

Yuba River Charter School

**LANGUAGE ARTS
STANDARDS**

Grades 1–8

1997

GRADE ONE

READING

The Waldorf-inspired approach to reading recapitulates the course of reading in human history. The abstract symbols that we know as letters were derived from pictographs of ancient peoples representing scenes from real life. First graders similarly begin their reading process by discovering letters from forms in pictures drawn from stories told by their teacher (e.g.: an “S” may be derived from a curling hissing snake).

From this point, however, the Waldorf-inspired approach differs greatly from the traditional methods of reading instruction in which reading goes from detail to generalization, letter to word, word to sentence, etc. The Waldorf-inspired method reverses this. Rather than proceed from the detail to the general, step by step, Waldorf-inspired reading is a process of drawing out detail from the general concept. A rich array of verses, fairy tales and folk stories from around the world are told in a vivid and enlivened way. Many of these verses and stories are memorized and dramatized by the students who use them as the content for their written books. These books become their first readers.

Students in Waldorf-inspired methodology will be exposed to less decoding and word attack instruction and may even test lower in initial reading evaluations than students in more traditional approaches. However what is encouraged from the beginning is the child’s inherent interest in life and ability to find meaning in their written language. Understanding and comprehension are a natural result. From the story, to the picture, to the sentence, to the word, children develop a love for language, putting all aspects together as a whole. The skill of learning to read will emerge out of the student’s inner experience of pictorial representation and image making. This process is accompanied by phonetic work in songs, poems and games which help establish a joyful and living experience of language.

The Waldorf-inspired curriculum’s use of high quality literature and verse establishes a rich oral vocabulary and a story comprehension beyond that which could be provided by watered-down word family and simple vocabulary texts.

Curriculum Standards

1. Listens to and experiences a wide range of literature from rich, powerful and diverse archetypal fairy and folk tales, verses and songs from around the world (e.g.: Germany, Russia, Japan, Norway, India, Ireland and Africa).
2. Comprehends and inwardly interprets the content of the story.
3. Develops proficiency in beginning reading skills and strategies appropriate to the pace of Waldorf-inspired methodology.

Demonstrations of Standard

- Show enthusiasm and attentive behavior while listening to the stories.
- Retell the story.
- Talk to others about the story, participate in discussions.
- Create projects such as drawings, paintings, and models related to the story.
- Dramatize the story through acting and puppetry.
- Use pictures to make predictions.
- Select favorite stories.
- Show knowledge of how print is organized and read.
- Read from left to right and top to bottom.
- Identify the front and back of a book.
- Match some spoken words with print.
- Identify upper case letter names, shapes and sounds.
- Identify some high frequency words.
- Demonstrate knowledge of phonemic awareness
- Identify beginning, middle and ending sounds of words.
- Clap syllables in words and sentences.
- Orally recognize rhyming words.
- Recognize words that start and end the same.
- Substitute words in a rhyming pattern.
- Blend sounds into words.
- Apply knowledge of letter-sound correspondences.
- Recognize some word families.
- Read unknown words using meaning cues (pictures, knowledge of the story, etc.).
- Show knowledge of decoding strategies (sound out words, compare similar words, break words into smaller words).

WRITING

Like the current language experience approach to reading in mainstream education, Waldorf-inspired students learn to read through their own writing. Therefore a strong emphasis is placed on the writing process.

Unique to the Waldorf-inspired curriculum is form-drawing. Children begin by walking and gesturing the two basic forms, the straight line and the curve. These are carefully brought to the actual process of writing. The

students then proceed to practice a diverse array of patterns, utilizing the line and curve which enhances their ability to write letters and measure spatial relationships used in writing.

After several form drawing lessons, the students will make their own books featuring simple sentences and colorful illustrations, from the verses and stories told to them by their teacher.

Curriculum Standards

1. Participates in form drawing instruction.
2. Begins to assimilate the necessary skills for writing.
3. Begins to organize thoughts and information for writing.
4. Uses writing to communicate.
5. Begins to use the appropriate conventions of written language.

Demonstrations of Standard

- Walk and gesture straight lines and curves.
- Draw straight lines and curves and patterns that arise from combining these.
- Form letters out of practice with form drawing.
- Copy written words from verses and story segments.
- Begin to organize ideas for simple sentences.
- Begin to include details when brainstorming for writing.
- Read and explain own drawings and writings.
- Copy sentences from stories or verses.
- Dictate own story or contribute to group story.
- Write using a left to right, top to bottom progression.
- Write own name.
- Use letters to write and copy.
- Understand the meaning of a sentence.

SPEAKING/LISTENING

Waldorf-inspired instruction relies heavily on oral presentation. The oral tradition is used for its ability to develop rich vocabulary and deepened inner comprehension as well as its ability to expand the listening and

perceiving capacities of the student. Both the content of the speech and the articulation are conscientiously brought into the daily lessons.

Curriculum Standards

1. Uses daily speech to develop awareness and skills.
2. Uses listening to develop awareness and skills, through the daily listening to quality folk literature.

