

Princeton Charter School

4 English Language and Literature

4.1 English Program Overview

English language skills are the most essential part of a child's early education. Students must learn to read so that they can read to learn. They must have a fluent written and oral command of standard English. They must read the literature that forms the knowledge base of a literate citizen. The Princeton Charter School English curriculum is a carefully sequenced, comprehensive program for teaching children to read, write, and speak standard English. It is based on the 1988 United States Department of Education report, *James Madison Elementary School: A Curriculum for American Students*. The main elements of the curriculum are: the use of literature to enliven reading, to inform, and as a model for writing; reading for comprehension, vocabulary, and entertainment; writing for communication and for creative expression, with emphasis on organization, syntax, spelling, and penmanship. These elements are briefly sketched below.

The English program uses a core list of imaginative, challenging literature selected to expand students' vocabulary and knowledge of the world. The students read poetry, folk tales, fables, legends, plays, classic and modern novels, speeches, essays and other works of nonfiction. At every level the reading list is from multiple cultures, moving from children's literature to serious literature by the eighth grade. Literature is studied not only for content but also for style, and appropriate literary prose is presented as a model for the student's own writing.

Since good reading skills are the gateway to education, the PCS uses the most effective method for teaching reading: systematic phonics instruction integrated with reading and writing. In the 1990 report sponsored by the U.S. Department of Education [*Beginning to Read*, p. 49], psychologist Marilyn Adams concludes that "the vast majority of program comparison studies indicate that approaches including systematic phonics instruction result in comprehension skills that are at least comparable to, and word recognition and spelling skills that are significantly better than, those that do not." By learning the phonetic keys to language, children become fluent readers, able to focus on meaning as word recognition becomes automatic.

In Kindergarten and first grade, children learn to read by developing both a sight vocabulary and knowledge of phonics. In the early grades, teachers read poetry, folk tales, fables, and legends out loud to give students experience with a variety of literature and to inspire their interest in reading. Class discussions, guided by the teacher's thoughtful questions, promote analytical thought, comprehension, and listening skills. By third or fourth grade the children read individually then the class discusses themes, plots, and character motivations; they make inferences, form

generalizations, and distinguish fact from fiction. Students read and summarize biographies. As they advance in school, the students read, discuss, interpret, analyze and compare literature of all forms, including plays, fiction, poetry, and nonfiction. By the end of eighth grade students are careful readers, able to analyze the structure and style of a work of fiction, and to understand and summarize a written argument.

The acquisition of writing skills progresses in conjunction with reading. Students in Kindergarten and first grade write simple sentences. In second and third grade, they write stories, poems, letters, and book reports, and begin to learn the formal writing process of outlining, drafting, revising, and editing. Students in fourth grade refine composition skills such as paragraphing, dialogue, and more complex sentence structure. Emphasis is on expository and expressive writing that is well organized with introductions, conclusions, and a coherent flow of ideas. Students write every day, and assignments are selected to encourage writings of all types, imaginative and expressive as well as expository and analytical. Grammatical instruction begins in first grade. As their knowledge of sentence and paragraph structure, grammar, spelling, and vocabulary progresses, students are expected to apply these skills to their writings in all subject areas. By the end of eighth grade, students' writing should exhibit coherent thought, appropriate vocabulary, correct syntax, and style. Teachers stress the connections between precise thinking and correct syntax.

The development of oral speaking skills is an integral part of the school's program. Informal practice during class discussions is enhanced by students reading out loud, giving simple oral reports, and giving formal presentations as their skills mature. Memorizing and reciting poems and pieces of literature is often enjoyed by children and it enhances their grasp of the sounds and rhythms of speech.

The program specifies milestones for reading, composition, and speaking to allow students to demonstrate their proficiency and celebrate their achievements. A milestone familiar to many educators is the Kindergarten or first grader who reads his or her first book and is added to the 'official list of readers.' A sequence of milestones is specified by the staff along with guidelines for judging successful completion.

4.2 New Jersey Core Curriculum Content Standards in Language Arts

The Princeton Charter School English curriculum complies with the New Jersey Core Curriculum Content Standards in Language Arts. These standards are listed below, together with some examples of activities associated with each standard.

3.1: Reading *All students will read, listen to, view, and respond to a diversity of materials and texts with comprehension and critical analysis.*

Reading extensively is the bedrock of both the PCS language arts and history/geography curricula. By the end of 4th grade, students have become proficient and independent readers who follow plot and characterization and begin to develop inference and critical interpretation skills. By 8th grade, students have read

a substantial body of serious literary works, have discussed and analyzed a subset of these works in detail, and have used multiple sources to synthesize information for research purposes.

Standard 3.2: Writing *All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.*

PCS students write every day. Beginning with simple phrases and sentences, students gradually refine and expand their writing ability to include short writing assignments (journal entries, stories, letters) by grade 2 and the formal outlining-drafting-editing process to write and “publish” works that include smooth transitions by grade 4. Eighth graders show mastery of basic grammar, syntax, spelling, usage, and punctuation in their analytic and expressive writing and begin to develop a personal writing style. They also experiment with writing to create a given effect (e.g., to persuade, to instruct) and they cite sources as appropriate.

Standard 3.3: Speaking *All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.*

By the end of 4th grade, PCS students have made up their own oral stories, read aloud, retold ideas and plots, and discussed age-appropriate literature. They use standard English in all discussions with and presentations to the class in all subject areas. By the end of 8th grade, students have refined their interpretations and classroom discussions of literature, presented oral reports to the class, memorized and recited selected short works, and conducted interviews.

