish between common and proper nouns
13. write possessive nouns
14. avoid usage errors
 - a. among and between
 - b. fewer and less
 - c. good and well
 - d. I and me
 - e. have with could, should, would, and must
 - f. double subjects
 - g. we and us with nouns
 - h. let and leave
15. understand how some common words have come from peoples' names
16. identify action verbs
17. identify direct objects
18. identify main verbs with helping verbs
19. write singular and plural present tense verbs
20. write verbs in past tense
21. write verbs in past tense with helping verbs
22. use past tense forms of irregular verbs
23. write verbs in future tense
24. identify the forms of the verb be
25. identify linking verbs with predicate adjectives and predicate nouns
26. write contractions
27. add affixes
28. identify and differentiate among subject and object pronouns
29. use possessive pronouns

FIFTH GRADE-2

30. identify the noun or nouns to which a pronoun refers
31. recognize regional language differences
32. use commas in a series, with introductory words, and with nouns of address
33. punctuate and capitalize direct quotations
34. use abbreviations
35. identify adjectives with the nouns they describe
36. use comparative and superlative adjectives
37. use articles
38. identify synonyms and antonyms
39. identify adverbs
40. use adverbs to compare two or more actions
41. use negatives
42. identify prepositions
43. understand idioms
44. listen for a particular purpose
45. speak clearly and courteously with correct emphasis
46. say appropriate greetings and introductions
47. take part in and differentiate between discussions and conversations
48. take and give accurate telephone messages
49. give a talk on a chosen subject
50. identify the main idea and topic sentence of a paragraph
51. write sentences in a paragraph in the correct order
52. give instructions
53. write paragraphs
54. recognize and/or write stories
 - a. tall tales
 - b. life-like stories
 - c. first person stories
 - d. historical fiction
 - e. fables
55. write reports
56. use applicable steps in writing
 - a. choosing a subject
 - b. researching
 - c. note-taking
 - d. outlining
 - e. writing a rough draft
 - f. revising and proofreading
 - g. writing a final copy
 - h. writing a bibliography
 - i. making story charts
57. write a friendly letter
58. write a business letter
59. address an envelope
60. summarize a plot
61. write dialogue
62. recognize and/or write poetry
 - a. haiku and tanka
 - b. free verse
 - c. limericks
 - d. 4-line poems
 - e. shape verse
63. recognize rhythm and rhyme schemes in poetry

FIFTH GRADE-3

64. recognize mood and imagery
65. recognize and write poems using alliteration and onomatopoeia
66. read a play
67. conduct and write an interview
68. write announcements and advertisements
69. write a newspaper story
70. write a book report
71. alphabetize and use guide words
72. find books in a library
73. use a table of contents and an index
74. use reference books
 - a. dictionary
 - b. encyclopedia
 - c. thesaurus
 - d. almanac
 - e. specialized dictionaries
 - f. atlas
75. understand how given names, surnames, and place names have originated
76. understand word origins

In addition, selected students will be expected to meet objectives which pertain to topics listed under "Challenge Activities" in the "Blocks of Instruction" section.

BLOCKS OF INSTRUCTION

UNIT 1

Content Topics

1. Sentence fragments and complete sentences
2. Identifying and punctuating the four kinds of sentences
3. Complete subjects and complete predicates
4. Simple subjects and simple predicates
5. Compound subjects
6. Compound predicates
7. Compound sentences
8. Separating run-on sentences
9. Using to, too, and two
10. Using their, they're, and there
11. Using context clues to understand unfamiliar words
12. Listening for information

Challenge Activities

1. Expanding sentences
2. Diagramming simple and compound subjects and predicates
3. Writing pairs of sentences where predicates rhyme
4. Writing sentences on a topic and illustrating them
5. Writing a comic strip

FIFTH GRADE-4**UNIT 2****Content Topics**

1. Guidelines and practice to develop listening skills
2. Interpreting meanings by using emphasis
3. Guidelines and practice for speaking well
4. Introductions and greetings
5. Conversations
6. Using the telephone, including taking messages
7. Discussions
8. Giving a talk

Maintenance topics

1. Complete sentences
2. Subjects and predicates

Challenge Activities

1. Giving a persuasive speech
2. Writing accounts of aural experiences
3. Talking notes on a radio or television program
4. Reporting orally on an event
5. Giving a political speech

UNIT 3**Content Topics**

1. Identifying nouns
2. Patterns for writing plural forms
3. Common and proper nouns
4. Singular possessive nouns
5. Plural possessive nouns
6. Using among and between
7. Using fewer and less
8. Understanding how words have come from people's names
9. Listening for appreciation

Maintenance Topics

1. Compound sentences
2. Run-on sentences

Challenge Activities

1. Making specialized lists of common and proper nouns
2. Solving analogies
3. Writing a journal
4. Finding hidden subjects in sentences
5. Making a time line

FIFTH GRADE-5**UNIT 4****Content Topics**

1. Identifying the main idea of a paragraph
2. Topic sentences
3. Sequencing sentences in a paragraph
4. Giving oral instructions
5. Choosing topics for paragraphs
6. Writing rough drafts
7. Revising paragraphs
8. Proofreading
9. Writing a final copy
10. Recognizing origins of place names, surnames, and given names

Maintenance Topics

1. Nouns
2. Usage: fewer/less, there/they're/their, and among/between

Challenge Activities

1. Writing a paragraph about an imaginary trip
2. Finding main ideas and details in professional writing
3. Words borrowed from other languages
4. Writing about being an inanimate object

UNIT 5**Content Topics**

1. Action verbs
2. Direct objects
3. Main verbs with helping verbs
4. Using present tense verbs
5. Using past tense verbs
6. Using past participles with helping verbs
7. Irregular verb forms
8. Future tense
9. Forms of the verb be
10. Linking verbs with predicate adjectives and predicate nouns
11. Contractions with not
12. Using have with could, should, would, and must
13. Adding prefixes and suffixes
14. Listening for information

Challenge Activities

1. Writing lists of verbs which could be used with particular subjects
2. Writing newspaper headlines
3. Diagramming direct objects, linking verbs, and predicate adjectives and nouns
4. Sequencing
5. Analyzing proverbs

FIFTH GRADE-6**UNIT 6****Content Topics**

1. Words that appeal to the senses
2. Being more exact in word choice
3. Adding details to sentences
4. Giving an oral description
5. Writing a descriptive paragraph

Maintenance Topics

1. Selecting a topic for a paragraph
2. Writing a rough draft
3. Revising and proofreading
4. Writing a final copy

Challenge Activities

1. Writing an overly-detailed description
2. Giving a speech to present an award
3. Writing a persuasive paragraph
4. Writing a paragraph with exaggeration

UNIT 7**Content Topics**

1. Identifying and using subject pronouns
2. Identifying and using object pronouns
3. Using I and me
4. Possessive pronouns
5. Identifying the noun or nouns to which a pronoun refers
6. Writing contractions with pronouns
7. Using your and you're
8. Using its and it's
9. Regional differences in speech
10. Critical listening

Maintenance Topics

1. Action verbs and direct objects
2. Main and helping verbs
3. Verb tense

Challenge Activities

1. Replacing nouns with pronouns in stories
2. Writing a biography
3. Palindromes
4. Writing cinquains and quatrains

FIFTH GRADE-7

UNIT 8

Content Topics

1. Writing effective beginnings
2. Adding details to paragraphs
3. Varying sentence length
4. Writing a story in first person

Maintenance Topics

1. Revising and proofreading a rough draft before writing a final copy
2. Linking verbs
3. Contractions
4. Pronouns
5. I and me

Challenge Activities

1. Writing an autobiography as a famous person
2. Writing an adventure story
3. Comparing fiction and non-fiction books on the same topic
4. Writing a newspaper movie review

UNIT 9

Content Topics

1. Alphabetical order
2. Guide Words
3. Selecting a dictionary definition to fit the context of the word
4. Using a dictionary pronunciation key
5. Differentiating among fiction, nonfiction, and reference books
6. Using a card catalog
7. Using an encyclopedia
8. Using a table of contents
9. Using an index
10. Using an atlas
11. Using an almanac
12. Using geographical and biographical dictionaries
13. Using a thesaurus
14. Attentive listening

Maintenance Topics

1. Its/It's
2. Your/you're
3. Have with could, should, would, or must

FIFTH GRADE-8**Challenge Activities**

1. Making a personal dictionary
2. Writing an encyclopedia article
3. Making a personal almanac
4. Making a map
5. Making card catalog cards

UNIT 10**Content Topics**

1. Selecting a report topic
2. Researching and planning for a report
3. Interviewing for a report
4. Note-taking
5. Organizing notes into an outline
6. Writing topic sentences from an outline
7. Writing paragraphs from an outline
8. Writing a bibliography

Maintenance Topic

1. Revising and proofreading a rough draft before writing a final copy

Challenge Activities

1. Giving an oral report
2. Writing stories from different points of view
3. Conducting an interview

UNIT 11**Content Topics**

1. Using commas in a series
2. Using commas with introductory words
3. Using commas with nouns in direct address
4. Punctuating and capitalizing direct quotations
5. Writing abbreviations
6. Avoiding double subjects
7. Using we and us with nouns
8. Using the dictionary to aid in spelling homophones
9. Listening for information

Maintenance Topics

1. Punctuating the four kinds of sentences
2. Writing book titles

Challenge Activities

1. Punctuating sentences different ways to convey different meanings
2. Diagramming nouns in direct address
3. Outlining reading lessons in content subject areas

FIFTH GRADE-9**UNIT 12****Content Topics**

1. Writing a friendly letter
2. Writing a business letter
3. Addressing an envelope

Maintenance Topics

1. Selecting a topic for writing
2. Revising and proofreading a rough draft before making a final copy
3. Using commas
4. Quotation marks

Challenge Activities

1. Writing letters to famous people
2. Analyzing a news story
3. Analyzing published writing

UNIT 13**Content Topics**

1. Identifying adjectives
2. Comparative and superlative forms of adjectives
3. Using good, better, and best
4. Using bad, worse, and worst
5. Using articles; rules for a and an
6. Using let and leave
7. Identifying synonyms and antonyms