Demonstrations of Standard

- Recognize rhythms and patterns of language in verses.
- Develop correct pronunciation.
- Learn to speak clearly and audibly.
- Build a rich resource of words.
- Use an increasingly broad vocabulary.
- Build comprehension through retelling of stories.
- Participate in creative dramatics and choral speaking.
- Learn to respectfully take turns when speaking.
- Express ideas orally in complete sentences.
- Begin to develop higher thinking skills through the retelling of stories (e.g.: sequencing, inferring and deducting).
- Show increased vocabulary and conceptual comprehension.
- Enhance pictorial thinking.
- Develop an enthusiasm for the oral tradition.
- Follow simple directions.
- Recite short poems, rhymes, songs and stories with repeated patterns.

GRADE TWO

READING

Reading instruction continues with the oral presentation of stories and verses from which the children make their own readers. A stronger emphasis is given in this second year to word attack and decoding strategies. The oral tradition continues to allow the student to utilize a higher level vocabulary and deeper conceptual compre-

hension in their work than simplified lower grade texts and readers allow.

Animal fables and legendary tales of virtuous and courageous deeds from cultures around the world are studied.

Curriculum Standards

1. Listens to and experiences a wide range of literature from the above mentioned sources.
2. Comprehends and inwardly interprets the content of the story. Starts to read simple student or teacher made books.

Demonstrations of Standard

- Show enthusiasm and attentive behavior while listening to the stories.
- Respond to what has been heard or read to develop understanding.
- Retell stories and events using beginning, middle and end.
- Describe and identify the setting, characters or events.
- Recognize topic or main idea.
- Relate previous experiences to what is heard.
- Make predictions about the content.
- Restate ideas from the text.

Curriculum Standards

3. Develops proficiency in beginning reading skills and strategies appropriate to the pace of Waldorf-inspired methodology.

Demonstrations of Standard

- Read aloud familiar materials of the quality and complexity illustrated in grade appropriate materials.
- Use knowledge of phonemic awareness and phonics to blend sounds for more complex words.
- Change beginning, middle and ending sounds of words to make new words.
- Use decoding strategies, i.e.: sounding out words, comparing similar words, breaking words into smaller words.
- Integrate knowledge of phonics, meaning clues and language structure when reading.
- Use conventions of print (e.g.: capitals and periods) to facilitate oral reading.
- Have rhythm breathing and intonation that sounds like natural speech.
- Use strategies such as rereading, cross checking and self-correcting to facilitate reading.

WRITING

Writing in the second grade continues to be centered around the children's handmade books and their form drawing. Children start to write their own sentences for these books as well as copying what the teacher has written.

Simple punctuation and lower case/upper case distinc-

tions are introduced. Cursive is usually brought in the final term of the year.

Form drawing patterns become more challenging and continue to improve the spatial relationships and legibility required in the writing process.

Curriculum Standards

1. Participates in form drawing instruction.
2. Continues to assimilate the necessary skills for writing.
3. Begins to organize thoughts and information for writing and continues to use writing for communication.

Demonstrations of Standard

- Draw complicated patterns of straight and curves lines
- Begin to draw and understand symmetrical patterns.
- Form upper and lower case print and cursive letters.
- Write words both on their own as well as those copied from the board or dictation.
- Organize ideas into sentences and simple paragraphs.
- Write simple paragraphs from told stories or from life experiences. These paragraphs include appropriate details and stay within the assigned topic.
- Self correct spelling of familiar high-frequency words.
- Correct simple punctuation and capitalization.

Curriculum Standards

4. Begins to use, with some assistance, appropriate conventions of written language.

Demonstrations of Standard

- Use a simple, informative sentence out of the appreciation for the word and what is being learned.
- Capitalize the first word in a sentence and the pronoun “I.”
- Use correct punctuation at the end of a simple statement and the end of a simple question.
- Be attentive to proper margins, indentations and the appearance of the page.
- Use conventional spelling for high frequency words and those words with regular spelling patterns.
- Be able to spell common sight words, basic reading vocabulary words and word families.
- Write from dictations of simple sentences.

SPEAKING/LISTENING

The students' attentive listening span continues to improve as the stories, verses and games become more complicated. Clear articulation is individually encouraged through choral recitation of poetry verses, and dramatiza-

tions from the language blocks are still the main vehicle for student practice. During the retelling and discussion of the lesson content, respectful listening to others' points of view is emphasized.

Curriculum Standards

1. Uses daily speech to develop awareness and skills.
2. Uses daily listening to develop awareness and skills.

Demonstrations of Standard

- Speak with clear pronunciation and enunciation.
 - Use increasingly descriptive oral vocabulary.
 - Begin to ask questions for understanding and respond to the questions of others.
 - Begin to participate in group discussions.
 - Participate in choral reading, recitation of rhymes, poems, songs and stories.
 - Participate in dramatics.
 - Retell stories in logical order.
 - Create oral stories to share with others.
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- Listen responsively and respectfully.
 - Follow simple two- to three-step directions.