Standard 3.4 Listening *All students will listen actively to information from a variety of sources in a variety of situations.*

By the end of 4th grade, PCS students have actively listened to and discussed numerous fictional and other literary works, biographies and stories from history, as well as presentations in science and mathematics. They follow oral instructions from Kindergarten, identify syllables in first grade, record simple notes from spoken information, and recognize non-standard English as a means of characterization in literary works. By 8th grade, students listen critically to each other’s reports, discussions, and arguments as well as to information provided in lectures, and take notes as appropriate.

Standard 3.5: Viewing and Media Literacy *All students will access, view, evaluate, and respond to print, non-print, and electronic texts and resources.*

Throughout the K-8 education program information is presented to students in media and formats which are not limited to language in print but include sound, pictures, graphs and charts, maps and globes, photographs, electronic images, etc. Students learn to understand and analyze messages presented in these multiple forms. In particular, museum visits, live performances, etc. are interspersed throughout the program at all grade levels.

4.3 Student Outcomes in English Language and Literature

Several general principles apply to all grade levels of the English curriculum:

1. Language arts skills are divided into the categories below for ease of organization. Skills improve over the years. The given outcomes refer to an elementary mastery and assume further development in subsequent grades.
2. PCS teaches reading through systematic phonics instruction integrated with reading and writing.
3. All grade levels will read in a range of genres. Reading critically, students from first grade will explore cause and effect and attempt to identify the structure of various types of writing as they progressively incorporate more terms of literary analysis.
4. Standard English will be the norm for speaking and for expository writing in all subject areas. However, students will be made aware of the uses of dialects in their readings, and may use dialect and sentence fragments in their stories, plays, and poems.
5. To become fluent writers, students should write every day. Complete sentences should be the expected written response to any question. By fourth grade, students should be writing at least a page (wide-ruled paper, every other line) in school or at home every day. Students should receive constructive, punctual feedback on their writings. From time to time, the teacher should heavily analyze a writing sample.
6. Grammar will be introduced by means of sentence analysis; it should not be necessary to rely on filling in blanks, true-false, multiple choice, or false syntax, which can break up grammar into pieces too small to be meaningful. Literary analysis, too, will be done through short answers and essays, both requiring full sentences.

The following list encapsulates what each student will be able to do at the end of the specified grade level.

English Outcomes: Kindergarten

Reading/Literature

- recognize capital and small letters of the alphabet
- make the sounds associated with single letters and letter clusters (phonetics)
- recognize a number of sight words
- begin to read sentences by combining phonetic and sight approaches

Writing and Penmanship/Composition

- practice elements (strokes) common to many letters starting at the correct point
- form (print) small and capital letters properly
- form numerals 0 through 9
- write own name

Spelling/Vocabulary

- spell own name properly

Listening/Speech

- listen to and discuss fairy tales, fables, poems, short stories, nursery rhymes
- make up own stories for teacher transcription
- make brief oral presentations with props (show and tell)
- create oral dialogues (with puppets or other props)
- memorize and recite selected poems, including nursery rhymes

Research Skills (Library, Computer)

- check out books from the library
- identify title and author on book cover

English Outcomes: Grade One

Reading/Literature

- hear word syllables; clap hands to syllables
- read words by seeing the letters and making the relevant sounds
- read texts aloud and silently, with or without assistance
- identify plot and main character
- read fifteen minutes at a time

Writing and Penmanship/Composition

- record simple dictated sentences
- compose and print a story or description at least a half page (wide-ruled paper, every other line)

Grammar/Syntax/Mechanics

- recognize four types of sentences (statement, question, exclamation, command)
- identify subjects (when subject is noun, common and proper, or pronoun) and verbs
- form simple plurals (-s)

- capitalize first word of sentence
- end sentence with appropriate punctuation
- capitalize names, the pronoun ‘I’, and geographic names

Spelling/Vocabulary

- recognize basic English spelling patterns as phonetic sets (light, night, right)
- spell at least 100 words

Listening/Speech

- discuss literature read as class work
- make brief, informal oral reports on works read
- memorize poetry

Research Skills (Library, Computer)

- begin to learn keyboarding

English Outcomes: Grade Two

Reading/Literature

- read silently and independently 20 minutes at a time
- read aloud with express attention to punctuation
- identify main idea of a short paragraph
- begin to generalize
- begin to infer
- follow main and subplots and discuss main and secondary characters

Writing and Penmanship/Composition

- write assignments of at least one page, every other line (stories, diaries, letters, descriptions, book/film/theater reports)
- use both simple and compound sentences

Grammar/Syntax/Mechanics

- identify all parts of a simple sentence
- express the essential elements of sentence construction
- identify compound sentences and use appropriate conjunctions
- change verbs from present to simple past
- identify adjectives and adverbs
- explain what synonyms are and provide synonyms for common words
- explain what antonyms are and provide antonyms for common words
- distinguish contractions and possessives
- open out contractions

- begin to find antecedents of pronouns

Spelling/Vocabulary

- spell at least 200 words
- recognize and reproduce basic spelling patterns i.e. phonetic sets
- recognize common prefixes and suffixes
- break down words by syllables

Listening/Speech

- discuss literature read as class work
- give a two- to three-minute talk with props
- memorize and recite selected poems, including rhyming works

Research Skills (Library, Computer)

- find library books by author, title, subject
- find bibliographic data on title page and verso
- locate appropriate World-Wide Web sites on the Internet

English Outcomes: Grade Three

Reading/Literature

- read 30 minutes at a time
- comment on connection between character and plot
- summarize the information in a short paragraph

