



Language Arts Curriculum – Intermediate Level

May 2007

Introduction

Language Arts Curriculum

Children are involved in multiple language experiences each day. Language Arts encompasses reading, writing, listening, and speaking. Each of these elements is used in combination with each other and with thematic units.

The reading program is literature-based and involves teacher-selected as well as student-selected books. It combines decoding, vocabulary development, and comprehension. Comprehension is monitored through literal and inferential questions, personal responses to literature, and teacher- and student-led discussions.

The children write for a variety of purposes throughout the day. The writing process is emphasized through developmental spelling, writing, and grammar lessons, as well as teacher-student writing conferences.

The students are asked to listen and speak for a variety of purposes. There are many opportunities for oral exchange and students are encouraged to speak and listen in small and whole group situations.

2nd - 3rd Grade

Concepts

Listening and
Speaking

Skills and Processes

- Asks appropriate questions
- Responds to the questions of others
- Respects turn taking of other speakers
- Listens for specific information to answer questions
- Speaks audibly
- Makes and uses appropriate eye contact and body language
- Listens responsively to others' point of view
- Uses language which is appropriate for communicating
- Participates in class discussions
- Oral comments are appropriate to topic, occasion, and audience

Written
Communication

- Writes to communicate a variety of purposes
- Uses the writing process to guide work: pre-writing, drafting, editing, revising, publishing, and sharing
- Logically sequences writing
- Is introduced to and begins using descriptive language to elaborate on thoughts/ideas
- Begins to write using paragraphs

Forms of Writing

- Writes a narrative of a life experience
- Creates a fictional story with basic story structure
- Begins to express and support opinions (persuasive writing)
- Clearly expresses non-fiction material in his/her own words

Conventions and
Grammar

- Constructs complete sentences (capital letters, punctuation, subject-verb agreement)
- Uses upper and lower case letters correctly
- Capitalizes proper nouns, sentence beginnings, and the pronoun "I"
- Begins using commas (in lists or when writing letters), apostrophes, and quotation marks (to denote conversation)
- Begins using indentation to denote paragraphs

Concepts

Spelling

Skills and Processes

	<ul style="list-style-type: none">• Notices misspelled words• Identifies and uses strategies for finding correct spellings• Uses consonants correctly• Uses short and long vowels appropriately• Uses blends and digraphs correctly• Relies increasingly on conventional spelling while reducing reliance on developmental spelling• Is exposed to and works on grade-appropriate high frequency words
Handwriting	<ul style="list-style-type: none">• Writes legibly with relative ease (using correct size and spacing)• Forms manuscript letters correctly• Forms cursive letters correctly• Uses correct grip
Reading Behavior	<ul style="list-style-type: none">• Is self-motivated to read• Identifies the structures of fiction and non-fiction
Oral Accuracy/Fluency	<ul style="list-style-type: none">• Reads age-appropriate materials accurately• Demonstrates fluency in age-appropriate materials• Reads with expression (responding to punctuation, bold print, and italics)
Comprehension	<ul style="list-style-type: none">• Retells sections of texts in own words• Makes/revises predictions• Identifies and understands elements of a story (characters, setting, theme, plot)• Uses textual proof and personal experience to support ideas• Sequences events from stories• Uses context clues, root words, prefixes, and suffixes to define new vocabulary• Recognizes cause/effect relationships• Describes the relationship between characters• Relates new information to prior knowledge and experience• Uses the text to revise conclusions
Research/Reading Non-Fiction	<ul style="list-style-type: none">• Develops questions to guide research• Identifies and uses the glossary• Uses table of contents and index to locate specific information• Uses captions to research information• Organizes data collection• Summarizes and communicates research data in own words
Reading Strategies	<ul style="list-style-type: none">• Decodes unknown words using phonics skills• Decodes unknown words using structural analysis• Decodes unknown words using contextual analysis• Self-corrects miscues• Uses dictionary and thesaurus as resources

4th - 5th Grade

Concepts

Listening and
Speaking

Skills and Processes

Listening and Speaking	<ul style="list-style-type: none">• Poses questions and responds to questions• Uses active listening (eye contact, body language)• Processes auditory information (i.e. directions, videos, guest speakers)• Learns rules of discourse• Speaks publicly using articulation, voice projection, and elaboration• Considers audience needs
Written Communication	<ul style="list-style-type: none">• Develops a purpose and audience for various genres• Uses the writing process (brainstorming, graphic organizers, pre-writing, editing, revising, and transitions)• Expresses thoughts in writing independently• Uses description, detail, and elaboration
Forms of Writing	<ul style="list-style-type: none">• Uses a variety of structures/formats (fiction & non-fiction genres, journal, story, essay, report, paragraphs with topic sentences and supporting details)
Conventions and Grammar	<ul style="list-style-type: none">• Controls usage of complete sentences (capital letters, punctuation, subject-verb agreement)• Uses consistent tense• Uses pronoun and antecedent agreement• Uses developed paragraphs with indentations• Uses correct punctuation (periods, commas, quotation marks, question marks, apostrophes, exclamation points)• Underlines/italicizes titles• Understands parts of speech
Spelling	<ul style="list-style-type: none">• Uses correct vowel patterns for short vowels, long vowels, and diphthongs• Knows and uses non-phonetic consonant patterns• Uses prefixes, suffixes, homonyms, and homophones• Notices and self-corrects misspelled words with a variety of strategies
Handwriting	<ul style="list-style-type: none">• Writes with fluency and legibility• Uses cursive handwriting
Reading Behavior	<ul style="list-style-type: none">• Is self-motivated to read• Sustains concentration and reads independently• Differentiates between genres
Oral Accuracy/Fluency	<ul style="list-style-type: none">• Demonstrates fluency in age-appropriate materials (decoding)• Reads with expression (responding to punctuation, bold print, and italics)

Concepts

Comprehension
Strategies

Skills and Processes

- Retells and summarizes a selection
- Makes, justifies and revises predictions
- Understands elements of a story (character, setting, theme, and plot)
- Sequences events
- Identifies main idea and supporting details
- Makes inferences from a selection

Research/Reading
Non-fiction

- Generates research questions
- Uses table of contents, index, and glossary
- Uses note-taking to gather information (pre-reading, skimming, identifying main and pertinent points, summarizing, and paraphrasing)
- Cites sources
- Uses captions and headings to attain information
- Synthesizes information to express new understanding
- Interprets images to support understanding

Reading Strategies

- Decodes unknown words using contextual analysis
- Uses a dictionary and thesaurus as resources
- Uses word families
- Understands notations & structures within dictionary & thesaurus