GRADE THREE

READING

The students continue to read from their own books, which they make from content given orally from the teacher. However, the narrative and compositional writing requirements for their books are increased. More published materials, both fictional and expository, are utilized.

Hebrew legends, native tales and stories about the origins of living on the earth; farming, gardening, house building, animal husbandry, etc., are studied.

Curriculum Standards

1. Listens to and reads from a diverse collection of texts and stories.
2. Reads, comprehends and inwardly interprets a wide range of materials appropriate to the grade level.

Demonstrations of Standard

- Read fiction, including self-selected and teacher selected traditional and contemporary literature from a variety of cultures.
- Read and respond to narrative materials to develop understanding.
- Make, confirm or reverse predictions.
- Extract significant information about settings, characters and events.
- Identify the problem or solution.
- Recognize topic, main idea and supporting details.
- Relate what is read to prior knowledge and experience.
- Ask and answer questions.
- Restate and summarize information.

Curriculum Standards

3. Is proficient in basic reading skills and strategies and continues to develop vocabulary and fluency in reading.

Demonstrations of Standard

- Read aloud accurately, familiar materials of the quality and complexity illustrated in grade appropriate materials.
- Use a range of cueing systems, e.g.: phonics, meaning, content, to determine pronunciation and meanings.
- Use all decoding strategies mentioned in grade two including looking for word parts/affixes.
- Use a rhythm, pace and intonation that sounds like natural speech.
- Use conventions of print, including commas, to facilitate oral reading.
- Use strategies such as rereading, monitoring, checking, predicting and confirming and self correcting to facilitate reading.
- Continue to develop vocabulary.
- Determine the meaning of unknown words using context and dictionaries.

WRITING

Students continue in their form drawing instruction and in the making of their own books. Narrative and compositional writing requirements are increased. Students are

introduced to sentence structure, simple paragraphing, all punctuation markings, beginning grammar, and use of reference and research material.

Curriculum Standards

1. Increases proficiency in form drawing.
2. Begins to organize thoughts and information for writing.
3. Uses writing to communicate for a variety of purposes.

Demonstrations of Standard

- Continue drawing complex patterns of straight and curved lines.
- Draw mirror forms in four areas of 2-D space.
- Organize ideas for writing.
- Include appropriate facts and details.
- Stay with the assigned topic.
- Begin to edit and correct spelling.
- Begin to edit for appropriate capitalization and punctuation.
- Begin to revise work to further develop the story.
- Write to tell a story.
- Include setting, characters and events.
- Begin to use dialogue.
- Include beginning, middle and end.
- Maintain focus.
- Write to inform reader.
- Reflect literal understanding of the topic.
- Organize content.
- Include appropriate facts and details.
- Use descriptive words.
- Use efficiency of expression.

Curriculum Standards

4. Uses appropriate conventions of written language which include grammar, spelling, punctuation, language usage, capitalization, legibility, sentence structure and paragraphing.

Demonstrations of Standard

- Spell correctly high frequency words on third grade level spelling lists.
- Spell using continued phonic work and encoding skills.
- Use complete sentences, both simple and compound.
- Use paragraphs to organize information and ideas.
- Capitalize all proper nouns and words at the beginning of a sentence, use correct punctuation at the end of a sentence.
- Use commas correctly in the greetings and closures in a letter and with dates and words in a series.
- Identify nouns, verbs, adjectives and adverbs and use them correctly in a sentence.

SPEAKING/LISTENING

Students will further develop and expand their speaking skills through choral and individual speaking of the memorization of poetry, verse and selections from the

lesson content mentioned in the literature section. Dramatizations and class discussions continue with the emphasis on respectful listening.

Curriculum Standards

1. Uses daily speech to develop awareness and skills.
2. Uses daily listening to develop awareness and skills.

Demonstrations of Standard

- Speak clearly and audibly.
 - Use descriptive and oral vocabulary.
 - Use appropriate grammar and word choice when speaking.
 - Ask appropriate questions to gain information and maintain or clarify understanding.
 - Respond to the questions of others.
 - Summarize information shared orally by others.
 - Clarify and explain words and ideas orally.
 - Contribute to group discussions.
 - Use increasingly complex sentence structure in oral communications.
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- Listen responsively and respectfully.
 - Paraphrase and summarize what has been heard.
 - Follow oral directions with three or four steps.
 - Understand others' perspectives and points of view.

GRADE FOUR

READING

Students continue to expand and develop their comprehension and word attack skills through the writing of narratives and compositions for their self-made books. In addition, regular library use, recreational reading, book reports and reference research become a part of the curriculum.

Mythologies and legends of the Norse and Teutonic Peoples of pre-Christian Europe and Celtic legends, and stories from California history are also studied.

Curriculum Standards

1. Listens to and reads a wide range of literature from the suggest fourth grade curriculum and other materials of the quality suggested in the reading list.
2. Reads, comprehends and evaluates quality materials appropriate to the grade level.