Writing and Penmanship/Composition

- use cursive
- write using varied sentence structure
- write a personal letter with paragraphing
- attempt to write poetry
- write a two page story, description, or report in one hour
- write assignments of two pages (double spaced) and edit to apply grammar, spelling, and enriched vocabulary to final draft

Grammar/Syntax/Mechanics

- begin to understand the concept of subject and predicate
- write both compound subject and compound verb sentences
- know comparative and superlative of common adjectives
- identify prepositions, their objects, and whole prepositional phrases
- recognize verb tenses
- identify auxiliary verbs ('to have', 'to be', 'to do') and modals ('can', 'could', 'may') in sentences

- identify and compose three types of subordinate clauses (adverbial, relative, noun)
- write complex sentences using the three types of subordinate clauses
- identify and give synonyms, antonyms, and homonyms

Spelling/Vocabulary

- spell at least 300 words
- spell commonly confused words (continues through eighth grade)

Listening/Speech

- discuss literature read as class work
- give brief oral book reports with notes
- memorize and recite short works of literature, speeches, historical documents

Research Skills (Library, Computer)

- use card catalog, computer catalog
- use encyclopedia, dictionary
- use word processing software

English Outcomes: Grade Four

Reading/Literature

- read 45 minutes at a time
- paraphrase the information in a short paragraph

Writing and Penmanship/Composition

- understand and use topic sentences
- produce outline for a simple essay (introduction, body, conclusion)
- write the essay using introduction, body, and conclusion
- write a story

Grammar/Syntax/Mechanics

- understand conjugation of verbs ‘to be’, ‘to have’, and one other irregular verb
- use commas in series
- know difference between active and passive sentences

Spelling/Vocabulary

- spell 500 words
- use word etymology as a spelling and vocabulary tool
- use phonetic patterns and letter clusters as spelling and pronunciation tools
- use synonyms in paraphrasing to build vocabulary

Listening/Speech

- give a two- to three-minute oral book report with notes
- listen to a ten-minute lecture and take notes

Research Skills (Library, Computer)

- use thesaurus
- use library to support writing and oral assignments
- list sources for reports

English Outcomes: Grade Five

Reading/Literature

- read on a daily basis
- be able to read one hour at a time
- understand meter, verse, rhyming in poetry

Writing and Penmanship/Composition

- write story containing dialogue
- write a short play
- produce simple comparison-contrast essay with outline
- write a five paragraph essay of literary analysis of a piece of fiction (short story) with an introduction, a conclusion, and an essay body discussing character, plot, and setting (continue and lengthen through eighth grade adding theme, imagery, style, point of view, mood, irony, foreshadowing, and flashback to analytical framework)

Grammar/Syntax/Mechanics

- pick out main verb or verbs controlling a sentence
- know gerunds, infinitives, and participles

Spelling/Vocabulary

- use etymology; knowledge of prefixes, suffixes, and word roots; and study of foreign language(s) to expand vocabulary
- master spelling of new words in the course of expanding vocabulary (continues through eighth grade)
- take spelling tests as set dictations

Listening/Speech

- listen to a 15-minute lecture and take notes
- give a five-minute oral report

Research Skills (Library, Computer)

- use print and computerized indexes
- use library to perform research in support of writing assignments

English Outcomes: Grade Six

Reading/Literature

- recognize difference between editorial and news story
- use short stories to identify structural elements in fiction

Writing and Penmanship/Composition

- write editorial and news story
- write a short, simple research paper (in coordination with history)

Grammar/Syntax/Mechanics

- identify parallel structures
- spot and use parenthetical expressions
- review irregular verbs

Listening/Speech

- listen to 20-minute lecture and take notes
- participate in a debate

Research Skills (Library, Computer)

- search computerized data bases
- prepare the research project using note-taking and bibliographic skills

English Outcomes: Grade Seven

Reading/Literature

- read comfortably at the NYT/Carson McCullers/Harper Lee level

Writing and Penmanship/Composition

- understand and use thesis statement
- use transitional sentences
- write a research paper of three to five pages (double-spaced) with some sources in the foreign language being studied

Grammar/Syntax/Mechanics

- spot and use apposition in its various forms
- identify sentence structure and draw diagrams and/or trees

Listening/Speech

- make a 10- to 15-minute oral presentation using notes from research and field questions from the teacher
- listen to 25-minute lecture and take notes

Research Skills (Library, Computer)

- use a wide range of research resources to support writing of a research paper

English Outcomes: Grade Eight

Reading/Literature

- begin to tackle Shakespeare and Homer
- begin to tackle analysis of literature by style of syntax
- read passages in Old English (with translations) and Middle English for exposure to archaic language

Writing and Penmanship/Composition

- read and discuss Chapter V “An Approach to Style” in Strunk and White
- write compositions which include persuasion and build an argument
- write a four page essay, then double it or cut it in half
- write a short dialogue/play and “direct” it
- write a 10-page annotated research paper undergoing three drafts over twelve weeks

Grammar/Syntax/Mechanics

- recognize and use mandative, formulaic, and “were” subjunctive
- begin to understand restrictive and non-restrictive clauses
- identify ellipsis and begin to use it

Listening/Speech

- deliver a 10 to 15 minute talk on research paper and field questions from teacher and students
- participate on a panel or in a debate
- listen to a 30-minute lecture and take notes

Research Skills (Library, Computer)

- use research skills independently as needed for research assignments

4.4 English Language and Literature: Kindergarten

The goals of the kindergarten English language and literature program are to guide each child:

- to learn the phonetic connection between words and sounds;
- to recognize all the letters of the alphabet and their sounds;
- to form upper-case and lower-case letters correctly;
- to develop good listening and speaking skills.

