

Course Syllabus

Language Arts, Grade K

Grade K Language Arts, Final
Guardian Angels School

The ITBS Form A- Survey for reading and language arts measures the skills and achievement of students.

The Standards for the English Language Arts center around three core beliefs:

* "First, Guardian Angels School believes that standards are needed to prepare students for the literacy requirements of the future as well as the present. Changes in technology and society have altered and will continue to alter the ways in which we use language to communicate and to think. Students must be prepared to meet these demands."

* "Second, we believe that standards can articulate a shared vision of what the nation's teachers, literacy researchers, teacher educators, parents, and others expect students to attain in the English language arts, and what we can do to ensure that this vision is realized."

* "Third, we believe that standards are necessary to promote high educational expectations for all students and to bridge the documented disparities that exist in educational opportunities. Standards can help us ensure that all students become informed citizens and participate fully in society."

In Language Arts, students concentrate on reading operations, writing, speaking, and listening. Students engage in projects which require them to apply language arts skills in real world contexts.

In this course, Guardian Angels students grow emotionally, socially, physically, and intellectually as they begin to explore the world of reading, writing, speaking, and listening. Students engage in activities which foster excitement for language learning. Course work includes practicing reading behaviors, and making connections between print and meaning, and symbols and sounds. The course emphasizes the need for students to express ideas and opinions to others through speaking, emergent writing, and drawings.

The Standards for the English Language Arts provide twelve standards that are "intended to serve as guidelines that provide ample room for the kinds of innovation and creativity that are essential to teaching and learning."

The MEAP assesses student writing performance at grade

five.

The Michigan Education Assessment Program standardized test for language arts at grade four includes multiple-choice questions which assess the ability to use context cues and reading strategies to construct meaning from fiction and non-fiction selections.

Genres

The Genres Unit includes identifying and comparing key characteristics of literary genres, as designated by a work's subject, theme, style, and time period. Some examples of genres are science fiction, poetry, drama, Classical literature, and multicultural literature.

- The learner will be able to explore books of a favorite author.
- The learner will be able to understand a developmentally appropriate story.
- The learner will be able to use an understanding of genres to create, evaluate, and/or discuss print and nonprint materials.
- The learner will be able to read and understand classic literature.
- The learner will be able to read and understand contemporary literature.
- The learner will be able to read and understand fiction.
- The learner will be able to read a variety of genres.
- The learner will be able to read literature from various historical periods.
- The learner will be able to read and understand nonfiction reading materials.
- The learner will be able to classify, organize, and recall details read in a nonfiction passage.
- The learner will be able to analyze a short story for details, emotions, and events, and predict the outcomes of the story.

Course Syllabus

Language Arts, Grade K

Grade K Language Arts, Final
Guardian Angels School

- The learner will be able to construct meaning from a short story by interpreting details, the title, character motives and feelings, and by predicting outcomes.
- The learner will be able to read and understand a fictitious story.
- The learner will be able to read and understand an informational, nonfiction story.

Language Expressions

The Language Expressions Unit focuses on language conventions, structure, usage, and language study. It also addresses parts of speech, figures of speech, syntax, paragraph and sentence structure, word agreement, modifiers, and grammar.

- The learner will be able to recognize and correct errors in language expression.
- The learner will be able to demonstrate standard language usage.
- The learner will be able to demonstrate correct spelling in context.
- The learner will be able to demonstrate correct capitalization in context.
- The learner will be able to demonstrate correct punctuation in context.
- The learner will be able to understand the use of positional prepositions and adverbs dealing with time, order, and location.
- The learner will be able to use an understanding of language conventions to create, evaluate, and/or discuss print and nonprint materials.
- The learner will be able to use an understanding of language structure to create, evaluate, and/or discuss print and nonprint materials.
- The learner will be able to use an understanding of figurative language to create, evaluate, and/or discuss print and nonprint materials.

- The learner will be able to use native language to develop English language skills.
- The learner will be able to use native language to develop understanding across all content areas.
- The learner will be able to participate in a variety of language communities in a reflective, creative, informed, and/or analytical manner.
- The learner will be able to choose varied sentence structure to enhance effectiveness of writing.

Listening

The Listening Unit includes identifying and distinguishing between sounds and patterns in sounds, constructing meaning from information delivered verbally, and understanding and responding to verbal information.

- The learner will be able to demonstrate comprehension by listening to a literary selection, and then retelling the story (including the main characters, the setting, and details in sequential order).
- The learner will be able to rely on a speaker's syntax, semantics, word sounds, and intonations to discern meaning.
- The learner will be able to formulate questions in response to an oral presentation, and present and follow directions given orally.
- The learner will be able to listen to orally read stories from a variety of sources.
- The learner will be able to draw a conclusion from underlying relationships.
- The learner will be able to identify the main character from an orally read passage.
- The learner will be able to select the picture which shows the inferred character intent from an orally read passage.
- The learner will be able to select a picture which shows inferred character feelings from orally read passage.