Demonstrations of Standard

- Listen attentively to stories told in class.
- Read both fiction from a variety of cultures and non-fiction which have been self and teacher selected.
- Respond to fiction using evaluative processes.
- Demonstrate an understanding of the text.
- Make, confirm and revise predictions.
- Relate what is read to prior knowledge.
- Extract appropriate, significant information about events, characters and settings.
- Select a favorite author.
- Put ideas in own words.
- State main idea in material read or heard and the significant details in his/her own words.

Curriculum Standards

3. Is proficient in reading skills and strategies and continues to develop vocabulary and fluency in reading.

Demonstrations of Standard

- Read aloud accurately familiar materials of the quality and complexity illustrated in grade level appropriate text.
- Self correct when subsequent reading indicates an earlier miscue.
- Use a range of cueing systems, e.g., letter-sound correspondences (phonics), meaning, grammar, and overall context to determine pronunciation and meanings.
- Use a rhythm, pace and intonation that sounds like natural speech.
- Continue to develop vocabulary.
- Determine the meaning on unknown words, using context, glossaries and dictionaries.

WRITING

Students continue to develop and expand their writing skills through the making of their own expository and creative books. Form drawing continues. New lessons on styles of writing, letter writing, sentence types and parts of

speech are introduced. Spelling skills are increased through continued work on: phonetic encoding and syllabifying, proofreading, dictionary use and formal vocabulary work.

Curriculum Standards

1. Participates in form drawing instruction.
2. Organizes thoughts and information for writing, develops drafts, edits and revises work.
3. Writes effectively for a variety of purposes.

Demonstrations of Standard

- Draw complicated forms of curved and straight lines that integrate all reversibles and symmetries.
- Draw more complicated forms of metamorphosis.
- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to make the meaning clear to the reader.
- Proofread writing for misspelled words using dictionaries when necessary.
- Write to inform the reader.
- Maintain a focus throughout a piece of writing
- Provide appropriate facts and details to accommodate the information need of the reader.
- Organize the writing so that the reader can easily follow what is read.
- Write to tell a story both narrative and biographical.
- Outline the main ideas and organize the writing. Has a sense of narrative development.

Curriculum Standards

4. Uses appropriate conventions of written language which include grammar, spelling, punctuation, language usage, capitalization, legibility, sentence structure and paragraphing.

Demonstrations of Standard

- Use dialogue appropriately.
 - Use well chosen detail to develop character, setting and/or plot.
 - Provide an engaging beginning that establishes the situation, moves through sequence of events and concludes in a logical way.
 - Write to describe and express ideas.
 - Explore new ideas and/or observations.
 - Orient reader and use detail to elaborate on ideas.
 - Exhibit clear thinking.
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- Use complete sentences.
 - Use a variety of sentence structures with appropriate capitalization and punctuation.
 - Use paragraphs to organize information and ideas.
 - Understand declarative, interrogative, exclamatory and imperative sentences.
 - Understand the characteristics of nouns, verbs, adjectives and adverbs.
 - Use conventional spelling by:
 - > Referring to resources when needed.
 - > Working with phonetic encoding and syllabifying.
 - > Working with grade level spelling words.
 - > Using an expanded vocabulary.
 - > Speaking/Listening

SPEAKING/LISTENING

Students will continue to develop and expand their diction, pronunciation and enunciation through individual and choral speaking and dramatization. Alternative verse

and poetry will be used to strengthen a sense of majesty of language. Respectful listening to others' perspectives during instructional lessons is encouraged.

Curriculum Standards

1. Listens, understands and speaks effectively in both formal and informal situations, using appropriate conventions of language to communicate these skills.

Demonstrations of Standard

- Ask appropriate questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during oral presentations.
- Paraphrase and summarize to increase understanding.
- Listen responsively and respectfully to others' points of view.
- Use clear and specific language to communicate ideas.
- Use language and gestures expressively.
- Participate in choral and individual recitations as well as dramatizations.

GRADE FIVE

READING

In addition to the continued making of their own texts and books, students further develop and expand their reading skills through: recreational reading, the study of novels and biographies, increased reference and library requirements and formal content area vocabulary instruction.

Stories from ancient India and Persia (e.g.: The Ramayana, Buddha and Zarathustra); ancient Babylonian, Chaldean and Egyptian myths (e.g.: Isis and Osiris and Gilgamesh); ancient Greek myths (e.g.: Prometheus, Odyssey and Alexander the Great); stories of the plant world—Botany.

Curriculum Standards

1. Listens to and reads a wide range of literature from the fifth grade curriculum and other materials of the quality suggested in the reading list.
2. Reads, comprehends, interprets and evaluates quality materials appropriate to the grade level.

Demonstrations of Standard

- Listen attentively to the stories told in class.
- Read both fiction from a variety of cultures and non-fiction which have been self and teacher selected.
- Demonstrate a thorough understanding of the text.
- Make, confirm and revise predictions.
- Identify recurring themes.
- Extract appropriate and significant information about events, characters and settings.
- Identify characteristics of genres.
- State main ideas and significant details

Curriculum Standards

3. Proficient in reading skills and strategies and continues to develop vocabulary and fluency in reading.

Demonstrations of Standard

- Read aloud accurately familiar materials of the quality and complexity illustrated in grade level appropriate text.
- Self correct when subsequent reading indicates an earlier miscue.
- Use a range of cueing systems, e.g., letter-sound correspondences (phonics), meaning, grammar, and overall context to determine pronunciation and meanings.
- Use a rhythm, pace and intonation that sounds like natural speech.
- Continue to develop vocabulary.
- Determine the meaning of unknown words, using context, glossaries and dictionaries.