Reading Program The kindergarten class uses the *Open Court Reading* program, which emphasizes the foundations of reading: reading aloud, print awareness, phonemic awareness through oral blending and segmentation, the alphabetic principle, explicit systematic phonics and blending, fluency using decodable books for initial reading experience, comprehension strategies and skills, spelling, and writing. Each foundation is addressed specifically with complete instructions on how, when and why to use them in the program.

Specifically, the kindergarten program introduces the alphabet and how it works, connects sounds with letters, explores concepts in science, social studies, literature, and the arts, and teaches thinking through story making and participative listening.

Writing Program Grades K-2 use the *Units of Study for Primary Writing: A Yearlong Curriculum (Grades K-2)*, First Hand. This writing program guides writing instruction and assessment for young learners.

The Nuts and Bolts of Teaching Writing, Lucy Calkins, First Hand.

Launching a Writing Workshop, Lucy Calkins and Leah Mermelstein, First Hand.

Small Moments, Personal Narrative Writing, Lucy Calkins and Abby Oxenhorn, First Hand.

Writing for Readers: Teaching Skills and Strategies, Lucy Calkins and Natalie Louis, First Hand.

The Craft of Revision, Lucy Calkins and Pat Bleichman, First Hand.

Authors as Mentors, Lucy Calkins and Amanda Hartman, First Hand.

Nonfiction Writing: Procedures and Reports, Lucy Calkins and Laurie Pessah, First Hand.

Poetry: Powerful Thoughts in Tiny Packages, Lucy Calkins and Stephanie Parson, First Hand.

The Conferring Handbook, Lucy Calkins, Amanda Hartman, Zoe White, and the Units of Study Coauthors, First Hand.

Workbooks

Letters and Numbers for Me , Jan Olsen, Handwriting Without Tears.

Spelling Connection: Grade K, J. Richard Gentry, Zaner-Bloser, Inc.

4.5 English Language and Literature: Grade One

The goals of the grade-one English language and literature program are to guide each child:

- to learn the phonetic connection between words and sounds;
- to become a reader;
- to write simple sentences with correct capitalization and punctuation; and
- to develop good listening and speaking skills.

Course Content

Phonics and Spelling: Through systematic phonics instruction, students learn the 43 common sounds (phonemes) of the English language and the letters or combinations of letters that represent those sounds. To reinforce the connection between sounds and words, students see a word, hear the sounds in the word, say the sounds and word, and write down the word with correct spelling.

Reading: A variety of approaches and resources are used to guide children as they develop their reading skills. For reading instruction students are placed into four- or five-student reading groups; groupings are flexible based on student progress and needs, with regrouping every three to six weeks.

Literature: Reading Big Books engages children in hearing and reading literature from all genres. It introduces them to both print and book conventions and to the behaviors and strategies that good readers use to get meaning from what they read. Decodable books give emergent readers practice with the sounds and words they learn. Literature selections encourage students to read for longer intervals to become fluent readers.

Expressive and Expository Writing: Students write in their journals every morning. There are expressive and expository writing assignments based on stories read in class and other school activities. As the year progresses, the formal writing process of prewriting, drafting, and revising is introduced.

Grammar, Syntax, and Language Mechanics: Students learn to recognize the four types of sentences (statement, question, exclamation, command), and to identify subjects and verbs. They learn to capitalize the first word of a sentence and to end a sentence with a period. They also learn to capitalize the pronoun “I,” and names.

Penmanship: Students work on correct formation of numerals and lowercase and uppercase printed letters. They also work on letter and word spacing.

Listening and Speaking Skills: Students listen to stories and folk tales and participate in discussions about the stories; they also discuss other literature they read. Students give brief oral reports including show-and-tell. Selected poems are memorized and recited, giving the children opportunities to develop expressive oral language.

Research Skills: Students learn to use a children's dictionary and to check out library books.

Books:

Writing Program

Units of Study for Primary Writing: A Yearlong Curriculum (Grades K-2),
Lucy Calkins and the Units of Study Coauthors, First Hand.

Phonetic Books:

Decodable Takehome Books, Open Court.

Reading Anthologies:

Open Court Reading, Book 1: Games; Folktales, Open Court.

Open Court Reading, Book 2: Keep Trying; Homes, Open Court.

Workbooks:

My Printing Book, Jan Olsen, Handwriting Without Tears.

Write One SkillsBook, David Kemper, Carol Elsholz, and Patrick Sebranek, Great Source.

Zaner-Bloser Handwriting, 1, C. S. Hackney.

Spelling Connections 1 and 2, J. Richard Gentry, Zaner-Bloser.

4.6 English Language and Literature: Grade Two

The goals of the grade-two English language and literature program are to guide each child:

- to become an independent reader;
- to write simple stories, letters, and reports using complete sentences; and
- to develop good listening skills and to practice public speaking.

Course Content

Literature and Reading Comprehension: Students begin to read silently for longer periods of time, and read aloud with attention to punctuation. Group reading of imaginative literature emphasizes the development of interpretive skills: making generalizations, drawing inferences, and determining character motivations and plot sequences.

Expressive and Expository Writing: Expressive and expository writing assignments introduce the formal writing process of prewriting, drafting, and revising. Students write stories, poems, letters, journal entries, simple book reports.

Grammar, Syntax, and Language Mechanics: Grammatical instruction covers word order, pronouns and their antecedents, adjectives, contractions, and possessives. Students edit sentences to improve their skills.

