

LANGUAGE ARTS STANDARDS AND COURSE OF STUDY

Sensory Cognition [ability to use four sensory pathways to the mind]	Listening, Letter Formation Phonetics, Spelling	Speaking, Speech Vocabulary	Grammar/Syntax Composition	Reading / Comprehension Literature Resources
<p>AUDITORY SKILLS ATTENTION & DISCRIMINATION Master Auditory Sub-skills in Attention and Discrimination Loud / soft sounds High / low sounds Beginning (onset) sounds Medial vowel sounds Ending consonant cluster sounds Riming sounds (vowels and ending consonants) 45 elementary English sounds (phonemes) in isolation Recognize 45 sounds in words Distinguish 45 phonemes in syllables and words for oral encoding Recognize open syllable sounds Recognize closed syllable sounds</p> <p>AUDITORY MEMORY Recall 45 phonemes represented by 118 graphemes Recall sounds in sequence Recall words in spoken poetry and nursery rhymes Recall melodies and words from songs</p> <p>AUDITORY IMAGERY Recall phonemes related to mental images of the form and shape of corresponding letters</p>	<p>ORTHOGRAPHY LISTENING, LETTERS, PHONETICS SPELLING Master Letter Formations & Phonetics Listen to 45 spoken phonemes and write 71 associated graphemes (phonograms) by dictation Form 26 letters of the alphabet Write 71 English graphemes (correct spelling patters) Adhere to: Margin lines Top Base line Base line Two dotted middle lines 2, 10, 8, and 4 on a clock face Space between individual letters Practice for spacing between words in a sentence Use sequencing for letter formation Recognize and use: Vowels / Consonants 2, 3, 4-letter spelling patterns Diphthongs/Digraphs Schwa vowel sounds vs. correct spelling Silent letters 118 spelling patterns to write K-3 vocabulary Written letters to represent speech sounds for thoughts Phonemes and graphemes for</p>	<p>SPEAKING-SPEECH-VOCABULARY Master Speaking to: Say 71 common phonograms Sequence and pronounce 45 sounds in explicit (in isolation) phonics instruction dictation Sequence and pronounce 45 sounds in spelling dictation Respond to Socratic instruction saying phonemes & graphemes to encode: 1-3 syllable words w/71 phonograms Articulate rules of spelling, plurals, and syllabication Recode (chorally dictate words phoneme by phoneme, grapheme by grapheme) Pronounce schwa vowels as well as think to spell correct spelling sounds Pronounce words in isolation Speak to read original sentences to class Use various voice inflections Use rhythm Use accented syllables Be able to pronounce and use 4,000 - 24,000 words in sentences Use accurate pronunciation in oral reading Practice oral spelling</p>	<p>SYNTAX – COMPOSTION Master Syntax and Composition Skills Write imaginatively from provocative pictures Write from ideas advanced by others Write original simple sentences using spelling / vocabulary words Learn the definition of a simple sentence Write sentences from dictated sentences which can be spelled correctly Write 3-4 sentence paragraphs: with topic sentence with 2-3 sentences about topic sentence Define, write, punctuate, and capitalize four kinds of sentences: Declarative Interrogative Imperative Exclamatory Classify four types of sentences: Subject – Intransitive Verb Subject – Transitive Verb – Object Subject – Linking Verb – Pred. Nom. Subject – Linking Verb Pred. Adj. Recognize types of sentences in literature or other course work</p>	<p>READING Master Phonetics- Decoding Recode (read) 71 phoneme/grapheme relationships in dictated spelling lessons (English spelling patterns) Recognize and read letter names Read and comprehend 850 spelling words Read original sentences using spelling words (first in-context, decodable text) Blend and read spelling words in isolation with phonetics and rules Sound, read, and comprehend 6 spelling words per day Read classmates' written sentences Read open and closed syllables in words Read consonant clusters which are 2 or more elementary sounds Understand the alphabetic principle – that written or printed letters represent speech sounds Understand that words must be decoded / encoded accurately to permit the fluency required for comprehension</p> <p>LITERATURE / COMPREHENSION Beginning in the 10th week, read from books for knowledge</p>