Course Syllabus

Language Arts, Grade K

Grade K Language Arts, Final
Guardian Angels School

- The learner will be able to analyze characters in an orally read passage.
- The learner will be able to listen to and follow directions.
- The learner will be able to identify the sequence of events in an orally read passage.
- The learner will be able to order events in correct sequence.
- The learner will be able to select a picture that best displays the sequence presented in an orally read passage.
- The learner will be able to identify setting from orally read passage.
- The learner will be able to recall details from a sequence of information.
- The learner will be able to identify the picture showing details from an orally read passage.
- The learner will be able to understand factual details.
- The learner will be able to distinguish between relevant and irrelevant details in an orally read passage.
- The learner will be able to predict the outcome of a set of events.
- The learner will be able to select a picture predicting a story outcome from orally read passage.
- The learner will be able to identify the main idea in an orally read passage.
- The learner will be able to select the picture showing the implied main idea of an orally read passage.
- The learner will be able to understand basic informational concepts.
- The learner will be able to understand stated relationships.
- The learner will be able to identify non-real situations in an orally read passage.

- The learner will be able to develop a knowledge and appreciation of diversity in language use, patterns, and dialects of various ethnic groups, geographic areas, and social roles.

Reading Operations

The Reading Operations Unit includes constructing meaning from fiction and non-fiction selections at comprehension, application, analysis, synthesis, and judgment levels of understanding. It includes skills which address identifying, discussing, and comparing both concrete and abstract elements of selections (setting, plot, characterization, genre, historical period, theme, tone, moral message, and psychological and political implications).

- The learner will be able to explore reading within small peer groups.
- The learner will be able to engage in the following reading behaviors: considering print conventions, holding books and turning pages correctly, and understanding the connection between print in a book and the message being read (to him/her) from the print.
- The learner will be able to read or explore books for extended periods of time.
- The learner will be able to relate personal experiences to reading materials.
- The learner will be able to identify a picture showing the main idea from a one or two sentence passage read by the teacher.
- The learner will be able to identify a picture showing directions.
- The learner will be able to select the picture that best represents a given sentence.
- The learner will be able to use pictures to gain an understanding of the written text.
- The learner will be able to use reading materials as a source of new information.

Course Syllabus

Language Arts, Grade K

Grade K Language Arts, Final
Guardian Angels School

- The learner will be able to read simple words from familiar text sources, such as nursery rhymes and short stories.
- The learner will be able to identify gender and cultural biases in pictures and written text.
- The learner will be able to display comprehension skills.
- The learner will be able to study and evaluate written works.
- The learner will be able to interpret a variety of reading materials.
- The learner will be able to read for personal purposes.
- The learner will be able to read to respond to community expectations.
- The learner will be able to read to respond to the requests of the community.
- The learner will be able to read to understand a variety of human experiences presented in reading materials.
- The learner will be able to read a variety of informational sources.
- The learner will be able to read to respond to occupational expectations.
- The learner will be able to read to respond to occupational needs.
- The learner will be able to appreciate written texts.
- The learner will be able to read a variety of written works.
- The learner will be able to use individual reading experiences to interact with others in the school setting.
- The learner will be able to use literary knowledge as a basis for understanding him/herself.
- The learner will be able to read to obtain information.
- The learner will be able to demonstrate an understanding of the meaning of words in context.
- The learner will be able to make connections to prior reading while reading.
- The learner will be able to use prior knowledge to understand texts.
- The learner will be able to read to gain a better understanding of cultures.
- The learner will be able to read to increase understanding.
- The learner will be able to use a variety of reading strategies.
- The learner will be able to demonstrate an understanding of textual factors which influence meaning.
- The learner will be able to use word recognition strategies to gain meaning from text.
- The learner will be able to analyze story elements such as characters, point of view, setting, and story line, and discuss how these elements are connected.
- The learner will be able to analyze characters and attribute specific points of view to characters in a literary selection.
- The learner will be able to utilize a variety of cues to construct meaning from a reading selection (illustrations, titles, content).
- The learner will be able to categorize information found in a reading passage.
- The learner will be able to identify story detail from long passage.
- The learner will be able to draw logical and supported conclusions from passages.
- The learner will be able to identify the main idea in a long passage.
- The learner will be able to sequence details and events from a literary selection.

Course Syllabus

Language Arts, Grade K

Grade K Language Arts, Final
Guardian Angels School

- The learner will be able to identify the best summary of a given passage.
- The learner will be able to determine character description.
- The learner will be able to identify character traits from a short passage.

Speaking

The Speaking Unit focuses on techniques and strategies (voice modulation, body language, ordering of ideas, visual aids, etc.) to convey meaning and to present information and opinions to groups. This unit includes formal and informal communication, debate skills, and verbal/nonverbal communication.

- The learner will be able to share personal experiences (facts and opinions), stories (with a beginning, middle, and end), and belongings (during show and tell), initiate and sustain dialogues, and give one step directions to others.
- The learner will be able to clearly pronounce words common to grade level.
- The learner will be able to pronounce words which have silent letters.
- The learner will be able to perform substitution of initial sounds in pronouncing words.
- The learner will be able to speak for a variety of self-selected purposes.
- The learner will be able to speak for a variety of purposes.
- The learner will be able to adjust speaking to reflect different audiences.