Phonics, Spelling, and Penmanship: Spelling work emphasizes phonetic patterns, letter clusters, and common prefixes and suffixes. Students break down words by syllables. Students practice penmanship to develop legible printing.

Listening and Speaking Skills: Students listen to stories and folk tales and participate in discussions about the stories; they also discuss other literature they read. Students give one- to two-minute oral reports with props. Selected poems are memorized and recited, giving the children opportunities to develop expressive oral language.

Research and Study Skills: Students learn to locate library books by author, title, and subject, and to find the bibliographic data on the title page and verso. Students locate appropriate Internet sites.

Homework: Students have daily assignments amounting to 15-20 minutes per night in reading, writing, or spelling as follow-up or preparation for each class period. Students are given writing assignments for which they make a first draft and produce a final version. There are occasional simple reports on books.

Quizzes and Projects: Weekly spelling tests; reading and writing evaluations.
Occasional writing projects and simple reports on books will be assigned.

Grading: Classwork, homework, quizzes, participation in discussions, projects, and presentations. Opportunities for revision of written work will be given.

Books:

Writing Program

Units of Study for Primary Writing: A Yearlong Curriculum (Grades K-2),
Lucy Calkins and the Units of Study Coauthors, First Hand.

Reading Anthologies:

Open Court Reading, Book 2-1: Sharing Stories; Kindness; Look Again.
Open Court Reading, Book 2-2: Fossils; Courage; Our Country and Its People.

Literature:

Why Mosquitos Buzz in People's Ears, Verna Aardema
The Courage of Sarah Noble, Alice Dagliesh
My Father's Dragon, Ruth Gannett
Helen Keller, Stewart and Polly Anne Graff
Amelia Bedelia, Peggy Parish
The Gold Cadillac, Mildred Taylor

Supplemental Reading:

Bringing the Rain to Kapiti Plain, Verna Aardema
A Little Princess, Frances Hodgson Burnett (adapted by Cathy East Dubowski)
Magic School Bus Books, Joanna Cole
Fantastic Mr. Fox, Roald Dahl
Magic Treehouse Books, Mary Pope Osborne
Folktales
Biographies

Workbooks:

Write on Track SkillsBook, P. Sebranek and D. Kemper, Great Source.
Spelling Connections 2, J. R. Gentry, Zaner-Bloser.
Printing Power, Jan Olsen, Handwriting Without Tears.
More Words I Use When I Write, A. Trisler and P. H. Cardiel, Modern Learning.

4.7 English Language and Literature: Grade Three

The goal of the English language and literature program is to improve each student's fluency in reading, writing, listening, and speaking.

Course Content

Literature and Reading Comprehension: Students expand their vocabulary and comprehension skills while they read and discuss various literary forms: fiction, fables, legends, folk tales, biographies, poems, plays, and nonfiction.

Expressive and Expository Writing: Expressive and expository writing assignments emphasize the formal writing process of outlining, drafting, revising, and editing. Students work on more advanced composition skills: word selection (synonyms, antonyms, and homonyms), detailing, and paragraphing.

Grammar, Syntax, and Language Mechanics: Grammatical instruction covers subject and predicate rules and introduces the function of other parts of speech.

Vocabulary and Spelling: Spelling work emphasizes phonetic patterns and letter clusters. Students practice penmanship.

Listening and Speaking Skills: Students take notes, participate in class discussions, and give two- to three-minute oral reports with notes. Reading work includes exercises in choral speaking and storytelling to allow children opportunities to develop expressive oral language.

Research and Study Skills: Students learn basic referencing skills with tables of contents, indices, atlases, dictionaries, encyclopedias, and a library catalog. Simple research reports use three or four sources and include a bibliography.

Homework: Students have daily assignments amounting to 20-25 minutes per night in reading, writing, vocabulary, grammar, or spelling as follow-up or preparation for each class period. Students are given writing assignments for which they make notes and produce an outline, rough draft, and revised version. There are occasional book reports and simple research reports.

Tests and Major Projects: Weekly spelling quizzes; unit tests; reading and writing evaluations. Occasional book reports, writing projects, and simple research reports will be assigned.

Grading: Classwork, homework, quizzes, tests, participation in discussions, projects, and presentations. Opportunities for revision of written work will be given.

Books:

Writing Program

Units of Study for Teaching Writing, Grades 3-5, Lucy Calkins and the Units of Study Coauthors, First Hand.

Anthologies:

Collections for Young Scholars, Student Anthology, Volume 3, Book 1: Friendship, Imagination, Money, Open Court.

Collections for Young Scholars, Student Anthology, Volume 3, Book 2: City Wildlife, Country Life, Storytelling, plus associated workbooks, Open Court.

Literature:

Sarah, Plain and Tall, Patricia MacLachlan

The Enormous Egg, Oliver Butterworth

The Stone Fox, John Reynolds Gardiner

Mr. Popper's Penguins, Richard and Florence Atwater

The Cricket in Times Square, George Seldon

Trumpet of the Swan, E. B. White

Supplemental Reading:

The Indian in the Cupboard, Lynn Reid Banks

The Whipping Boy, Sid Fleischman

The Cabin Faced West, Jean Fritz

Maniac Monkeys on Magnolia Street, Angela Johnson

The Forgotten Door, Alexander Key

The Haunting of Grade Three, Grace MacCarone

Yang the Youngest and His Terrible Ear, Lensey Namioka

Biographies

Grammar:

Houghton Mifflin English, 4, Houghton Mifflin.

Workbooks:

McDougal, Littell Spelling 4, D. Bohen and C. McConnell.

Cursive Handwriting, Jan Olsen, Handwriting Without Tears.