Maintenance Topics

1. Words that appeal to the senses
2. Abbreviations

Challenge Activities

1. Making specialized lists of adjectives
2. Writing "hink-pinks"
3. Diagramming adjectives

UNIT 14**Content Topics**

1. Summarizing a plot
2. Writing an effective ending
3. Writing dialogue
4. Making a story chart
5. Writing a story

FIFTH GRADE-10**Maintenance Topics**

1. Selecting a topic
2. Revising and proofreading a rough draft before writing a final copy
3. Adjectives
4. Comparing with adjectives

Challenge Activities

1. Writing a tall-tale
2. Writing a mystery story

UNIT 15**Content Topics**

1. Identifying adverbs
2. Adverbs which compare action
3. Avoiding double negatives
4. Identifying prepositions and prepositional phrases
5. Using good and well
6. Understanding idioms

Maintenance Topics

1. Articles
2. let/leave
3. Avoiding double subjects
4. We and us with nouns
5. Homophones

Challenge Activities

1. Writing adverbs to go with action verbs
2. Writing a limerick

UNIT 16**Content topics**

1. Fables
2. Recognizing and writing haiku and tanka
3. Recognizing rhythm patterns
4. Recognizing rhyme schemes
5. Historical fiction
6. Free verse
7. Alliteration and onomatopoeia
8. Reading and performing plays

Maintenance Topics

1. Imagery and mood
2. Adverbs
3. Comparing with adverbs

FIFTH GRADE-11**Challenge Activities**

1. Writing poems with alliteration
2. Writing a legend
3. Writing simile poetry

UNIT 17**Content Topics**

1. Writing a book report
2. Making advertisements and announcements
3. Reading a play
4. Writing news stories
5. Conducting and writing interviews

Maintenance Topics

1. Negatives
2. Prepositions

Challenge Activities

1. Writing a dramatic scene
2. Distinguishing between fact and opinion in advertising

ENRICHMENT ACTIVITIES AND SUPPLEMENTARY MATERIALS

1. Personal files of enrichment worksheets
2. Personal files of ideas for creative writing
3. Films and filmstrips
 1. Know your Library
 2. We Discover the Dictionary
 3. Building Better Paragraphs
 4. Punctuation: Mark Your Meaning
 5. Library Report
4. Personal unit of materials for writing a report on koalas
5. P.A.S.S. Performances
6. Local Performances
7. Interviews
8. Activities Planned by the school librarian
 - a. sharing books
 - b. using the library
 - c. films
 - d. exposure to ideas and materials to foster language development
9. Commodore Public domain educational computer software
10. Personal educational computer software
11. Participation in Young Authors' Program
12. Silver Burdett Listening Activities with Record
13. Participation in Writing Workshop
14. Participation in a letter exchange

FIFTH GRADE-12**DICTIONARIES**

Friend, Joseph and Guralnik, David B., eds. Webster's New World Dictionary of the American Language (College Edition). World, 1960

Guralnik, David B., ed. Webster's New World Dictionary of the American Language (Basic School Edition). Prentice-Hall, Inc., 1979

McHenry, Robert, ed. Webster's New Biographical Dictionary, Merriam-Webster, 1983

Stevenson, Arthur J., ed. Webster's New Geographical Dictionary. Merriam-Webster, 1984

TEXTBOOKS AND RESOURCE BOOKS

Dawson, Mildred A., et al. Language for Daily Use.
Harcourt, Brace, Jovanovich, Inc., 1973

Dawson, Mildred A., et al., Language for Daily Use Workbook.
Harcourt, Brace, Jovanovich, Inc., 1973

DeBlij, Harm J., et al., eds. Citation World Atlas
Hammond, 1984

Greet, W. Cabell, et al. In Other Words: A Beginning Thesaurus. Scott,
Foresman and Co., 1968

Haley-James, Shirley and Stewig, John Warren. Houghton Mifflin English 5. Houghton Mifflin Co., 1986

Lane, Hana Umlaug, ed. The World Almanac and Book of Facts. Newspaper,
Enterprise Association, 1982

Nault, William H., et al., eds. The World Book Encyclopedia.
Field Enterprises Educational Corp., 1973

Ragno, Nancy N., et al., Silver Burdett English Teacher's Resource Package 5.
Silver Burdett Co., 1985

Strickland, Dorothy S. Teacher's Resource Book. Harcourt, Brace, Jovanovich,
Inc., 1983

Venesky, Richard L. and Fisher, Carol J. Ginn English 5.
Ginn and Co., 1986

Wittels, Harriet and Greisman, Joan. The Clear and Simple Thesaurus Dictionary. Grosset and Dunlap, Inc., 1977

SIXTH GRADE

GOALS

Sixth graders should be able to:

1. appreciate good stories and poems, and enjoy sharing experiences and original thoughts.
2. organize ideas effectively and express them clearly, both orally and in writing
3. improve study skills such as needed to research a topic
4. gain skill in public speaking
5. use proper grammar
6. expand vocabulary
7. Acquire new knowledge about word forms and sentence parts as a basis for understanding how our language works

PERFORMANCE OBJECTIVES

The student will be able to:

1. Recognize and use properly, nouns, verbs, pronouns, adjectives and adverbs.
2. Recognize and use correctly interjections, articles, prepositions and conjunctions.
3. Capitalize and punctuate correctly.
4. Construct sentences and analyze the parts of sentences.
5. Compose various types of paragraphs using proper form and keeping details related to the topic.
6. Write an original story.
7. Research and write a report on a chosen subject.
8. Write a book report.
9. Write a friendly letter, a business letter and various other types of notes.
10. Gain skill and confidence in speaking before a group
11. Expand vocabulary by further developing skills in the use of a dictionary.
12. Share, analyze, compose, perform, memorize, and further appreciate poetry.

UNITS OF INSTRUCTION

GRAMMAR

A. Nouns - The student will be able to:

1. Recognize all nouns in a given sentence
2. Understand and spell singular and plural forms
3. Distinguish between and identify common and proper nouns
4. Understand that possessive nouns show ownership
5. Form singular and plural possessives with correct spelling and placing apostrophes correctly.
6. Identify, use, and punctuate appositives correctly.

SIXTH GRADE-2

B. Verbs - The student will be able to:

1. Recognize and distinguish between action verbs and being verbs
2. Recognize that helping verbs work with main verbs and identify each in a given sentence
3. Understand that the tense of a verb shows time and use or indicate the correct tense in a given sentence
4. Write the principal parts of a given verb (present, past and past participle) and use them correctly in sentences
5. Understand and identify linking verbs
6. Understand that direct objects receive the action of the verb and identify them in a given sentence
7. Identify and use predicate nouns

C. Sentences - The student will be able to:

1. Understand that a sentence must express a complete thought, that is, have a subject and a verb
2. Recognize, construct, capitalize and punctuate correctly the four types of sentences (declarative, interrogative, imperative, exclamatory)
3. Separate the complete subject from the complete predicate in a given sentence
4. Identify the simple subject and simple predicate, or verb, in all four types of sentences
5. Eliminate the use of sentence fragments and run-on sentences
6. Identify compound subjects and compound predicates in given sentences
7. Understand that a compound sentence consists of two or more simple sentences
8. Understand that the subject of a sentence must agree with its verb
9. Diagram basic sentence parts

D. Capitalization - The student will be able to

1. Capitalize proper nouns
2. Capitalize the first word and all important words of titles
3. Capitalize interjections
4. Use a capital to begin the first word of a quotation

E. Punctuation - The student will be able to:

1. Recognize the rules for the use of a comma
2. Recognize the rules for quotation marks
3. Use apostrophes correctly.

F. Pronouns - The student will be able to

1. Identify and use subject pronouns correctly in sentences
2. Identify and use object pronouns correctly in sentences
3. Form and use possessive pronouns correctly
4. Identify predicate nominative

G. Interjections - The student will be able to:

1. Identify and interjections as words that expresses feelings or emotions, are not related to the rest of the sentence, and capitalize and punctuate them correctly.

H. Articles - The student will be able to:

1. Recognize a, an, and the as articles that signal nouns.

SIXTH GRADE-3

I. Prepositions and Conjunctions - The student will be able to:

1. Identify prepositions and prepositional phrases in a sentence
2. Identify the object of the preposition in a given phrase
3. Understand a conjunction is a connector of similar sentence elements and identify them in sentences.

J. Adjectives and Adverbs - The student will be able to:

1. Recognize adjectives and adverbs in a given sentence
2. Recognize and capitalize proper adjectives correctly
3. Use comparative and superlative forms of adjectives correctly
4. Realize that a predicate adjective follows a linking verb and describes the subject
5. Use comparative and superlative forms of adverbs correctly
6. Distinguish between when to use adjectives and when to use adverbs

II. Composition

A. Paragraphs - The student will be able to:

1. Punctuate and capitalize a paragraph correctly
2. Write a topic sentence
3. Limit ideas to a main topic
4. Present details in a logical sequence
5. Write a closing sentence
6. Indent the first line of each paragraph
7. Begin a new paragraph with each change in speakers
8. Proofread and make all necessary corrections
9. Express in writing what each of the five senses conveys.