WRITING

Students continue to develop and expand their writing skills through the making of their own expository texts and creative writing assignments. Form drawing continues. Grammatical study is increased to include all parts of speech, active and passive voices and simple and com-

pound sentences. Increased emphasis is placed on learning to outline main ideas and sequence supporting details. Narrative writing from history continues. New lessons are given on learning to write research reports and business letters.

Curriculum Standards

1. Participates in form drawing instruction.
2. Organizes thoughts and information for writing, develops drafts, edits and revises work.
3. Writes effectively for a variety of purposes and audiences.

Demonstrations of Standard

- Draw complex forms of interweaving curved and straight lines that “braid together.”
- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to make the meaning clear to the reader.
- Proofread his or her own writing or the writing of others, using dictionaries.
- Provide appropriate facts and details from ore than one source to develop the subject.
- Provide an engaging beginning that establishes the situation, moves through the sequence of events and concludes in a logical way.
- Orient the reader and use relevant and well-chosen detail to elaborate on ideas.

SPEAKING/LISTENING

Aural memory, diction, pronunciation, enunciation and expression continue to develop through individual choral speaking from selections and verses of the history lessons. Dramatizations continue and at least one formal perfor-

mance to the public is given. Respect, patience and thoughtfulness in listening to others is encouraged in group discussions and in daily interaction.

Curriculum Standards

1. Listens, understands, evaluates and speaks effectively in both formal and informal situations, using the appropriate conventions of language to communicate ideas.

Demonstrations of Standard

- Ask appropriate questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during oral presentations.
- Paraphrase and summarize to increase understanding.
- Listen responsively and respectfully to others' points of view.
- Use clear and specific language to communicate ideas to the intended audience.
- Use language and gestures expressively.
- Participate in choral and individual recitation as well as dramatization.

GRADE SIX

READING

Students continue to write and research their own books for main lesson content work (history, science, math, geography, etc.). Students further develop and expand reading speed and reading comprehension through: recreational reading, formal practice on non-fiction, fiction and poetic material, increased practice with reference materials, study of story elements, formal con-

tent area vocabulary work and increased writing requirements utilizing descriptive compositions, narrative essays, comparative essays and peer editing of written work.

Biographies and legends from Rome and the Middle Ages, e.g. Aenibo, Plutarch's Lives, Charlemagne, poetry in the four metric forms—iambus, trochee, anapest, dactyl—are studied.

Curriculum Standards

1. Reads, extensively and in depth, from a diverse collection of texts and other materials of quality.
2. Reads for a variety of purposes: to comprehend, interpret, evaluate and appreciate a wide range of materials appropriate to the grade level.

Demonstrations of Standard

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature.
- Read nonfiction across the curriculum.
- Read several books in depth about one issue or subject.
- Respond to fiction (e.g., poetry, novels, drama) using critical, interpretive and evaluative processes and produce evidence that they can:
 - > Select favorite authors and subjects.
 - > Compare and contrast ways characters solve problems.
 - > Discuss recurring themes across works in print.

Curriculum Standards

3. Uses appropriate reading strategies to comprehend a variety of assigned and self-selected materials.

Demonstrations of Standard

- > Make inferences and draw conclusions about contexts, events, characters and setting.
- > Support plausible interpretations with evidence from text.
- Read nonfiction text and informational materials to develop understanding and expertise.
- Summarize ideas revealed in the text or visual media.
- Relate new information to prior knowledge and experience. Make connections to related topics or real-world situations.
- Easily apply reading strategies, such as using context cues, rereading, self-correction, reading with others, predicting, questioning, clarifying, and summarizing.
- Dramatize interpretations of readings.
- Collaborate with others to build text interpretations.
- Read longer and/or more difficult texts.
- Select and read books for recreation.
- Demonstrate proficiency in reading skills and strategies across the curriculum and continue to develop vocabulary.

WRITING

An emphasis in middle school writing is placed on the student recognizing satisfactory exposition, i.e., a practical sense for good style (sentence/paragraph development and coherence). Students further develop their writing skills through:

- 1) An emphasis on explanatory, descriptive and narrative compositions.
- 2) Revision/editing of own and peer work.

Curriculum Standards

1. Organizes thoughts and information for writing, develops drafts, analyzes, revises and edits work as appropriate for audience and purpose.

2. Writes effectively for a variety of purposes and audiences.

- 3) Compositions featuring differing perspectives, compare and contrast and object/subject relationships.
- 4) Continued vocabulary/spelling instruction.
- 5) Continued grammar study emphasizing sentence diagrams/patterns, noun and verb phrases, independent/subordinate clauses, and further study of all parts of speech.