Write Source Grade 3, Rolf Steppacher, Great Source.

4.8 English Language and Literature: Grade Four

The goal of the English language and literature program is to improve each student's fluency in reading, writing, listening, and speaking.

Course Content

Literature and Reading Comprehension: Introduction to critical reading with selections from classic children's literature: adventure and animal stories, non-fiction, poetry, and folk literature from around the world. Students identify story structure, examine cause-effect relationships, and distinguish fact from fiction.

Expressive and Expository Writing: Writing assignments emphasize the construction of an introduction, a body, and a conclusion in expressive and expository composition. Techniques like summarization and dialogue are introduced and used. The formal writing process (outlining, drafting, revising, and editing) is emphasized.

Grammar, Syntax, and Language Mechanics: Students analyze the structure of simple sentences, and study parts of speech, agreement, verb tenses, and punctuation.

Vocabulary and Spelling: Spelling work uses phonetic patterns and letter clusters, and introduces derivatives, roots, and morphemes as tools. Students continue to refine their handwriting and expand their vocabulary.

Listening and Speaking Skills: Students take notes, participate in class discussions, and give two- to three-minute oral reports.

Research and Study Skills: Students learn to paraphrase; use a thesaurus; use the library to support written and oral assignments; and use multiple sources and a bibliography for reports.

Homework: Students have daily assignments amounting to 20-30 minutes per night in reading, writing, vocabulary, grammar, or spelling as follow-up or preparation for each class period. Students are given frequent writing assignments for which they make notes and produce an outline, rough draft, revision, and edited version. There are occasional book reports and simple research reports.

Tests and Major Projects: Weekly spelling quizzes; unit tests; reading and writing evaluations. Occasional book reports, writing projects, and simple research reports will be assigned.

Grading: Classwork, homework, quizzes, tests, participation in discussions, major projects, and presentations. Opportunities for revision of written work will be given.

Books:

Writing Program

Units of Study for Teaching Writing, Grades 3-5, Lucy Calkins and the Units of Study Coauthors, First Hand.

Anthologies:

Collections for Young Scholars, Student Anthology Volume 4, Book 1: Risks and Consequences, Business, Surviving; Volume 4, Book 2: Medicine, Technology; Volume 4, Book 3: Colonial Life, plus associated workbooks, Open Court.

Grammar:

Houghton Mifflin English, 5, Houghton Mifflin.

Workbooks:

Write Traits, Vicki Spandel and Jeff Hicks, Great Source.

Cursive Success, Jan Olsen, Handwriting Without Tears. C. S. Hackney.

McDougal, Littell Spelling 5, D. Bohlen and C. McConnell.

Wordly Wise, Book 1, Educators Publishing Service.

Literature:

Souder, William Howard Armstrong

The Trouble with Jenny's Ear, Oliver Butterworth

The Sign of the Beaver, Elizabeth George Speare

Charlotte's Web, E. B. White

Little House on the Prairie, Laura Ingalls Wilder

George Washington's Socks, Elvira Woodruff

A Child's Anthology of Poetry, Elizabeth Hauge Sword, ed.

Supplemental Reading:

On my Honor, Marion Dane Bauer

Caddie Woodlawn, Carol Ryrie Brink

George's Marvelous Medicine, Roald Dahl

The Iron Giant: A Story in Five Nights, Ted Hughes

Far North, Will Hobbs

From the Mixed-up Files of Mrs. Basil E. Frankweiler, E. L. Konigsburg

The Lion, the Witch and the Wardrobe, C. S. Lewis

Pippi Longstocking, Astrid Lindgren

Kid Power, Susan Beth Pfeffer

Biographies of American Statesmen

4.9 English Language and Literature: Grade Five

The goal of the English language and literature program is to improve each student's fluency in reading, writing, listening, and speaking.

Course Content

Literature and Reading Comprehension: A continued introduction to critical reading, with selections from a variety of new and familiar genres and styles: short stories, essays, plays, short novels, and biographies. Students investigate plot and characterization in detail, and distinguish stated and implied main ideas. Students study meter, verse, and rhyming in poetry.

Expressive and Expository Writing: Written work emphasizes research skills and the formal writing process, with students expected to fully apply their knowledge of grammar, spelling, and vocabulary to final drafts. Students write stories with proper use of dialogue and simple comparison-contrast essays.

Grammar, Syntax, and Language Mechanics: Structure of sentences; parts of speech; agreement; verbs; and punctuation.

Vocabulary and Spelling: Spelling work uses phonetic patterns and letter clusters, prefixes, suffixes, derivatives, word roots, and etymology as tools. Students continue to work on building their vocabulary.

Listening and Speaking Skills: Students take notes during short lectures, participate in class discussions, make three- to five-minute oral reports, and recite poetry.

Research and Study Skills: Students continue to work on paraphrasing; use a thesaurus; use the library to support writing and oral assignments; and demonstrate note taking and bibliographic skills.

Homework: Students have daily assignments amounting to 20-30 minutes per night in reading, writing, vocabulary, grammar, or spelling as follow-up or preparation for each class period. Students are given frequent writing assignments for which they make notes and produce an outline, rough draft, revisions, and edited version. Students write book reports and simple research reports.

Tests and Major Projects: Weekly spelling quizzes, tests at the end of units, reading and writing evaluations. Occasional book reports and research reports will be assigned.

Grading: Classwork, homework, quizzes, tests, participation in discussions, major projects, and presentations. Opportunities for revision of written work will be given.

Books:

Anthologies:

Collections for Young Scholars, Student Anthology, Volume 5, Book 1: Learning, Astronomy, Family Heritage; Volume 5, Book 2: Journeys; Volume 6, Book 1: Ancient Civilizations, Taking a Stand, plus associated workbooks, Open Court.