B. Story Writing - The student will be able to:

1. Choose a suitable topic
2. Write a story in his/her own words
3. Convert sentences into dialogue form

III. Study and Research Skills - The student will be able to:

- A. Use of at least 5 sources of information: encyclopedias, magazines, newspapers, books, interviews, etc.
- B. Take short, written notes on the subject
- C. Construct an outline by organizing information into main ideas and supporting ideas
- D. Use proper outline form
- E. Write a report on a chosen subject
- F. Write a book report
- G. Use a library effectively.
 1. Locate fiction, non-fiction, and reference books
 2. Know how and when to use the card catalog, call numbers, and cross references

IV. Letters - The student will be able to:

- A. Recognize and write the 5 parts of a friendly letter correctly
- B. Recognize and write the 6 parts of a business letter correctly
- C. Write thank-you notes, invitations and other short notes of correspondence correctly
- D. Address envelopes correctly

SIXTH GRADE-4

- V. Listening Skills - The student will be able to:
- A. Understand the definitions and functions of pitch, stress, and juncture
 - B. Listen attentively in order to recall information, identify main ideas and details, and remember specific information
- VI. Public Speaking Skills - The student will be able to:
- A. Recite from memory short materials of universal interest
 - B. Use choral speaking
 - C. Dramatize stories, cartoons, or situations
 - D. Participate in group planning and discussions
 - E. Gain skill and poise in speaking to a group through practice
 - F. Have the opportunity to participate in the literary program (see supplementary material)
 - G. Use good telephone skills
 - H. Make introductions properly
- VII. Dictionary - The student will be able to:
- A. Alphabetize words with up to six identical first letters
 - B. Use guide words effectively
 - C. Be aware of and able to use all types of information available in a dictionary
- VIII. Poetry - The student will be able to:
- A. Memorize at least 6 short poems and/or famous quotes
 - B. Appreciate humorous, and narrative poetry
 - C. Identify patterns of rhythm and rhyme
 - D. Discover the mood of a poem
 - E. Compose a limerick
 - F. Recognize form of images and feelings in haiku
- IX. Vocabulary - The student will be able to:
- A. Identify and use synonyms and antonyms
 - B. Write and use in sentences words containing root words, prefixes, and suffixes
 - C. Identify the meaning of idioms and use them in sentences
 - D. Use homographs and homophones correctly in sentences
 - E. Identify word connotations and be able to use both positive and negative connotations in writing paragraph

ENRICHMENT ACTIVITIES AND SUPPLEMENTAL MATERIALS**A. Activities**

I.E.S.A. Literary Program
 Arrange choral readings
 Perform various plays
 P.A.S.S. performances
 Field trips to the Little Theatre in Sullivan
 Various computer activities
 Activities directed by the school librarian
 Young Authors program
 Writing Workshop
 Writing letters to grandparents &/or nursing homes
 Project HEART - (Inservice concerning the Arts)

SIXTH GRADE - 5

B. Materials

Language for Daily Use (workbook). Harcourt, Brace Jovanovich, Inc. 1973

Hayes Language Drills and Tests, Hayes School Publishing Co., Inc.

Films: Choral Reading

Dragon Stew available from Piatt County Film Library

Tales of Hiawatha

Personal files of ideas for creative writing

Literary files (readings)

Child Life and Children's Digest magazines

Huckleberry Finn by Mark Twain

Uncle Tom's Cabin by Harriet Beecher Stowe

Incident at Hawk's Hill by Allan W. Eckert

Johnny Tremain by Esther Forbes

Arbuthnot, May Hill. The Arbuthnot Anthology of Childrens Literature. Scott Foresman and Co., 1971

Barton, Clifford E. Verse Choir in the Elementary School. Educational Publishing Corp., 1958

Ferris, Helen. Favorite Poems Old and New. Doubleday and Co., Inc. 1957

Prelutsky, Jack. The New Kid on the Block. Greenwillow Books, 1984

Sechrist, Elizabeth Hough. One Thousand Poems for Children. Macrae-Smith Co., 1946

Silverstein, Shel. A Light in the Attic. Harper & Row, Publishers, Inc., 1981

Silverstein, Shel. Where the Sidewalk Ends. Harper & Row, Publishers, Inc., 1974

Instructor's Big Book of Plays. Instructor Publications, Inc., 1983

V. Dictionaries

Guralnik, David B., ed. Webster's New World Dictionary of the American Language (Basic School Edition). Prentice-Hall, Inc., 1979

Guralnik, David B., ed. Webster's New World Dictionary (Basic School Edition). Simon & Schuster, Inc., 1983

VI. Textbooks

Language for Daily Use. Harcourt Brace Jovanovich, Inc., 1973.

Houghton Mifflin English. Houghton Mifflin Co., 1986

SEVENTH GRADE

Language Arts

GOALS

The seventh grade language arts curriculum provides concentration in these areas: a grammar-centered review of English, writing proficiency of sentence structure and mechanics, review and practice of reference skills in basic resources of the dictionary, encyclopedia, and Reader's Guide to improve report writing skills, mastery of spelling skills based on units of study and etymology, non-standard users in adopting standard American English usage, introduction to basic elements of literary analysis in the short story and a short novel.

PERFORMANCE OBJECTIVES:

- I. Grammar: To know the eight parts of speech in English.
 - 1.1 Defines each part of speech
 - 1.2 Identifies the kinds for each in sentence usage
 - 1.3 Demonstrates recognition of specific functions for each
 - 1.4 Uses correct grammatical forms
 - 1.5 Identifies parts of speech by suffixes
 - 1.6 Differentiates the original form and inflected form in standard usage
- II. Writing: To demonstrate mastery of writing mechanics in sentences and paragraphs.
 - 2.1 Writes with correct capitalization and punctuation
 - 2.2 Uses complete sentences
 - 2.3 Demonstrates writing legibility
 - 2.4 Prepares written work with neat format
 - 2.5 Recognizes the variety of sentence structures
 - 2.6 Varies type, length and structure of sentences in written skills
 - 2.7 Writes a paragraph based on topic sentence
 - 2.8 Limits a paragraph to one idea
 - 2.9 Demonstrates coherence in paragraph development
- III. Reference Skills: To demonstrate correct usage of the dictionary, encyclopedia, Reader's Guide in research skills
 - 3.1 Locates and identifies words, language origin, syllabication and summary of definition in the dictionary
 - 3.2 Locates topics and related topics for summary in the encyclopedia
 - 3.3 Learns how to use the Reader's Guide
- IV. Spelling: Level 7 - To know weekly word units based on rules of grammar and spelling.
 - 4.1 Pronounces words correctly
 - 4.2 Knows definition for vocabulary usage
 - 4.3 Exhibits word analysis skills in syllabication
 - 4.4 Evaluates roots and affixes correctly
 - 4.5 Researches etymology of assigned words
 - 4.6 Exhibits mastery skills for assigned proper nouns in units
 - 4.7 Demonstrates 60% accuracy on all 36 units of tests

SEVENTH GRADE-2**V. To Develop Speaking and Listening Skills**

- 5.1 Demonstrates ability to listen to and interpret oral directions
- 5.2 Summarizes and interprets magazine, newspaper articles
- 5.3 Organizes, prepares and presents an oral report

VI. To Read and Apply Literary Analysis Skills to Assigned Novel

- 6.1 Knows biographical sketch of author
- 6.2 Recognizes dominant characteristic(s) of author's style
- 6.3 Explores geographical and cultural setting
- 6.4 Identifies physical and personality traits in main character(s)
- 6.5 Parallels dramatic conflicts and resolutions
- 6.6 States author's theme
- 6.7 Interprets symbolism elements
- 6.8 Parallels foreshadowing with events
- 6.9 Diagrams on graph the plot development used by author

VII. Novel: Level 7 - To recognize the basic elements in literary analysis of the short story and novel.

- 7.1 Explores seven methods of characterization
- 7.2 Recognizes elements of time and place in setting
- 7.3 Identifies theme(s) of author
- 7.4 Follows steps in plot development
- 7.5 Recognizes climax in plot sequence
- 7.6 Evaluates kinds of dramatic conflict
- 7.7 Interprets simple symbolism
- 7.8 Matches foreshadowing with actual events
- 7.9 Places events in sequence from memory
- 7.10 Identifies irony

I. Grammar**A. The Sentence**

- 1. Four kinds of sentences
 - a. declarative
 - b. interrogative
 - c. imperative
 - d. exclamatory
- 2. Subject and Predicate
 - a. simple subjects and predicates
 - b. compound subjects and predicates
- 3. Sentence Structures
 - a. simple
 - b. compound
 - 1. Clause
 - 2. Independent clause
 - 3. Co-ordinating conjunctions
 - c. complex
 - 1. Independent clauses
 - 2. Subordinate clauses
 - 3. Subordinating conjunctions

SEVENTH GRADE-3

4. Writing Sentences
 - a. Avoiding fragments and run-ons
 - b. Correct mechanics
 1. Capitalization
 2. Punctuation
 - c. Clear, direct, interesting
 - d. Structure variety

B. Nouns

1. Definition and Recognition
2. Kinds
 - 1) common
 - 2) proper
 - 3) concrete
 - 4) abstract
 - 5) collective
3. Singular and plural
4. Possessives
5. Appositives
6. Noun suffixes
7. Writing with nouns

C. Verbs

1. Definition and Recognition
2. Verb Phrase
 - a. main verbs
 - b. helping verbs
3. Simple tenses
 - a. present
 - b. past
 - c. future
4. Perfect tenses
 - a. present perfect
 - b. past perfect
 - c. future perfect
5. Regular and Irregular Verbs
 - a. regular
 - b. irregular
 - c. progressive forms (present participle)
6. Linking Verbs
7. Transitive and Intransitive Verbs
8. Active and Passive Voice
9. Subject and Verb Agreement
10. Inverted and Interrupted Order
11. Writing well with verbs
12. Verb Suffixes

D. Completing the Predicate

1. Direct and Indirect Objects
2. Predicate Nouns and Adjectives
3. Writing Well with Verb Complements

SEVENTH GRADE-4**E. Pronouns**

1. Definition and Recognition
2. Antecedents of Pronouns
3. Personal Pronouns
 - a. First person singular and plural
 - b. Second person singular and plural
 - c. Third person singular and plural
4. Subject and Object-form Pronouns
 - a. subject-form usage
 - b. object-form usage
 - c. compound subject and object-form
5. Possessive Pronouns
6. Interrogative Pronouns
7. Demonstrative Pronouns
8. Indefinite Pronouns
9. Writing well with Pronouns

F. Adjectives and Adverbs: Modifiers

1. Definition and Recognition
2. Degrees of Comparison
 - a. positive
 - b. comparative
 - c. superlative
3. Negatives
4. Using good, well; bad, badly
5. Writing well with modifiers

G. Prepositions

1. Definition and Recognition
2. The Phrase:
 - a. preposition
 - b. object
3. Pronouns after Prepositions
4. Adjectives After Prepositions
5. Prepositional Phrase Usage as Modifiers
 - a. Adjectives
 - b. Adverbs
6. Placing phrases correctly
7. Choosing the Right Preposition
 - a. between, among
 - b. beside, besides
8. Writing Well with Prepositional Phrases

II. Writing**A. Paragraph Writing**

1. Topic sentences
2. Supporting Details
3. Order in Paragraphs
 - a. Chronological
 - b. Instructional
4. Revision
5. Proofreading