<p>(graphemes) Connect spoken sentences with mental images of meaning Connect spoken words with mental images related to meaning</p> <p><u>LISTENING</u> Recognize pronunciation with dialects and regionalisms Attend to stories read aloud Recognize various voice tones Recognize differences in voiced expressions Recognize accented syllables Recognize voiced inflections Recognize rhythm Listen to and follow oral instructions</p> <p><u>VISUAL MOTOR SKILLS:</u> <u>COORDINATION / DIRECTIONALITY</u> <u>Master Coordination & Directionality in:</u> Accurate sense of directionality (up/down, left/right, top/bottom, under/over/on, around, middle, back/front, far/near, open/close, inside/outside, above/below, ahead/behind) Form 26 letters of alphabet from oral instructions and visual checkpoints without a visual aid Adhere to margin lines Space between letters Use lined paper and posture</p>	<p>encoding, recoding, and decoding 850 words Phonemes & graphemes to spell sound, and read 6 spelling words per day (30 per week / 850 per year) to achieve automaticity Use a mnemonics marking system to aid visual memory and auditory memory of spelling patterns Encode one, two, and three-syllable words from dictation Practice oral spelling, but with sounds Recognize syllable breaks</p> <p><u>Practice</u> Make visual comparisons between dictation taken and given Note teacher corrections Recognize phonetic variations in irregularly spelled words Recognize dictionary pronunciation vs. correct spelling Learn exceptions to spelling rules where applicable Recognize and use accented syllables Spell words in literature, composition, or vocabulary</p> <p><u>RULES OF ORTHOGRAPHY</u> <u>PLURALS – SYLLABICATION, CAPITALIZATION – PUNCTUATION</u> <u>Master Spelling Rules</u> – not fully stated q always followed by u (qu)</p>	<p>with sounds only</p> <p><u>Practice Speech Skills</u> Speak, individually, in front of class in full sentences with correct grammar and syntax Answer questions in full sentences Give oral responses to questions Give oral directions Dramatize (tell) stories and plays Read or recite poetry using proper cadence and rhythm Speak in appropriate cadence in choral readings Ask questions by addressing by name, the person spoken to, and raising the voice at the end Make oral announcements Talk about current news events Give oral book reports Eliminate incorrect or annoying “habits of speech” Participate in group singing: Accompanied Unaccompanied Hum melodies while listening to music</p> <p><u>VOCABULARY</u> <u>Master Vocabulary</u> <u>Necessary to:</u> Sound, read, understand, and use 6 spelling words per day (30 per week / 850 per year) Understand and use words which are in the vocabulary of literature and other course work</p>	<p><u>Practice capitalization in composition</u> First word in sentence Names, initials, and titles Days of the week Months of the year Geographical names Names referring to Deity Names of holidays</p> <p><u>Master Punctuation</u> Period At end of sentence After initials After numerals Question mark Apostrophe In contractions In possessive nouns Comma In dates In direct quotations Between city and state After greeting in friendly letter After closing in friendly letter Exclamation mark Quotation marks Exact words of speaker Direct quotations</p> <p><u>Practice subject and Predicate</u> Record S/P on wall charts Write S/P sentences Diagram S/P sentences Identify complete subject / complete predicate Identify simple subject / simple predicate Discover simple subject and predicate in literature</p> <p><u>Practice Etymology (Parts of Speech)</u> Write and diagram sentences using</p>	<p>and entertainment Attain fluency with printed words to <i>free the mind</i> for comprehension</p> <p><u>Read for fluency and comprehension</u> Literature Other “across the curriculum” assignments</p> <p><u>Find and Read</u> Synonyms and Antonyms Homonyms, Homophones, and Homographs Plurals Compound words Common suffixes: s, es, ed, ing, y, er, est</p> <p><u>Practice Comprehension</u> Understand that the purpose of reading is to discover the author’s message and intent while also: Distinguishing fact from fantasy Recalling sequences in a story Anticipating outcomes Interpreting inferences and implied meanings Determining main idea Recognizing important ideas and details</p> <p><u>Introduce comprehension exercises to:</u> Understand relevant facts Determine time, place, cause, and effect Summarize or retell fact or fiction, orally and in</p>
--	---	--	---	--