Grammar:

Houghton Mifflin English, 6, Houghton Mifflin.

Spelling and Vocabulary:

McDougal, Littell Spelling 6, D. Bohlen and C. McConnell.

Wordly Wise Book 2, Educators Publishing Service.

Literature:

The Secret Garden, Frances Hodgson Burnett

The Wonderful Flight to the Mushroom Planet, Eleanor Cameron

The Cat Who Went to Heaven, Elizabeth Coatsworth

My Brother Sam is Dead, James Lincoln Collier

A Wrinkle in Time, Madeleine L'Engle

Where the Red Fern Grows, Wilson Rawls

Roll of Thunder, Hear My Cry, Mildred D. Taylor

Supplemental Reading:

Ghost Cadet, Elaine Marie Alphin

The Secret of the Andes, Ann Nolan Clark

The Door in the Wall, Marguerite DeAngeli

Number the Stars, Lois Lowry

Henry Reed, Inc., Keith Robertson

Dragon's Gate, Laurence Yep

Biography of a Non-American

4.10 English Language and Literature: Grade Six

The goal of the English language and literature program is to improve each student's fluency in reading, writing, listening, and speaking.

Course Content

Literature and Reading Comprehension: Reading skills developed in the early grades are reviewed, and classical mythology and simple lyric, narrative, and dramatic poetry are read. Reading selections serve as subjects for a variety of writing assignments, including short essays, narratives, letters, and book reviews. Students use short stories to identify structural elements in fiction. Students learn the difference between an editorial and a news story.

Expressive and Expository Writing: Writing work emphasizes research skills and revision, and students are expected to fully apply their knowledge of grammar, spelling, and vocabulary to final drafts. Students write stories, essays, editorials, news stories, and a simple research paper.

Grammar, Syntax, and Language Mechanics: Structure of compound sentences; parts of speech; agreement; verb conjugation; and punctuation.

Vocabulary and Spelling: Spelling work uses phonetic patterns and letter clusters, prefixes, suffixes, derivatives, word roots and etymology as tools. Students continue to work on building their vocabulary.

Listening and Speaking Skills: Speaking exercises require students to memorize and recite selected poems. Student take notes during lectures, participate in class discussions, and make three- to five-minute oral reports.

Research and Study Skills: Students hone library skills (bibliographies and note-taking) during preparation of a research project.

Homework: Students have daily assignments amounting to 20-30 minutes per night in reading, writing, vocabulary, grammar, or spelling as follow-up or preparation for each class period. Students are given frequent writing assignments for which they make notes and produce an outline, rough draft, revision, and edited version. They write stories, book reports, and research reports.

Tests and Major Projects: Weekly vocabulary quizzes, tests at the end of units, reading and writing evaluations. Occasional book reports and research reports will be assigned.

Grading: Classwork, homework, quizzes, tests, participation in discussions, major projects, and presentations. Opportunities for revision of written work will be given.

Books:

Textbook: *Prentice Hall Literature: Copper*, Prentice Hall.

Grammar:

Houghton Mifflin English, 7, Houghton Mifflin.

Rules of the Game 1, M. Page, P. Guthrie, S. Sable, Educators Publishing Service.

Vocabulary: *Vocabulary From Classical Roots A*, N. Fifer and N. Flowers.

Literature:

Samurai's Tale, Erik Christian Haugaard

The Call of the Wild, Jack London

The Giver, Lois Lowry

The Odyssey, Homer and Rosalind Picard

A Break with Charity, Anne Rinaldi

Tom Sawyer, Mark Twain

A Midsummer Night's Dream, William Shakespeare

Biography of choice

A Child's Anthology of Poetry, Elizabeth Hauge Sword, ed.

Supplementary Literature

The Trojan War, Bernard Evslin

The Gift of the Magi, O. Henry

The Phantom Toll Booth, Norman Juster

The House of Dies Drear, Virginia Hamilton

Island of the Blue Dolphins, Scott O'Dell

Bridge to Terabithia, Katherine Paterson

The Witch of Blackbird Pond, Elizabeth George Speare

The Red Pony, John Steinbeck

Treasure Island, Robert Louis Stevenson

The Sword in the Stone, T. H. White

4.11 English Language and Literature: Grade Seven

The goal of the English language and literature program is to improve each student's fluency in reading, writing, listening, and speaking.

Course Content

Literature and Reading Comprehension: Reading selections serve as models of good writing and as subjects for a variety of writing assignments, including short essays, narratives, letters, and book reviews. Students identify structural elements in their reading selections.

Expressive and Expository Writing: Students work on composition skills including topic sentences, supporting ideas, transitions, varied sentence structure, conclusions, and the development of an individual style. Students are expected to fully apply their knowledge of grammar, spelling, and vocabulary to final drafts. Students write essays, editorials, news stories, book reviews, stories, and research papers.

Grammar, Syntax, and Language Mechanics: Students diagram sentences; review parts of speech and sentence structure; learn active and passive voices; and study verbals (infinitives, participles, and gerunds), independent clauses, and subordinate clauses.

Vocabulary and Spelling: Spelling work uses derivatives, word roots and etymology as tools. Students continue to work on building their vocabulary with particular attention to Greek and Latin roots.

Listening and Speaking Skills: Speaking exercises require students to memorize and recite selected poems. Students take notes during lectures, participate in class discussions, and make three- to five-minute oral reports.

Research and Study Skills: Students use library and research skills when they write essays and research papers.