SEVENTH GRADE-5

6. Final Copy
 - Descriptive Paragraph
 - a. Use senses
 - b. Use exact words
 - c. Choosing details
- B. Report Writing: Research Report
 1. Taking Notes
 2. Making an Outline (Preliminary)
 3. Writing Paragraphs From an Outline
 4. Pre-writing practice
 5. Writing Steps
 - a. Step One: Choose a topic
 - b. Step Two: Plan the report
 - c. Step Three: Write the first draft
 - d. Step Four: Revise
 - e. Step Five: Proofread
 - f. Step Six: Final copy
- C. Other Kinds of Writing
 1. Reporting on an Interview
 2. Writing a Story about yourself
 3. Writing a fiction story
 - a. Plot, setting, character
 - b. Point of view
 - c. Dialogue
 - d. Beginnings and endings
 4. Writing to persuade
 - a. Facts and opinions
 - b. Supporting details
 - c. Plan your argument

III. Study/Reference Skills

- A. Dictionary Usage
 1. Guide words
 2. Special spellings
 3. Syllabication
 4. Stress marks
 5. Part-of-speech labels
 6. Definitions
 7. Word Origins
- B. Library Usage
 1. Card Catalogue
 2. Reference section
 3. Reader's Guide
 4. Vertical file
 5. Encyclopedia
 6. Cassette recordings
 7. Videocassettes
 8. Atlas
 9. Almanac

SEVENTH GRADE-6

C. Parts of a Book/Study Skills

1. Title page
2. Copyright page
3. Bibliography
4. Index
5. Appendix

D. Outlining and Taking Notes

E. Summarizing

1. State main idea in first sentence
2. Add detailed sentences
3. Use quotations
4. Choose information you want to stress
5. Condense sentence(s) into summary

IV. Spelling: Level 7 (Kottmeyer Text)

- A. Correct pronunciation
- B. Vocabulary definitions
- C. Syllabication
- D. Evaluation of roots and affixes
- E. Researches etymology of assigned words
- F. Mastery of 70%+ on all 36 units tested
- G. Language History (English Text)
 1. Language growth and changes
 2. Words from other lands
 3. American vs. British English
 4. Regional differences

V. Literature

(See performance objectives for literary analysis of assigned novel, p. 63)

VI. Novel

(Copy performance objectives for the novel)

VII. Listening and Speaking Skills

A. How to listen

1. Think
2. Review
3. Attention
4. Concentrate
5. Keep up

B. Listening Clues

1. Stress
2. Pitch
3. Juncture

C. Speaking/Oral Reports

1. Body language
2. Voice
3. Content
4. Speaking in groups
5. Panel discussions
6. Giving a talk
 - a. prepare
 - b. plan
 - c. practice

SEVENTH GRADE-7

Language Arts Instructional Materials

Level 7: English, Houghton, Mifflin, 1986

Basic Goals in Spelling, Kottmeyer and Claus, 1980
6th Edition

Supplemental: Webster's New School Dictionary, 198-

- * Read Magazine, periodical, Weekly Reader, Inc., 1986
- The Old Man and the Sea, Ernest Hemingway
- USA TODAY NEWS
- Herald and Review News

Houghton Mifflin Resource Book, Level 7
Workbook and Practice Masters

- * Read Magazine: A language arts publication, presenting studies in reading skills, current dramatizations, vocabulary activities, writing, grammar activities, value-oriented fiction and non-fiction

Enrichment:

EIGHTH GRADE**LANGUAGE ARTS****GOALS**

The eighth grade language arts curriculum provides concentration in these areas: a grammar-centered review of the eight parts of speech, increase in mastery level of writing in sentences and paragraphs, review kinds of phrases and clauses, mastery in recognition and construction of the four types of sentence structure, review of basic reference sources, writing of a research report, spelling units of Latin-based etymology verbs, Greek word parts and word building by usage of affixes, recognition and analyses of basic elements in literary forms of the short story and a short novel.

OBJECTIVES

- I. **Grammar:** To know the eight parts of speech in English by
 - Definition of each part of speech
 - Identification of the kinds for each in sentence usage
 - Recognition of specific functions for each
 - Use of correct grammatical forms
 - Identification by suffixes
 - Differentiation of the original form and inflected form in standard usage
- II. **Writing:** Demonstrates mastery of writing mechanics in sentences and paragraphs.
 - Writes with correct capitalization and punctuation.
 - Uses complete sentences
 - Demonstrates writing legibility
 - Prepares written work with neat format
 - Recognizes the variety of 4 sentence structures
 - Varies type, length and structure of sentences in written skills
 - Writes a paragraph based on topic sentence
 - Limits a paragraph to one idea
 - Demonstrates coherence in paragraph development
- I. **Grammar:** Know the eight parts of speech in English and write all information into classroom notebooks.
 - A. **Nouns**
 1. Definition
 2. 8 kinds
 - a) common
 - b) proper
 - c) concrete
 - d) abstract
 - e) collective
 3. 8 functions of nouns in usage
 - a) subjects
 - b) direct objects
 - c) indirect objects
 - d) predicate nominative
 - e) objective complement
 - f) appositive
 - g) object of a preposition
 - h) possessive modifier

EIGHTH GRADE-2

4. Inflection
 - 1) plurals
 - 2) possessives
5. Suffixes
6. Diagram sentences identifying usage

B. Pronouns

- 1) Definition & Antecedents
- 2) 5 kinds
 - a) personal
 - b) interrogative
 - c) indefinite
 - d) demonstrative
 - e) relative
- 3) 5 functions in sentence usage
 - a) subjects
 - b) direct objects
 - c) indirect objects
 - d) object of preposition
 - e) predicate nominative
- 4) 3 cases of pronouns: Agreement
 - a) nominative case
 - b) objective case
 - c) possessive case
- 5) Diagram sentences identifying usage

C. Verbs

1. Definition
2. 3 Kinds of verbs
 - a) Transitive
 - b) Intransitive
 - c) Thinking Verbs
3. Function in sentence usage - predicate
4. Inflection of regular and irregular verbs
 - a) 3-part verbs
 - b) 4-part verbs
 - c) 5-part verbs
5. Conjugation of an irregular verb through all tenses
 - a) Present
 - b) Past
 - c) Future
 - d) Present perfect
 - e) Past perfect
 - f) Future perfect
6. Verb suffixes
7. Review of troublesome verbs
8. Diagram sentences to identify usage

D. Adjectives

1. Definition
2. Kinds of adjectives
 - a) numeral
 - b) demonstrative
 - c) proper
 - d) descriptive
3. Functions in sentence usage - Noun modifier
4. Adjective suffixes

EIGHTH GRADE-3

5. Inflection: degrees of comparison
6. Questions adjectives answer
 - a) Which one?
 - b) What kind?
 - c) How many?
7. Diagram sentences showing modifiers

E. Adverbs

1. Definition
2. Function - Modifier
 - a) verbs
 - b) adjectives
 - c) other adverbs
3. Questions adverbs answer
 - a) When?
 - b) Where?
 - c) How?
 - d) In what extent?
4. Adverb suffix-ly
5. Diagram sentences to identify
6. Inflection:
degrees of comparison

F. Preposition

1. Definition
2. Components of prepositional phrase
 - a) Preposition
 - b) Modifiers
 - c) Object of preposition (noun or pronoun)
3. Usage in sentences - relates
4. Diagram sentences with prepositional phrases

G. Conjunction

1. Definition
2. 3 kinds
 - a) Co-ordinating
 - b) Subordinating
 - c) Correlative
3. Function in sentence usage - join
4. Diagram sentences using conjunctions

H. Interjection

1. Definition
2. Usage
 - a) non-grammatical
 - b) punctuation

II. Writing

A. Mechanics

1. Rules of capitalization
2. Rules of punctuation
 - a) period
 - b) question mark
 - c) exclamation mark
 - d) 12 comma rules
 - e) quotation marks
 - f) hyphen
 - g) dash
 - h) colon
 - i) semi-colon
 - j) apostrophe
 - k) underlining

II. B. Sentence

1. Correcting fragment and run-on sentences
2. Sentence structure
 - a) simple
 - b) compound
 - c) complex
 - d) compound/complex
3. Sentence continuing
 - a) adjective clause
 - b) adverb clause
4. Correcting monotonous style
 - a) vary beginning
 - b) prepositional phrase
 - c) participial phrase
5. 4 sentence types
 - a) Declarative
 - b) Imperative
 - c) Interrogative
 - d) Exclamatory

C. Paragraphs

1. Structure by topic sentence
2. Development
 - a) select topic
 - b) narrowing topic
 - c) develop by details and examples
 - d) develop by incident
 - e) develop by reasons
3. Unity
4. Coherence
5. Types of paragraphs
 - a) narrative
 - b) descriptive
 - c) chronological order
 - d) expository

EIGHTH GRADE-5

- D. Research Report: Level 8 - Writes a 1,500 word research report
1. Limits subject appropriate for research
 2. Prepares a preliminary outline
 3. Locates resources for research
 4. Takes notes by paraphrasing research facts
 5. Obtains research information on note cards
 6. Records bibliography references on note cards
 7. Writes a detailed outline from notes
 8. Completes first draft of report from outline and notecards
 9. Revises first draft for correct mechanics, sentence structure and format
 10. Writes final report in correct format
 11. Prepares the bibliography
 12. Completes title page
 13. Compares finished report to check list in text
- E. Novel: Level 8 - Recognizes the basic elements in literary analysis of the short story and novel.
1. Explores seven methods of characterization
 2. Recognizes elements of time and place in setting
 3. Identifies themes(s) of author
 4. Follows steps in plot development
 5. Recognizes climax in plot sequence
 6. Evaluates kinds of dramatic conflict
 7. Interprets simple symbolism
 8. Matches foreshadowing with actual events
 9. Places events in sequence from memory
 10. Identifies irony
- F. Reads and applies literary analysis skills to assigned novel.
1. Knows biographical sketch of author
 2. Recognizes dominant characteristic(s) of author's style
 3. Explores geographical and cultural setting
 4. Identifies physical and personality traits in main character(s)
 5. Parallels dramatic conflicts and resolutions
 6. States author's theme
 7. Interprets symbolism elements
 8. Parallels foreshadowing with events
 9. Diagrams on graph the plot development used by author

LANGUAGE ARTS INSTRUCTIONAL MATERIALS

Level 8: Warriner's English Grammar and Composition, Harcourt Brace Jovanovich, 1982

Basic Goals in Spelling, 6th edition, Kottmeyer and Claus, 1980

Adventures for Readers, Book Two, Harcourt Brace Jovanovich, 1968

Webster's New School Dictionary, 1980

EIGHTH GRADE-6

Preparing the Research Report, 4th ed. CEBCO, Standard Publishing, 1984

The Pearl, John Steinbeck

Supplementary: Read Magazine, periodical, Weekly Reader, Inc. 1983
A language arts publication, presenting studies in reading skills, current dramatizations, vocabulary activities, writing, grammar activities, value-oriented fiction and non-fiction.