Vocabulary

The Vocabulary Unit includes studying and applying knowledge of word structure (bases and affixes), concrete analogies, synonyms, antonyms, and syllables. It also includes applying knowledge of connotation, denotation and words with multiple levels of meaning.

- The learner will be able to expand vocabulary skills by compiling an alphabet picture book with letters, pictures for beginning sounds, and a list of his/her personal vocabulary words.
- The learner will be able to identify the definition of a vocabulary word.
- The learner will be able to identify an orally read vocabulary word.
- The learner will be able to identify an appropriate picture which represents a word read orally.
- The learner will be able to identify an appropriate picture which represents the meaning of a given phrase or word.
- The learner will be able to identify the appropriate picture needed to complete a sentence.
- The learner will be able to select the word which best satisfies the context of a given sentence or passage.
- The learner will be able to apply an understanding of vocabulary words.
- The learner will be able to choose appropriate words to enhance effectiveness of writing.
- The learner will be able to infer word meaning from context.

Word Analysis

The Word Analysis Unit focuses on examining word structure and sound. It includes topics such as consonants, vowels, rhyming, and word building.

- The learner will be able to identify the final sound of a word given the written form.
- The learner will be able to identify the initial sound of a word, given the written form.
- The learner will be able to identify the picture whose name rhymes with the sounds in a given sentence.
- The learner will be able to identify the rhyming sound of two orally read words.

Course Syllabus

Language Arts, Grade K

Grade K Language Arts, Final
Guardian Angels School

- The learner will be able to build words by adding affixes.
- The learner will be able to identify any written letter in the alphabet presented in isolation.
- The learner will be able to visually associate the same letters (upper and lower case).
- The learner will be able to identify the describing word for a given illustration.
- The learner will be able to identify a word presented in isolation.
- The learner will be able to select the word that identifies a given illustration.
- The learner will be able to visually associate the same words.
- The learner will be able to identify the final sound of an orally read word.
- The learner will be able to identify the final sound of an orally read word, given an illustration.
- The learner will be able to identify the final sound of a word, which is both written and orally read.
- The learner will be able to identify the final sound of an orally read word, given the written word and an illustration.
- The learner will be able to visually associate beginning sounds in two words.
- The learner will be able to identify the initial sound of an orally read word, given the written word and an illustration.
- The learner will be able to identify the initial sound of an orally read word.
- The learner will be able to identify the initial sound of an orally read word, given an illustration.
- The learner will be able to identify the initial sound of an orally read word, given the written form of the word.

- The learner will be able to identify a letter of the alphabet with the letter's sound read in isolation.
- The learner will be able to identify the relationship between letters and sounds, given the letters in isolation.
- The learner will be able to identify an orally read word in isolation.
- The learner will be able to identify a word within the context of an orally read sentence.
- The learner will be able to read a given sentence presented in isolation.

Writing

The Writing Unit focuses on each stage of the writing process: prewriting, writing, revising, and publishing. It includes skills covering a variety of organizational formats and purposes for writing (communicating ideas, opinions, and feelings, clarifying thoughts, and solving problems). Some example writing formats are expository, narrative, poetry, and drama.

- The learner will be able to exhibit invented writing behaviors: holding a pencil, controlling computer pointing devices, telling a story from his/her own invented writing, and drawing pictures to communicate thoughts.
- The learner will be able to understand the writing conventions of left to right, top to bottom, and upper or lower case letters.
- The learner will be able to maintain a portfolio of drawings, writing, journal entries, etc., which shows growth as an emergent reader, writer, speaker, listener, and learner.
- The learner will be able to write individual works to be added to his/her portfolio.
- The learner will be able to write his/her first and last name from memory.

Course Syllabus

Language Arts, Grade K

Grade K Language Arts, Final
Guardian Angels School

- The learner will be able to write for a variety of audiences.
- The learner will be able to use individual writing experiences to interact with others in the school setting.
- The learner will be able to write for a variety of purposes.
- The learner will be able to utilize the writing process appropriately for different audiences.
- The learner will be able to utilize the writing process appropriately for different situations.
- The learner will be able to write for his/her chosen purpose.
- The learner will be able to utilize a variety of writing strategies.
- The learner will be able to write a composition including a definite beginning, middle and end.
- The learner will be able to apply the skillful use of writing conventions to enhance effects of writing.
- The learner will be able to clearly develop main ideas.
- The learner will be able to clearly state the central idea when writing.
- The learner will be able to convey writer's voice through sentence structure.
- The learner will be able to convey writer's voice through word choice.
- The learner will be able to communicate using language arts processes for a variety of purposes and audiences.

Language Arts Processes

Language Arts Processes is an integrated language arts unit. It addresses multiple processes: reading, writing, speaking, listening, viewing, and representing. This unit includes language processes used in real-world, career, and other settings as well as traditional school settings. Language Arts Processes also deals with multiple forms of text: written, oral, and visual.

- The learner will be able to recognize and apply the qualities of effective communication techniques in writing and speaking.