Demonstrations of Standard

- Create an organizing structure, e.g., brainstorming, clustering, and webbing, and content.
- Develop a controlling idea that conveys a viewpoint or stance on a subject.
- Include relevant facts, concrete and sensory, and details.
- Engage the reader's interest by establishing a detailed context and creating a well-developed persona, using personal anecdotes. Create images.
- Analyze, reflect on, and revise their own work to further develop the piece of writing.
- Edit their own writing or the writing of others, using dictionaries and other resources.
- Critique and respond to the writing of a peer.

- Write to inform the reader, e.g., creating reports or narrative procedures.
- Provide information from a variety of sources to develop the subject in some depth.

Curriculum Standards

3. Uses appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure, and paragraphing.

Demonstrations of Standard

- Include visuals or graphs as appropriate to support the text.
 - Include clear and complete descriptions in each step of a narrative procedure.
 - Write to persuade, e.g., create point-of-view pieces or responses to literary works.
 - Promote a thoughtful judgment that is interpretive, analytic, evaluative or reflective.
 - Support the judgment through references to the text or personal knowledge.
 - Write for self-expression or to entertain by creating poems, fictional narratives, and autobiographical accounts.
 - Use literary elements, such as establishing a situation, plot, point of view, setting, conflict and characters, with increasing facility and detail.
 - Use dialogue with increasing skill.
 - Write to tell a story (fictional or autobiographical).
 - Use a variety of literary techniques, such as suspense, dialogue, episodes and flashbacks.
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- Manage the conventions of written language so that they aid rather than interfere with reading.
 - Use a variety of sentence structures to make writing effective and interesting.
 - Use paragraph development and text structure to hold the reader's attention and facilitate understanding.
 - Use conventional spelling by referring to a dictionary or other resources when necessary for less common or troublesome words.
 - Use peer editing, reading and listening to each other's works to suggest ways to make improvement.

SPEAKING/LISTENING

Students continue to develop diction, pronunciation, enunciation and expression through:

- The choral speaking of epic, lyric and dramatic poetry utilizing the iambic, trocheic, anapestal and dactyl forms.
- Dramatizations of Roman and Middle-Age biographies.

- Class discussions of lesson material.
- Individual oral reports and recitations.

Listening skills are strengthened through the hearing of poetic recitation and the telling of the stories listed in the literature section. Continued emphasis is placed on the respectful attention to peer-spoken points of view.

Curriculum Standards

1. Listens, understands, evaluates and speaks effectively in formal and informal situations, using the appropriate conventions of language to communicate ideas.

Demonstrations of Standard

- Ask appropriate questions and respond to the questions of others, participating in either small or large groups.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Listen responsively and respectfully to others' points of view.
- Use language that is clear, audible and appropriate for communicating to the intended audience.
- Use appropriate language and gestures to engage the listener.
- Effectively deliver speeches from history based on student work or written text.

GRADE SEVEN

READING

Students continue to write their own texts in the main content lesson areas. Large portions of these works are at this point individually composed, as opposed to copying, dictation or peer composing. Students further develop their reading skills through:

- Recreational reading.
- Formal comprehensive practice with non-fiction, fiction and poetic selections.
- Increased use of reference materials for research reporting.

- Continued study of fiction and non-fiction elements and organizational style.
- Formal vocabulary study in the content areas.

Materials studied include: Renaissance biographies and stories, e.g., Raphael, Leonardo da Vinci, Michaelangelo, etc.; stories and biographies of explorers, e.g., Columbus, Henry the Navigator, Megellan, etc.; stories and biographies of the Reformation, e.g., Martin Luther, William the Silent, Loyola, etc.

Curriculum Standards

1. Reads, extensively and in depth, from a diverse collection of texts and other materials of quality.

Demonstrations of Standard

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature.
- Read nonfiction extensively, including books from the curriculum.
- Read several books in depth about one issue or subject, or several books by a single writer.

Curriculum Standards

2. Reads for a variety of purposes: to comprehend, interpret, evaluate and appreciate a wide range of materials appropriate to the grade level.

3. Uses appropriate reading strategies to comprehend a variety of assigned and self-selected materials.

Demonstrations of Standard

- Respond to fiction (e.g., poetry, novels, drama), using critical, interpretive and evaluative processes.
- Select favorite authors and genres.
- Identify recurring themes across works in print and media.
- Make inferences and draw conclusions about contexts, events, characters, and settings.
- Explain the differences among genres.
- Discuss the impact of authors' word choices and content.
- Connect literary selections to personal experiences.
- Read nonfiction text and informational materials to develop understanding and expertise.
- Put ideas into their own words.
- Relate new information to prior knowledge and experience.
- Make connections to related topics and information.
- Define and sequence information needed to carry out a procedure.
- Distinguish between significant and minor details.
- Easily apply reading strategies, such as using context clues, rereading, self-correcting, reading with others, predicting, questioning, clarifying and summarizing.
- Dramatize interpretations of readings.
- Collaborate with others to build text interpretations.
- Read longer and/or more difficult texts.
- Demonstrate proficiency in reading skills and strategies across the curriculum and continue to develop vocabulary.