USA TODAY News
Herald and Review News

Tapes for Literature:

Rolling Prairies Library Films:

1. Bible Literature: Part I, Encyclopedia Britannica
2. Bible Literature: Part II, Encyclopedia Britannica
3. Athens: Golden Age
4. King Midas
5. Mark Twain - Halbrook
6. Shakespeare's Plays
7. Elizabethan London

Tapes:

1. Mark Twain
2. Jumping Frog of Calaveras County narrated by Walter Brennan
3. Blue Jay Yarn
4. Carl Sandburg Reading Own Poetry
5. Collection of Poems

Film Strips

1. Shakespeare's life
2. Mark Twain

CLASSROOM RESOURCES

- 1 set World Book Encyclopedia, 19
- 1 set World Book Encyclopedia, 19
- 2 vol. set Unabridged Webster's Dictionary
- 30 - Webster's New School Dictionary, 1981
- 1 copy Roget's Thesaurus
- 30 - Explorations - anthology, 1960's

GENERAL ENGLISH (Year Course)

Between 8th Grade and Freshman Level

This course is designed for those students who find the regular English classes too difficult. Basic skills in reading, composition, and grammar are stressed. Spelling, vocabulary, and dictionary use are also emphasized. Study of the short story and poetry and the reading of a novel will complete the course of study.

PERFORMANCE OBJECTIVES

1. To demonstrate mastery of certain grammatical and mechanical skills in writing and in testing situations.
 - a. parts of speech and their use in the sentence
 - b. phrases (prepositional, verbal, appositive)
 - c. clauses
 - d. fragments and run-on sentences
 - e. punctuation
 1. end marks
 2. commas
 3. semi-colon
 4. quotation marks
 5. apostrophes
2. To develop an expanded vocabulary from reading and from using a dictionary and a thesaurus.
3. To write exposition that shows improvement in using clear, precise, and concrete words appropriate to the occasion.
4. To write exposition which contains complete sentences employing economy, precision, and accurate subordination.
5. To write a coherent paragraph containing a clearly stated central idea which is adequately developed using facts, incidents, examples, reasons, definition, or a variety of these techniques.
6. To demonstrate ability to provide smooth transitions within and between paragraphs.
7. To apply the techniques of paragraph composition to develop a coherent five-paragraph theme.
8. To list personal data correctly on an employment or other application.
9. To write a business letter using standard form and to address an envelope for business purposes.
10. To use context clues to determine the meaning/usage of unfamiliar words in reading.
11. To demonstrate self control while listening to others.
12. To recognize others' rights to freedom of speech.
13. To participate freely in group/class discussions.
14. To write a book report and deliver orally.

GENERAL ENGLISH/BLOCKS OF INSTRUCTION

I. Reading Objectives

A. Recognizing various literary devices:

1. Genre
 - a. poetry
 - b. short story
 - c. novel
2. Point of view
3. Plot construction
4. Diction
5. Symbols

- B. Recognizing and comprehending figurative language and imagery.
- C. Developing an expanded vocabulary through reading by studying a lesson of 20 words every two weeks.
- D. Using context clues to determine the meaning/usage of unfamiliar words.

II. Composition and Language Objectives

A. Style

- 1. The word:
 - a. Mastering the eight parts of speech and using them correctly in a sentence
 - b. Expanding vocabulary and spelling by studying a lesson of 20 words every two weeks.
- 2. The sentence:
 - a. Recognizing and avoiding fragments and run-on sentences
 - b. Recognizing and using prepositional, verbal, and appositive phrases
 - c. Recognizing and using dependent clauses
 - d. Using the correct/appropriate coordinate and subordinate conjunctions.
 - e. Learning to punctuate a sentence correctly.
- 3. The paragraph: demonstrating the ability to develop a 100-150 paragraph by
 - a. Choosing and narrowing the topic
 - b. Wordng the topic sentence
 - c. Developing ideas of support: facts, incident, example, reason, definition
 - d. Using transitions between sentences
 - e. Writing the summary sentence
- 4. The essay:
 - a. Applying the techniques of paragraph composition to develop a coherent five-paragraph theme.
 - b. Using transitions between paragraphs
 - c. Learning divisional terms: introduction, body, and conclusion.

B. Other forms:

- 1. Filling out application forms correctly
- 2. Writing a business letter and addressing a business envelope correctly
- 3. Using the dictionary to find appropriate definitions, spellings, syllabic divisions, accents, phonetic spelling keys, and synonyms and antonyms
- 4. Writing a book report

III. Social Objectives

1. Learning how to listen to others by using the grapevine game, life-death situation scenarios, etc.
2. Learning self control and politeness while listening to others by using various games and role playing.
3. Learning that other people have rights to freedom of speech using games and role playing.
4. Taking active part in group/class discussions through exercises designed for participation.

Enrichment Opportunities

1. Encourage students to read professional writers and study their style and organization.
2. Encourage students to keep journals and collections of their own writing.
3. Encourage students to enter writing contests.
4. Encourage students to attend high school theatrical productions, productions at local colleges, and community productions.

Dictionary

Webster's Collegiate Dictionary

Textbook and Resource Books

1. Read Magazine
2. Bless the Beasts and the Children - paperback
3. Scope English: Grammar and Composition Level 4, 1984 ed.
4. Triple Action Unit 3 Book, 1979 ed. (Scholastic Book Services)

COMPOSITION I

Ninth Grade

GOALS

This course focuses on the basic skills the students will further develop in the Sophomore and Junior years. Grammar and sentence mechanics are stressed in individual lessons, and then reinforced during composition assignments. Because this course is the cornerstone of further high school study, reading and study skills will be emphasized. Students will study library and reference work and practice oral communication in front of a group.

PERFORMANCE OBJECTIVES

1. To practice good listening and note-taking habits
2. To be able to express oneself clearly in front of a group
3. To recognize the various parts of the dictionary and of a dictionary entry
4. To locate, select and use reference books
5. To use the card catalog and find materials in the library
6. To use the rules of capitalization, punctuation, and abbreviation in writing assignments.
7. To avoid various common usage problems in speaking and writing
8. To identify the 8 parts of speech
9. To distinguish between sentences, fragments and run-ons
10. To recognize various verb tenses and use verb tense consistently when writing
11. To vary sentence structure
12. To connect ideas by using transitions between sentences
13. To write a coherent paragraph with a clear topic sentence and well-developed support
14. To expand the techniques of paragraph writing to a short essay

BLOCKS OF INSTRUCTION

I. Study Skills

- A. Basic study skills
 1. good study habits
 2. listening and note-taking in class
- B. Reading skills

SQ4R method
- C. Library and Reference Skills
 1. Using card catalog
 2. Locating books
 3. Reference books
 - a. encyclopedias
 - b. almanacs
 - c. atlases
 - d. specialized reference books
 - e. periodicals
 4. Dictionary skills

II. Oral Communication

- A. Being a good audience
- B. Speaking in front of a group
 - 1. Introducing a speaker
 - 2. Giving clear instructions
 - 3. Giving a report
- C. Participating in class discussions

III. Written Communication

A. Grammar

1. Parts of Speech

- a. nouns
- b. pronouns
- c. verbs
 - 1. junction
 - 2. tenses
- d. adjectives
- e. adverbs
- f. prepositions
- g. interjections

2. Sentence Faults

- a. fragments
- b. run-ons
- c. misplaced & dangling modifiers

3. Usage problems

- a. subject/verb agreement
- b. negative sentences
- c. common usage mistakes

B. Mechanics

- 1. Capitalization
- 2. Abbreviation
- 3. Punctuation

C. Composition

- 1. Varying sentence structure
- 2. Writing concise sentences
- 3. Choosing precise words
- 4. Using transitions to connect ideas
- 5. Creating a topic sentence for a paragraph
- 6. Developing support for a topic sentence
- 7. Creating a unified, coherent paragraph
- 8. Writing an essay
 - a. choosing a topic
 - b. preparing a thesis statement
 - c. finding and organizing support

ENRICHMENT OPPORTUNITIES

1. Encourage students to enter writing contests
2. Display written work in school or town library
3. Encourage students to submit pieces of their writing to the school newspaper
4. Allow students the opportunity of introducing speakers at school assemblies, meetings, etc. to build speaking skills in public
5. Give students occasional work days in the library to complete reference work on special projects for other classes, with teacher available for guidance
6. Utilize the skills of the school librarian to participate in small group library studies

Dictionary

American Heritage Dictionary
Second College Edition
Houghton-Mifflin Company, c. 1982

Textbooks and Resource Books

Grammar and Composition - Level 3
Prentice Hall, Second Edition, 1985

Grammar and Composition - Level 3
Prentice Hall, Second Edition, 1985

LITERATURE I

Ninth Grade

GOALS

This course shall provide the basics in plot, character and theme development for any number of types of literary forms. Short stories, drama and at least one novel will be studied. Vocabulary words and literary terms will be given with each unit. Dictionary skills are emphasized. Forms of evaluation will be composition, skills lessons, written tests and class participation. Students will also be required to complete a book report.