Homework: Students have daily assignments amounting to 20-30 minutes per night in reading, writing, vocabulary, or grammar as follow-up or preparation for each class period. Students are given frequent writing assignments for which they make notes and produce an outline, rough draft, revision, and edited version. They write essays, stories, book reviews, and research reports.

Tests and Major Projects: Weekly vocabulary quizzes, tests at the end of units, reading and writing evaluations. Occasional book reports, writing projects, and research reports will be assigned.

Grading: Classwork, homework, quizzes, tests, participation in discussions, major projects, and presentations. Opportunities for revision of written work will be given.

Books:

Textbook: *Prentice Hall Literature: Bronze*, Prentice Hall.

Grammar:

Elements of Language, J. E. Warriner.

Rules of the Game 2, M. Page, P. Guthrie, S. Sable, Educators Publishing Service.

Vocabulary: *Vocabulary From Classical Roots B*, N. Fifer and N. Flowers.

Literature:

The House on Mango Street, Sandra Cisneros

A Christmas Carol, Charles Dickens

Johnny Tremaine, Esther Forbes

A Raisin in the Sun, Lorraine Hansberry

Tunnel in the Sky, Robert Heinlein

Animal Farm, George Orwell

Romeo and Juliet, William Shakespeare

The Ramsay Scallop, Frances Temple

Biography of a Scientist, Mathematician, Inventor, or Doctor

Supplementary Literature

Watership Down, Richard Adams

I, Robot, Isaac Asimov

A Bone from a Dry Sea, Peter Dickenson

The Man in the Ceiling, Jules Feiffer

The Slave Dancer, Paula Fox

Adam of the Road, Elizabeth Janet Gray

The Endless Steppe: Growing Up in Siberia, Esther Hautzig

Have Spacesuit, Will Travel, Robert Heinlein

The Trumpeter of Krakow, Eric Philbrook Kelly

The Glory Field, Walter Dean Myers

My Name is Aram, William Saroyan

Celebrated Jumping Frog of Calaveras County, Mark Twain

The Invisible Man, H. G. Wells

The Bridge of San Luis Rey, Thornton Wilder

4.12 English Language and Literature: Grade Eight

The goals of the English language and literature program for grade eight are that students be able to:

- enjoy reading a wide variety of literature;
- compose a well organized, grammatically correct five-paragraph essay; and
- speak confidently to their class about a topic.

Course Content

Literature and Reading Comprehension: Students read, discuss, and interpret novels, essays, narratives, short stories, poetry, and plays. Students identify themes, points of view, plots, settings, characters, moods, and the imagery of works. Reading selections serve as models of good writing and as subjects for a variety of writing assignments.

Expressive and Expository Writing: Students compose five-paragraph essays which are well organized, persuasive, and demonstrate command of grammar and compositional skills. Students practice writing in a variety of forms (essays, stories, poetry, letters, reviews, editorials, dialogues, and reports) and modes (narrative, analytical, expressive, and descriptive). Students apply their knowledge of grammar, spelling, and vocabulary to their writing in all subjects.

Grammar, Syntax, and Language Mechanics: Students diagram sentences; review parts of speech and sentence structure; recognize and use subjunctive voices; study restrictive and nonrestrictive clauses; and identify and begin to use ellipsis.

Vocabulary and Spelling: Vocabulary and spelling work use derivatives, word roots and etymology as tools. Students continue to work on building their vocabulary with particular attention to Greek and Latin roots.

Listening and Speaking Skills: Speaking exercises require students to memorize and recite selected poems. Students take notes during lectures and participate in class discussions. They make five-minute oral reports and field questions from their teacher and fellow students.

Research and Study Skills: Students use library and research skills when they write essays, editorials, and research papers.

Homework: Students have daily assignments amounting to 30 minutes per night in reading, writing, vocabulary, or grammar, as follow-up or preparation for each class period. Students are given frequent writing assignments for which they make notes and produce an outline, rough draft, revision, and edited version. They write essays, stories, book reviews, editorials, poetry, and reports.

Tests and Major Projects: Vocabulary, spelling, reading, or grammar quizzes will be given as needed, and there will be tests at the ends of units. There will also be reading and writing evaluations. Occasional major writing projects and research reports will be assigned.

Grading: Classwork, homework, quizzes, tests, participation in discussions, major projects, and presentations. Opportunities for revision of written work will be given.

Books:

Textbook: *Prentice Hall Literature: Silver*, Prentice Hall. A core anthology of short stories; nonfiction; drama, including the play *The Diary of Ann Frank*; essays; poetry; folk tales; and a novel: *The Pearl*, by John Steinbeck.

Grammar:

Elements of Language, J. E. Warriner.

Rules of the Game 3, M. Page, P. Guthrie, S. Sable, Educators Publishing Service.

Vocabulary: *Vocabulary From Classical Roots C*, N. Fifer and N. Flowers.

Literature:

Ender's Game, Orson Scott Card

To Kill a Mockingbird, Harper Lee

Old Man and the Sea, Ernest Hemingway

The Secret Life of Bees, Sue Monk Kidd

Julius Caesar, William Shakespeare

Biography of a world leader

Supplementary Literature

The Martian Chronicles, Ray Bradbury

The Red Badge of Courage, Stephen Crane

Robinson Crusoe, Daniel Defoe

Oliver Twist, Charles Dickens

The Outsiders, S. E. Hinton

Haunting Tales, Edgar Allen Poe

Frankenstein, Mary Shelley

The Prince and the Pauper, Mark Twain

20,000 Leagues Under the Sea, Jules Verne

The Time Machine, H. G. Wells