WRITING

“Wish, wonder and surprise” is a major writing block of the seventh grade, utilizing both expository and poetic compositions. Students learn to write out of “the inner character” of desire, wonder and surprise, incorporating the use of the indicate verb. Further strengthening of writing skills is achieved through:

- Writing assignments of first person narrative writings.
- Descriptive writing assignments using compare/contrast and subject/object themes.

- Introduction of simile and metaphor.
- Continued revision of peer and self written work.
- Continued letter writing, business and personal.
- Continued study of grammar, including:
 - > Diagramming sentences
 - > Conjugation of verbs and regular/irregular verbs
 - > Simple/compound/complex sentences
 - > Phrases and clauses
 - > Review all parts of speech
- Continued vocabulary/spelling instruction

Curriculum Standards

1. Organizes thoughts and information for writing, develops drafts, analyzes, revises and edits work as appropriate for audience and purpose.
2. Writes effectively for a variety of purposes and audiences.

Demonstrations of Standard

- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to create engaging opening sentences and a satisfying conclusion.
- Proofread their own writing or the writing of others, using dictionaries and other resources.
- Continue to develop a controlling idea that conveys a perspective on the subject.
- Write to inform the reader, e.g., creating reports or narrative procedures.
- Provide an interesting beginning that sets a context for a topic and concludes in a logical way.
- Maintain a focus throughout the piece of writing.

Curriculum Standards

3. Uses appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure and paragraphing, to achieve clarity and to communicate with intended audiences.

Demonstrations of Standard

- Provide appropriate facts and details from a variety of sources to develop the subject.
 - Organize writing in such a way that a reader can easily follow what they are saying.
 - Include appropriate facts and details.
 - Write to persuade the reader, e.g., creating point-of-view pieces or responses to literary works.
 - Clearly state their judgment and/or point of view.
 - Provide supporting evidence through a variety of strategies, such as references to a text or personal knowledge.
 - Write to tell a story (fictional or autobiographical).
 - Use literary elements, such as establishing a situation, plot, point of view, setting, conflict, and characters, with increasing facility and detail.
 - Use dialogue with increasing skill.
 - Use a variety of literary techniques, such as suspense, dialogue, episodes, flashbacks, alliteration, metaphor and simile.
 - Write for self-expression.
 - Explore ideas and/or observations.
 - Analyze ideas by looking at them from multiple angles and/or moving through successively deeper layers of meaning.
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- Manage the conventions of written language.
 - Use a variety of sentence structures with appropriate capitalization and punctuation.
 - Use paragraphs to organize information and ideas.
 - Use conventional grammar as appropriate to the purpose of writing.

SPEAKING/LISTENING

Students continue to develop diction, pronunciation, enunciation and expression through:

- The choral speaking of epic, lyric and dramatic poetry (Shakespeare, Keats, Yeats, Wordsworth, Frost, etc.).
- Choral speaking of tongue twisters and articulation exercises.

- Dramatizations of the Renaissance and Reformation.
- Individual oral reports and recitations.
- Class discussions of lesson material.

Listening skills continue to be strengthened through the attentive hearing of poetic recitation and telling of stories listed in the literature section. Respectful listening is a continued and encouraged element in class interactions.

Curriculum Standards

1. Listens, understands, evaluates and speaks effectively in formal and informal situations, using the appropriate conventions of language to communicate ideas.

Demonstrations of Standard

- Ask appropriate questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Paraphrase and summarize to increase understanding.
- Listen attentively and respectfully to others' points of view.
- Use language that is clear, audible and appropriate for communicating to the intended audience.
- Effectively deliver various oral presentations to an audience.
- Effectively deliver speeches from history based on student work or written text.

GRADE EIGHT

READING

Students continue to write their own books incorporating original compositions. Students further develop their reading skills through:

- Recreational reading.
- Formal comprehension practice with fiction, non-fiction and poetic selections.
- Increased use of library reference materials.
- Study of author's purposes in developing a book's mood, theme, characterization, plot, etc.

Curriculum Standards

1. Reads, extensively and in depth, from a diverse collection of texts and other materials.
2. Reads for a variety of purposes: to comprehend, interpret, evaluate and appreciate a wide range of materials appropriate to the grade level.

- Formal content area vocabulary study.
- Continued writing assignments incorporating personal narratives, free essays, newspaper reports, business writing and short stories.

Literature includes biographies and stories from the Age of Reason (e.g., The 30-Year War, King Louis XIV, Peter the Great, etc.); biographies and stories from the French and Industrial Revolutions; biographies and stories of American history.

Demonstrations of Standard

- Read fiction extensively, including self-selected and teacher-selected traditional and contemporary literature.
- Read nonfiction extensively, including books from curriculum.
- Read several books (or book equivalents, such as essays, stories, groups of poems, articles or magazines) about one issue or subject, or several books by a single writer.
- Respond to fiction (e.g., poetry, novels, drama) using critical, interpretive and evaluative processes.
- Select favorite authors and genres.