PERFORMANCE OBJECTIVES

Reading and Content Objectives

1. To encourage pleasurable and thoughtful reading of a wide variety of stories
2. To develop an appreciation and understanding of the possibilities of the short story form
3. To help students enjoy and appreciate the reading of drama
4. To help students to see the unfolding of ideas and characters through the dialogue and action of the play
5. To widen knowledge of Greek gods and myths and appreciate the influence of Greek gods and myths and appreciate the influence of Greek ideas on our own thought and language
6. To come to an understanding of the novel's central meanings and unifying them.
7. To widen vocabulary knowledge through systematic study and evaluation
8. To encourage students to share thoughts and feelings about literature to enhance their own understanding of each work
9. To discuss conflict and help students identify the conflict in any given piece of work
10. To be able to summarize the plot of a story and give an interpretation of the author's purpose
11. To help students realize the importance of well-developed characterization, and the ways an author can achieve this
12. To encourage independent reading through an assigned book report
13. To become acquainted with the style of well-known authors, including Poe, Thurber, O. Henry, and Steinbeck

Communications Skills Objectives

1. To teach students to debate an issue reasonably, using a work of literature as a catalyst and emphasizing control, support of opinion, and argumentative techniques
2. To strengthen oral communication with oral presentation assignments and class discussions
3. To build the skill of expressing one's thoughts about a piece of literature in writing, and supporting these thoughts with details from the literature

ENRICHMENT ACTIVITIES AND SUPPLEMENTAL MATERIALS

1. To encourage the students to attend local theatrical productions
2. To provide filmstrips and videos relating to the authors and literature studied (available through the Rolling Prairie Library and Piatt County School District)
3. To provide a list of recommended reading for college bound students
4. To display bulletin board materials such as articles, games and posters which spark an interest in literature

Dictionary

American Heritage Dictionary
2nd College Edition
Houghton Mifflin Company, c. 1982

Textbooks and Other Resource Books

Adventures in Reading
Harcourt Brace Jovanovich, Inc. 1979 edition

Alice's Adventures in Wonderland - paperback

Cheaper By the Dozen - paperback

Animal Farm - paperback

Lord of the Flies - paperback

Treasure Island - paperback

COMPOSITION 2

GOALS

This course will emphasize grammar and usage skills. Students will be able to identify basic parts of speech and their uses in a sentence, and avoid commonly misused words. Development of paragraphs and short essays will include an awareness of unity, coherence and organization, and an ability to use variety in the structure and length of sentences.

PERFORMANCE OBJECTIVES

A student should be able:

1. to avoid common usage errors
2. to demonstrate a knowledge of what a sentence is
3. to identify the basic parts of speech and their uses in a sentence
4. to have an understanding of subjective complements
5. to explain the difference between a clause and a phrase
6. to distinguish between simple, compound, and complex sentences.
7. to recognize & construct the topic sentence in a paragraph
8. to understand the different ways to support a topic sentence
9. to be aware of unity and coherence
10. to identify various types of paragraph organization
11. to recognize and write a paragraph with different purposes
12. to construct a short essay using selected purposes:
 - persuasive
 - narrative
 - descriptive
 - exposition

BLOCKS OF INSTRUCTION

I. Grammar

A. Basic parts of speech

1. nouns
 - a) compound
 - b) common-proper
 - c) concrete abstract
2. pronouns
 - a) antecedents
 - b) personal, reflexive, interrogative and indefinite
3. verbs
 - a) action
 - b) linking
 - c) helping
4. adjectives
 - a) common-proper
 - b) compound
 - c) nouns & pronouns used as adjectives
 - d) verbs as adjectives

COMPOSITION 2-2

5. adverbs
 - a) modifying verbs
 - b) modifying adjectives
 - c) modifying other adverbs

6. prepositions

7. conjunctions
 - a) coordinating
 - b) correlative
 - c) subordinating

8. interjections

B. Parts of a Sentence

1. Subjects and Predicates
 - a) sentence or fragment?
 - b) simple subject and simple verb
 - c) compound subjects and verbs
 - d) hard-to-find subjects
 1. understood subjects
 2. subjects in inverted sentences
2. Direct Objects, Indirect Objects and Objective Complements
3. Subjective Complements
 - a) predicate nominatives
 - b) predicate adjectives
4. Phrases
 - a) prep. phrases
 1. adjectival
 2. adverbial
 - b) appositives and appositive phrases
 - c) participles and participial phrases
 1. present part
 2. past part
 3. verb or participle
 4. participial phrases
 - d) Gerunds and Gerund Phrases
 1. verbs as nouns
 2. verb, participle, or gerund?
 3. gerund phrases
 - e) Infinitives and infinitive phrases
 1. uses of infinitives
 2. infinitive phrases
5. Clauses
 - a) adjective clauses
 - b) adverb clauses
 - c) noun clauses
 - d) sentence structures
 1. simple
 2. compound
 3. complex

COMPOSITION 2-3

6. Fragments and Run-ons

II. Special Problems in Usage

- a) Tenses of verbs
- b) Subj/verb agreement
- c) Pronoun cases and antecedent
- d) Comparative degrees agreement
- e) Double negatives
- f) Common usage problems

III. Composition

A) Paragraphs

- 1. Topic sentences and support
- 2. Recognizing unity and coherence
- 3. Organization and supporting information
 - a) order of importance
 - b) chronological
 - c) spatial
 - d) comparison/contrast
 - e) developmental
- 4. Kinds of paragraphs
 - a) expository
 - b) persuasive
 - c) descriptive
 - d) narrative

B) Essays

- 1. Features of an essay
 - a) thesis statement
 - b) title
 - c) introduction
 - d) body
 - e) conclusion
- 2. Writing Essays
 - a) persuasive
 - b) narrative
 - c) expository
 - d) descriptive

DICTIONARIES

American Heritage Dictionary

Second College Edition

Houghton-Mifflin Company, c. 1982

TEXTBOOKS AND RESOURCE BOOKS

Grammar and Composition - Level 4

Prentice-Hall/Second Edition 1985

Grammar and Composition Practice - Levels 3 & 4

Prentice-Hall/Second Edition 1985

LITERATURE 2

Tenth Grade

GOAL STATEMENT

This course is designed to be an application and continuation of Literature I. Vocabulary and composition will be included in every aspect of study. Several genre of literature will be explained: novel, short story, drama and poetry. Emphasis will be placed on interpretation, recognition of themes, symbols and other literary devices.

PERFORMANCE OBJECTIVES

A. Reading/Content Objectives

1. To recognize recurring themes in literature and the various manner in which different authors develop these themes
2. To understand how literature is influenced by the current events of that particular period
3. To comprehend how the background of the author affects the style of his work
4. To understand genre: short story, novel, drama, and poetry, and what is unique about each
5. To become familiar with representative works of well-known authors
6. To understand that literature reflects common human experiences
7. To analyze the author's intent for writing a piece of literature
8. To become acquainted with different devices, such as figurative language, alliteration, assonance, etc., the author uses to help create an image
9. To appreciate the different techniques an author uses to create a character
10. To identify the climax in a plot
11. To understand the conflict in a story
12. To understand symbolism and point of view
13. To become familiar with Greek mythology and to recognize this literature as a source from which many of our words are derived.

B. Communications Skills Objectives

1. To explain one's interpretation of a story or poem in writing, using details/evidence from the literature as support
2. To build vocabulary not only by studying new words as such, but through the analysis of words by breaking them down into parts.

LITERATURE 2-2

3. To refine the ability to debate one's opinion reasonably and with self-control using facts as support.
4. To participate in classroom discussions
5. To use literature as an inspiration for personal writing

ENRICHMENT

1. To encourage independent reading for pleasure as well as for acquiring knowledge
2. To encourage students to attend theatrical productions in schools, universities and in the community
3. To provide a suggested reading list for students which includes books that are often referred to
4. To allow students to share with other students their personal reading from time to time in class to increase interest in reading for pleasure

DICTIONARY

American Heritage Dictionary
2nd College Edition
Houghton Mifflin Company, c. 1982

TEXTBOOK AND RESOURCE BOOKS

Exploring Life Through Literature
Scott Foresman and Co. 1976 edition

Literary Cavalcade - Monthly magazine
Scholastic, Inc.

To Kill a Mockingbird - paperback
Warner Books (Author, Harper Lee)

The Age of Fable - paperback
Airmont Publishing Co. (Thomas Bullfinch)

My Life and Hard Times - paperback
Bantam Books (James Thurber)

1984 - paperback
Harcourt Brace Jovanovich, Inc. (George Orwell)

COMPOSITION 3

Eleventh Grade**GOALS**

This course is designed to help the student become familiar with writing paragraphs, essays, and a research paper. Grammar will not be taught as such, but will be emphasized as a valuable tool a writer uses to communicate in writing with the reader. Students will be communicating ideas, thoughts, and experiences in various writing assignments. Pre-writing, proofreading, correcting, revision and rewriting will be stressed. At the conclusion of the course, the student should be aware of the complexity of writing as an art form and show ability to produce acceptable forms of paragraphs, essays, and a research paper.

PERFORMANCE OBJECTIVES

- I. To demonstrate the ability to write papers showing originality of thought with ideas which are clearly expressed through development of paragraphs, effective diction, and logical organization
2. To show competence in drawing conclusions of originality from primary sources and secondary sources
3. To demonstrate knowledge of the various resources for research:
 - a. card catalogue
 - b. Reader's Guide
 - c. bibliographies
4. To demonstrate the ability to write the following kinds of essay both as in-class and out-of-class assignments:
 - a. Literary analysis (character analysis, imagery analysis, etc.)
 - b. Thematic analysis
 - c. Personal essay
 - d. Descriptive paper
5. To demonstrate ability to formulate a topic and/or sentence outline
6. To demonstrate ability to base writing upon a controlling statement of thesis and upon controlling topic sentence
7. To demonstrate the ability to select topic and modify approach as required by audience, length, and purpose of writing
8. To demonstrate ability to develop paragraphs by the following methods:
 - a. Comparison/contrast
 - b. Causal analysis
 - c. Definition
 - d. Examples and details
9. To demonstrate ability to provide smooth transitions within the paragraphs and between paragraphs to achieve coherence
10. To produce expository prose free from the following errors:
 - a. fragment
 - b. run-on sentences
 - c. agreement errors (subject-verb, pronoun-antecedent)

COMPOSITION 3

Eleventh Grade

GOALS

This course is designed to help the student become familiar with writing paragraphs, essays, and a research paper. Grammar will not be taught as such, but will be emphasized as a valuable tool a writer uses to communicate in writing with the reader. Students will be communicating ideas, thoughts, and experiences in various writing assignments. Pre-writing, proofreading, correcting, revision and rewriting will be stressed. At the conclusion of the course, the student should be aware of the complexity of writing as an art form and show ability to produce acceptable forms of paragraphs, essays, and a research paper.