Curriculum Standards

3. Uses appropriate reading strategies to comprehend a variety of assigned and self-selected materials.

Demonstrations of Standard

- Identify recurring themes across works in print and media.
 - Make inferences and draw conclusions about contexts, events, characters, and settings.
 - Explain the differences among genres.
 - Discuss the impact of authors' word choices and content.
 - Connect literary selections to personal experiences.
 - Identify literary techniques and elements as examples in texts.
 - Connect literary selections to historical events.
 - Read nonfiction text and informational materials to develop understanding and expertise.
 - Put ideas into their own words.
 - Relate new information to prior knowledge and experience.
 - Make connections to related topics and information.
 - Define and sequence information needed to carry out a procedure.
 - Distinguish between significant and minor details.
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- Easily apply reading strategies, such as using context clues, rereading, self-correcting, reading with others, predicting, questioning, clarifying and summarizing.
 - Dramatize interpretations of readings.
 - Collaborate with others to build text interpretations.
 - Read longer and/or more difficult texts.
 - Select and read books for recreation.
 - Demonstrate proficiency in reading skills and strategies across the curriculum and continue to develop vocabulary.
 - Retell or paraphrase selectively to illustrate central ideas.
 - Determine fact versus opinion.

WRITING

Students further develop writing skills through:

- Increased use of free essay.
- Increased emphasis on exact descriptions in original compositions.
- Continued writing assignments and short research papers connected to content area lessons.
- Continued use of different forms: newspaper reporting, short skits, short stories, letter writing, book reports and poetry.

- Continued revision/editing of student’s own work.
- Continued study of grammar—review all grammar study to present including sentence structure and all part of speech. Introduce new concepts in verbal phrasing, e.g., infinitive and infinitive phrasing, gerund and gerund phrase, participle and participle phrase.
- Continued vocabulary/spelling instruction

Curriculum Standards

1. Organizes thoughts and information for writing, develops drafts, analyzes, revises and edits work as appropriate for audience and purpose.
2. Writes effectively for a variety of purposes and audiences.

Demonstrations of Standard

- Generate and organize ideas for writing.
- Include appropriate facts and details.
- Revise work by combining sentences, adding details to support the content, and adding or changing work to create engaging opening sentences and a satisfying conclusion.
- Proofread their own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate to the subject.
- Write to inform the reader, e.g., creating reports or narrative procedures.
- Provide an interesting beginning that sets a context for a topic and concludes in a logical way.
- Maintain a focus throughout the piece of writing.
- Provide appropriate facts and details from a variety of sources to develop the subject.

Curriculum Standards

3. Uses appropriate conventions of written language, which include grammar, spelling, punctuation, language usage, capitalization, sentence structure and paragraphing.

Demonstrations of Standard

- Organize writing in such a way that a reader can easily follow what they are saying.
 - Include appropriate facts and details.
 - Write to persuade the reader, e.g., creating point-of-view pieces or responses to literary works.
 - Clearly state their judgment and/or point of view.
 - Provide supporting evidence through a variety of strategies, such as references to a text or personal knowledge.
 - Anticipate the reader's concerns or counter arguments.
 - Write to tell a story (fictional, biographical or autobiographical).
 - Use literary elements, such as establishing a situation, plot, point of view, setting, conflict, and characters, with increasing facility and detail.
 - Use dialogue with increasing skill.
 - Use a variety of literary techniques, such as suspense, dialogue, episodes and flashbacks.
 - Write for self-expression.
 - Explore ideas and/or observations.
 - Analyze ideas by looking at them from multiple angles and/or moving through successively deeper layers of meaning.
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- Independently manage the conventions of written language so that they aid rather than interfere with reading.
 - Use a variety of sentence structures and careful word choices to make writing effective and interesting.
 - Use paragraph development, placement of text and text structure.
 - Use conventional spelling and grammar.

SPEAKING/LISTENING

Students continue to develop diction, pronunciation, enunciation and expression through:

- Choral speaking of poetry and literature selections.
- Choral speaking of tongue twisters and articulation exercises.
- Dramatizations of history content and modern literature.
- Individual oral reports and recitations.
- Class discussions of lesson material.

Curriculum Standards

1. Listens, understands, evaluates and speaks effectively in formal and informal situations, using the appropriate conventions of language to communicate ideas.

In eighth grade, students can observe how different sounds are produced physically in different parts of the mouth. Voice projection and articulation should be strengthened.

Listening skills continue to be developed through the attentive listening to poetic recitation and prose from lesson content. Respectful listening to others' perspectives is a continued and encouraged element in class interactions.

Demonstrations of Standard

- Ask appropriate as well as challenging questions and respond to the questions of others.
- Use appropriate grammar, word choice, and pacing during formal oral presentations.
- Paraphrase and summarize to increase understanding.
- Listen attentively and respectfully to others' points of view.
- Use language that is clear, audible and appropriate for communicating to the intended audience.
- Anticipate the listener's point of view and address this perspective in the presentation.
- Effectively present various types of oral presentations, such as informational, persuasive and humorous speeches, to a variety of audiences.