PERFORMANCE OBJECTIVES

1. To demonstrate the ability to write papers showing originality of thought with ideas which are clearly expressed through development of paragraphs, effective diction, and logical organization
2. To show competence in drawing conclusions of originality from primary sources and secondary sources
3. To demonstrate knowledge of the various resources for research:
 - a. card catalogue
 - b. Reader's Guide
 - c. bibliographies
4. To demonstrate the ability to write the following kinds of essay both as in-class and out-of-class assignments:
 - a. Literary analysis (character analysis, imagery analysis, etc.)
 - b. Thematic analysis
 - c. Personal essay
 - d. Descriptive paper
5. To demonstrate ability to formulate a topic and/or sentence outline
6. To demonstrate ability to base writing upon a controlling statement of thesis and upon controlling topic sentence
7. To demonstrate the ability to select topic and modify approach as required by audience, length, and purpose of writing
8. To demonstrate ability to develop paragraphs by the following methods:
 - a. Comparison/contrast
 - b. Causal analysis
 - c. Definition
 - d. Examples and details
9. To demonstrate ability to provide smooth transitions within the paragraphs and between paragraphs to achieve coherence
10. To produce expository prose free from the following errors:
 - a. fragment
 - b. run-on sentences
 - c. agreement errors (subject-verb, pronoun-antecedent)

COMPOSITION 3-2

- d. pronoun case errors/reference
 - e. faulty punctuation of restrictive and non-restrictive elements, appositive phrases, introductory adverbial clauses and verbal phrases, series, quotations, possessive nouns
 - f. dangling and misplaced modifiers
 - g. tense sequence errors and irregular verb errors
 - h. incorrect parallelism
11. To demonstrate ability to produce sentence variety by logical subordination and co-ordination
 12. To proofread for clarity, tone, and mechanics

JUNIOR COMPOSITION/BLOCKS OF INSTRUCTION

I. Content

- A. Demonstrate greater depth, logic, maturity, and originality in the development of paragraphs
 1. Incorporating source evidence into paragraphs of 100-150 words smoothly
- B. Writing essays of description, narration, and literary composition
 1. Selecting a topic and modifying it to suit audience, length of assignment, and purpose of assignment
 2. Developing and refining a thesis to make it restricted, unified and precise
 3. Using variant approaches to make a conclusion something other than a simple restatement of a thesis
- C. Writing an 8-10 page research paper which involves original conclusions derived from primary and secondary sources

II. Organization

- A. Devising both topic and sentence outlines
- B. Developing the skill of note-taking in class work with both primary and secondary sources (through interviews, letters, and other written sources)
- C. Organizing paragraphs and larger compositions of 3-4 pages through a variety of approaches:
 1. Comparison/contrast
 2. Examples, details, illustration
 3. Causal analysis
 4. Definition
 5. Deduction/induction
- D. Attaining greater flexibility with transitions, both within and between paragraphs

III. Style

- A. The word:
 1. Expanding the vocabulary by studying a lesson of 20 words every two weeks, and sharpening awareness of the precise connotative and denotative meanings of words.
 2. Understanding complex and advanced figures of speech, incorporating this understanding into writing

COMPOSITION 3-3

- B. The sentence:
 - 1. Using grammatically correct sentences, with emphasis on sentence variety to achieve good prose style
 - 2. Using devices such as parallelism and loose periodic sentences, to achieve unity, coherence, and emphasis
- C. Revision:
 - 1. Recognizing the need to revise, edit, and proofread every piece of material written

ENRICHMENT OPPORTUNITIES

- 1. Encourage the students to attend the high school theatrical productions, productions at local colleges and community productions
- 2. Encourage students to read professional writers and study their style and organization
- 3. Encourage students to view superior productions on television
- 4. Encourage students to keep journals, diaries, and collections of their own writing

DICTIONARIES

Webster's Collegiate Dictionary

TEXTBOOKS/RESOURCES

Prentice-Hall Grammar and Composition, Level 5
 Prentice-Hall 2nd edition, 1985

LITERATURE 3: JUNIOR 20TH CENTURY WORLD LITERATURE

GOALS

This semester course focuses on world literature of the 20th century through the study of various genre: short story, novel, essay, drama, and poetry. The student should recognize through literature how such themes as loneliness, rejection, confusion, and separation are results of culture, age, automation, and science.

PERFORMANCE OBJECTIVES

A. Content Objectives

1. To recognize representative themes such as search for identity, individualism, conformity/dissent, nature, good/evil
2. To understand how world literature reflects cultural influences such as Puritanism (hepteria), industrialization, disillusionment, war, automation, age, and science
3. To relate personal experience to the historical, cultural, and social background of a work of literature
4. To perceive the universality of certain questions, themes, and ideas which transcend a particular period
5. To understand genre: essay, short story, novel, drama, and poetry and to be able to verbalize what is unique about each
6. To become acquainted with the main ideas of major world authors
7. To respond to the factors that influence the attitudes of a person who is doing a particular job, and to relate these impressions to a fictional character
8. To recognize self-potential through literature
9. To identify the reasons for the heavily ironic and pessimistic tone in 20th century lit.
10. To recognize the characteristics of psychological drama
11. To compare and contrast the position of the 20th century hero with the hero of the previous ages
12. To recognize the writer's warnings against social and political dangers
13. To recognize and be able to describe how free verse evolved from the stricter verse forms
14. To summarize the degenerating relationship between man and nature as reflected in the literature

LITERATURE 3-2

B. Reading Objectives

1. To develop techniques of close reading and textual analysis through note-taking and outline
2. To identify major propositions or themes, to examine and evaluate evidence, and to draw logical inference
3. To note varieties of style in the works of major authors of the 1900's
4. To recognize the effects of mood, tone, irony, and imagery
5. To understand allegory, allusion, symbolism, and point of view
6. To recognize the methods used to achieve theme and attitude: characterization, setting, order of presentation, and use of poetic devices
7. To analyze and evaluate the moral choices of character
8. To acquire proficiency in reading at three levels: literal, interpretive and evaluative

C. Language Objectives - Composition and Language Objectives

1. To refine the skill of integrating details/evidence to support or develop a thesis
2. To experiment with varieties of types of literature such as short stories, poems, descriptions, parodies, essays, satires, and a novel
3. To become aware of and gain practical experience in several writing forms such as journals, interviews, biographical sketches, poems, a short story, descriptions, and parodies/satires

ENRICHMENT ACTIVITIES AND SUPPLEMENTAL MATERIALS

1. To encourage outside reading, the building of a personal anthology
2. To encourage the personal keeping of journals, diaries, and collections of their own writing
3. To encourage students to attend the high school theatrical production, productions at local colleges, and community productions
4. To encourage students to view superior television programs

DICTIONARY

Webster's Collegiate Dictionary

TEXTBOOK AND RESOURCE BOOKS

1. Literary Cavalcade - a monthly magazine
2. A Separate Peace - paperback
3. Ordinary People - paperback
4. Adventures in American Literature, Harcourt, Brace, Jovanovich, c 1979

COMPOSITION 4: SENIOR RESEARCH AND WRITING

(One Semester)

PERFORMANCE OBJECTIVES

I. The Writing Process

A. Pre-writing

1. To select and narrow a topic for essays or the term paper in light of audience and purpose
2. To know how and where to get information, whether from observation, experience, or from those of others
3. To arrange material into a clear order
4. To demonstrate knowledge of the various sources for research

B. Composing

1. The student will be able to develop his thought adequate to and consistent with his controlling purpose
2. To write varied sentences according to intended effect, to show proper relationships among ideas, and to show skill at standard grammatical usage
3. To be able to choose words which most accurately convey the student's thoughts, appropriate to the tone of the paper, and conveying an original flavor

C. Refining

1. To be able to proofread and revise the paper (the act of proof-reading means you are able both to detect and to correct unacceptable elements)
2. For any mechanical problems
3. For Acceptable usage

BLOCKS OF INSTRUCTION

I. Content

- A. Demonstrate logic and expanded detail in multiparagraphed themes
- B. Writing formal and informal papers of description, narration, and clarity
- C. Refining skills of thesis development for unity and clarity
 1. Developing ability to restrict subject matter
 2. Presenting appropriate examples to prove thesis
 3. Forming analytical conclusions based on thesis and supporting illustrations
- D. Writing a 10-12 page research paper to reinforce skills in "used" examining and using primary and secondary material
- E. Writing a 10-12 page short story to reinforce skills in the creation of fiction: character, theme, (climax, plot)

COMPOSITION 4-2

II. Organization

- A. Stressing logical development of ideas through use of topic outline
- B. Refining alternative means of organizing longer compositions
 - 1. Induction-deduction
 - 2. Examples
 - 3. Statistics
 - 4. Definition
 - 5. Comparison-contrast
 - 6. Cause-effect
 - 7. Description
- C. Acquiring greater skill in use of transition, both within paragraphs and between paragraphs

III. Style

- A. The Word
 - 1. Using synonyms and precise word choice
 - 2. Expanding vocabulary to include more imagistic language
- B. The Sentence
 - 1. Developing a variety of patterns for clear and complete sentences
 - 2. Using grammatically correct sentences
 - 3. Combining sentences logically to demonstrate relationship between major ideas and supporting illustrations
- C. Craftsmanship
 - 1. Recognizing the need to revise, edit, and proofread

ENRICHMENT ACTIVITIES AND SUPPLEMENTAL MATERIALS

- 1. Encourage students to attend high school theatrical productions, productions at local colleges, and community productions
- 2. Encourage students to view superior productions on television
- 3. Encourage students to keep journals, diaries, and collections of their own writing
- 4. Encourage students to read professional writers and study their style and organization
- 5. Encourage students to develop a lifetime reading plan
- 6. Encourage students to develop the habit of keeping current on events through newspapers or magazines

DICTIONARY: Webster's Collegiate Dictionary

TEXTBOOKS/RESOURCE BOOKS

- Grammar and Composition Level 6
Prentice-Hall, 1985 ed.
- Research Paper, Kenneth Publishing Co., 1981 ed.

LITERATURE 4: NOVELS/DRAMA (1st Semester)

This semester course is a study of literature as an art form drawing on works which reflect the cultural heritage of the western world. Required reading includes novels and dramas by Hemingway, Miller, Wilder, Tolstoy, Dickens and Shakespeare. Students are expected to complete adjunctive reading, to participate openly in discussions, and to meet writing assignments. The academic purpose of course activities is to develop critical faculties of judgment, taste, and sensibility to literary styles and values.

PERFORMANCE OBJECTIVES

A. Content Objectives

1. To do close reading of a limited number of literary works of acknowledged merit, with special emphasis on the novel and drama
2. To do extensive independent reading
3. To become more aware of and to practice more than one method for viewing and interpreting literature, whether through analysis of literary elements, through examination by the work as an archetype, through comparison with works of other genres
4. To become, through all class activities, more aware of such resources of the languages as figures of sound and figures of meaning, irony, tone, syntax

B. Reading Objectives

1. To be able to describe significant elements of a work such as point of view, tone, or diction and to describe accurately what effects are achieved by the interaction of the elements
2. To continue expansion and refinement of vocabulary through bi-weekly attention to word lists
3. To be able to read a work of literature as a product of a specific culture at a specific time

BLOCKS OF INSTRUCTION

Death of a Salesman, The Crucible, Our Town, A Farewell to Arms

- A. Relating Miller's views on man's ability/inability to cope with "progress"
- B. Recognizing and explaining the effects that great international events had on these writers (e.g., how World War I and its aftermath affected Hemingway)
- C. Understanding the phenomenon of witch hunting and recognizing contemporary examples of witch hunting
- D. Appreciating the unique style of staging and presentation in the play Our Town
- E. Identifying the Hemingway philosophy and "code hero"

LITERATURE 4- NOVELS/DRAMA-2

II. A. Tale of Two Cities

- B. Understanding the social climate of London about which Dickens wrote
- C. Appreciating and articulating Dicken's writing style

III. Anna Karenina

- A. Acknowledging the geographical vastness of Russia
- B. Understanding the political and social structure of Russia in the 1800's
- C. Appreciating the love story

IV. Hamlet/Macbeth

- A. Understanding the form and definition of literary tragedy
- B. Studying social life of Shakespeare's London
- C. Studying the physical theatre of Shakespeare's time

V. A Canticle for Leibowitz

- A. Studying the ideas presented as to how civilization evolves
- B. Studying the historical eras of the Medieval Ages and the Renaissance

VI. General

- A. Learning vocabulary from context
- B. Studying symbolism, imagery, and figurative language

ENRICHMENT ACTIVITIES AND SUPPLEMENTAL MATERIALS

1. Video tapes: Death of a Salesman
 Anna Karenina
 Hamlet
 Our Town
2. Cassette tapes: Death of a Salesman
 The Crucible
 A Canticle for Leibowitz

DICTIONARY: Webster's Collegiate Dictionary

LITERATURE 4-3

TEXTBOOKS AND RESOURCE BOOKS

Paperbacks

1. Death of a Salesman - A. Miller
2. The Crucible - A. Miller
3. Our Town - Thornton Wilder
4. A Farewell to Arms - Hemingway
5. Anna Karenina - Tolstoy
6. A Tale of Two Cities - Dickens
7. Hamlet/Macbeth - Shakespeare
8. A Canticle for Leibowitz - Walter M. Miller, Jr.

TEXTS

England in Literature, Scott Foresman Co., 1973 ed.
British and Western Literature, McGraw-Hill, 1979 ed.
The Oregon Curriculum Literature VI, Holt, Rinehart & Winston, Inc.
 1970 ed.

SPEECH

(One Semester)

This course is designed to introduce the student to formal speaking situations as a method of communicating ideas effectively. The student will be exposed to skills in organizing ideas through order and outlining and researching for sources and supporting evidence. He will also learn various methods for effective delivery. The student will be exposed to many types of speaking situations in front of an audience in order to build poise and confidence. In addition to public speaking, the student will study discussion, debate, and oral interpretation.

PERFORMANCE OBJECTIVES

1. To demonstrate the use of effective delivery techniques
2. To show competence in organizing and writing five types of speeches: informative, persuasive, demonstrative, entertaining, and award presenting/receiving
3. To demonstrate use of library skills for researching
4. To demonstrate knowledge of problem solving techniques through participation in a discussion group
5. To demonstrate knowledge of debate technique by participating in a 2-man team debate
6. To demonstrate skill in the techniques of oral interpretation by reading one short story, one poem, and one famous speech
7. To develop and use good listening habits by taking part in games like "the grape vine" and preparation for the rebuttal period of the debate project
8. To demonstrate knowledge and skills required in a televised production of a 20-minute news program
9. To gain poise and self-confidence in order to communicate more effectively with others in various situations

SPEECH/BLOCKS OF INSTRUCTION

- I. Public Speaking (speeches of information, demonstration, persuasion, entertainment, and presenting/receiving awards)
 - A. The student will demonstrate variety and skill in the use of various delivery techniques:
 1. Body Language
 - a. movement and gesture
 - b. facial expression
 - c. eye contact
 2. Voice Skills
 - a. articulation
 - b. volume
 - c. pronunciation
 - d. stress (emphasis)
 - e. pitch-quality-force

SPEECH-2

- B. The student will demonstrate the ability to organize and write a speech by doing the following:
 - 1. Select and limit a subject for a 5-6 minute speech
 - 2. Prepare a general and specific purpose statement
 - 3. Research for supporting evidence
 - a. statistics
 - b. quotations
 - c. examples - illustrations
 - d. definitions
 - e. non-verbal illustrations
 - 4. Use organizational divisions in an outline
 - a. introduction
 - 1. purposes
 - 2. types
 - b. body arrangement (order)
 - 1. topical arrangement
 - 2. time arrangement
 - 3. space arrangement
 - 4. cause-effect arrangement
 - 5. problem-solution arrangement
 - c. conclusion
 - 1. purposes
 - 2. types

II. Panel Discussion

- A. The student will demonstrate his ability to problem solve.
 - 1. He will divide the problem into parts
 - 2. He will demonstrate ability to research that part of the problem and present it clearly
 - 3. He will demonstrate the ability to use a chart or graph to enhance his presentation
 - 4. He will exercise impromptu thinking and speaking in a question-answer period at the end of the discussion
 - 5. He will demonstrate his ability to reach conclusions and offer possible solutions after listening to all areas of the problem

III. Debate (one)

- A. Demonstrate ability to state a correctly worded proposition
- B. Demonstrate knowledge of both the negative and affirmative teams' duties
- C. Demonstrate knowledge of the responsibilities of first and second negative and the first and second affirmative member
- D. Demonstrate ability to perform duties within the required time limit for constructive speeches and rebuttal speeches
- E. Demonstrate ability to divide and share duties with team member
- F. Demonstrate knowledge of research skills
- G. Demonstrate knowledge of preparing a brief
- H. Demonstrate knowledge and use of listening skills (mainly through rebuttals)

SPEECH-3**IV. Oral Interpretation (3 Readings: poem, short story, and speech)****A. Demonstrate knowledge of preparing**

1. meaning
 - a. vocabulary
 - b. allusions
 - c. phrasing
2. mood
 - a. author
 - b. real life experience
 - c. word stress
 1. new ideas
 2. repetition
 3. comparison-contrast

V. News Broadcasting**A. Organization and responsibilities**

1. Director
2. Writers
3. Commercials
4. Performers
5. Music

- B. Interviewing
- C. Taping and editing
- D. Timing

ENRICHMENT OPPORTUNITIES

1. Encourage students to attend high school theatrical productions, productions at local colleges, and community productions
2. Encourage students to view superior productions on television
3. Encourage students to participate in Cerro Gordo's drama club and productions
4. Encourage students to join community groups and clubs, where they can use skills learned in Speech class

DICTIONARIES

Webster's Collegiate Dictionary

TEXTBOOKS/RESOURCES

Speaking Effectively - 1979 ed. Holt, Rinehart, Winston

DRAMA

(One Semester)

GOALS

In this course the student will study the history of theater, acting technique, forms of drama, blocking, and the physical aspects of production. Participation in all aspects of a high school production will be included as part of this course.

PERFORMANCE OBJECTIVES

1. To demonstrate knowledge of the origin of theater, the physical stage, terminology, and traditions which stem from ancient Greece
2. To demonstrate knowledge of the evolution of English theater
3. To demonstrate knowledge of stage directions, stage areas, stage terms, and principles of movement
4. To demonstrate the techniques of character analysis
5. To demonstrate knowledge of the types of modern set designs
6. To demonstrate knowledge of lighting, property and costumes, and use of sound effects, and makeup.
7. To demonstrate acting techniques in a group scene, a duet scene, and a solo scene.
8. To gain poise and confidence in order to communicate with others

DRAMA/BLOCKS OF INSTRUCTION

I. History of Theater

- A. Learning the function theater served in ancient Greek life
 1. Learning the close tie theater had with religion
 2. Understanding tragedy as defined by Aristotle
 3. Learning about early Greek theater festivals
 4. Reading Oedipus Rex and Antigone by Sophocles
 5. Learning about the evolution to today's stage and terminology from Ancient Greece
- B. Learning about the evolution of the physical theater in England
 1. From the church
 2. To traveling wagons
 3. To the innyards
 4. To a permanent building

DRAMA-2

- C. Blocking
 - 1. Motivation
 - 2. Heightening
 - 3. Open to audience
 - 4. Adjustment to stage situation

III. Characterization

- A. Analyzing
 - 1. Internal aspects
 - a. Background
 - b. Mental
 - c. Emotional
 - d. Spiritual
 - 2. External aspects
 - a. Positive
 - b. Movement and gesture
 - c. Mannerisms
 - d. Voice
 - e. Dress

IV. Physical Aspects of Production

- A. Set Design
 - 1. Types
 - 2. Use
- B. Lighting
- C. Props and costumes
- D. Sound effects

V. Styles of Production

- A. Traditional
- B. Modern

VI. Student participation in group scenes, dues, and monologues**ENRICHMENT OPPORTUNITIES**

- 1. Encourage students to participate in a high school production
- 2. Encourage students to attend and view critically the high school theatrical productions, productions at local colleges and community and professional productions
- 3. Encourage students to view superior productions on television

DICTIONARIES

Webster's Collegiate Dictionary

TEXTBOOKS/RESOURCES

Speaking Effectively - 1979 ed. Holt, Rinehart, Winston
 Tape Antigone - Caedmon/Theater Recording Society
 Filmstrip - Origin of the Drama and Theater
 Educational Filmstrips - Huntsville, Texas

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