<p>Hold pencil properly to reduce stress Use lined paper correctly Recognize difference between manuscript and book print Form graphemes (letters) to learn phonemes (sounds) Write letters while saying sounds</p> <p><u>Practice Coordination – Directionality to:</u> Develop hand-eye coordination Refine motor coordination for letter formation, spacing, margins, etc. Acquire ability to estimate distances Acquire sense of spatial relationships Maintain natural, comfortable position while speaking</p>	<p>c before e, i, or y says 's' g before e, i, or y says 'j' Often double l, f, s, after a single vowel at end of one syllable words ck used after short vowel dge used after short vowel z used to say 'z' at beginning s never follows x Double consonants are both sounded for spelling s-h used at beginning of word and at end of a syllable a, e, o, u say long vowel sound at end of "open" syllable i and o may say long sound before two consonants i and y may say short 'i' but usually say long e or i y, not, i, is used at the end of a word a-y is used to say long a to end a word o-r may say <i>er</i> after w (works) Four Silent Final e rules: To let vowel say its name English words do not end with v or u Let c and g say soft sounds Every syllable needs a vowel (a ble) All, till, & full written with one l if added to another syllable <u>Master Plural Rules</u> Add s to form most plurals Add es to nouns ending with the sounds of s, z, ch, sh, or j Nouns ending in a vowel and y add s (monkeys) Nouns ending in a consonant and y</p>	<p>Identify, understand, chart, and use a variety of: Synonyms Antonyms Homonyms Homographs Homophones Paronyms Compound words Plurals Use common prefixes and suffixes Practice meaning and use of suffixes s, ed, ing, es, y, er, est, ness, less, ly, ful</p> <p><u>Introduce</u> Prefixes bi, pre, un, re, mis, dis Learn meaning of all words in the: <i>Language of instruction</i> Basic words used in questions Terms used in word classifications Oral instructions from teacher dictation and Socratic questioning Grammar and syntax instructions Terms used in counting and measuring</p>	<p>eight parts of speech: Nouns classified as: Common / Proper Singular / Plural Nouns, uses as Subjects Direct Objects Predicate Noun Object of Preposition Pronouns, used as: Subject Pronouns Object Pronouns Possessive Pronouns Classified as: Personal Pronouns Singular / Plural Verbs, classified as Regular / Irregular Auxiliary (helping) Verbs Verbs, used as: Intransitive Verbs Transitive Verbs Present / Past / Future Tense Linking Verbs Singular (She writes) Plural (They write) Articles: a, an, the Adjectives used to answer: What kind? Which one? Whose? How many? Adverbs used to answer: When? Where? Why? How? How much? Conjunctions: and, but, or, nor, because Prepositions, used to show relationships Prepositional Phrase Interjections</p>	<p>writing Recognize that reading takes the reader into art, culture, and intellect not accessible from spoken language only Follow written instructions</p> <p>COMPREHENSION ASSESSMENT Test comprehension with normed tests 2-3 times a week</p> <p>RESOURCES: Use and read Spelling and Usage Dictionary (4,832 words) Help prepare, use, and read wall charts for definitions, rules, and illustrations Use classroom library Use encyclopedias</p> <p>LITERATURE: Selections left to discretion of district or state We recommend classic literature such as Core Knowledge Foundation recommendations; anything with an expanding vocabulary</p>
<p><u>VISUAL ATTENTION DISCRIMINATION / COORDINATION</u> <u>Master Visual Attention, Discrimination and Coordination to:</u> Recognize differences between foreground and background Notice likenesses and differences Relate parts to whole</p> <p><u>VISUAL / VISUAL MOTOR SEQUENCING / MEMORY ASSOCIATION</u> Recognize and recall proper sequencing Recognize and recall directions Make visual comparisons Use left to right print flow</p>			<p>Articles: a, an, the Adjectives used to answer: What kind? Which one? Whose? How many? Adverbs used to answer: When? Where? Why? How? How much? Conjunctions: and, but, or, nor, because Prepositions, used to show relationships Prepositional Phrase Interjections</p> <p><u>COMPOSITION</u> <u>Introduce the Writing Process</u> Pre-write Gather Information</p>	

<p>Recall spatial relationships</p> <p>Develop accurate linear eye movements</p> <p>Recognize differences in patterns</p> <p>Recognize different colors</p> <p>VERBAL SKILLS:</p> <p><u>Master speech abilities to:</u></p> <p>Pronounce words with proper:</p> <ul style="list-style-type: none"> Voice inflection Tone Rhythm Enunciation Articulation Accent <p>Pronounce and use 4,000-24,000 words in sentences [beginning comprehensible vocabulary]</p> <p>Pronounce, in isolation, 45 elementary English sounds</p> <p>Use accurate pronunciation in oral reading</p> <p>Apply phonemes in words for oral encoding</p> <p>Use precise articulation of 45 elementary sounds</p> <p>Use various voice tones and rhythm</p> <p>Participate in choral readings</p> <p>Follow multiple oral instructions</p> <p>Use accented syllables</p>	<p>change the y to i and add es (puppy / puppies)</p> <p><u>Master Syllabication</u></p> <p><u>Rules</u></p> <p>A one-syllable word is never divided</p> <p>Compound words are divided between the single words (in to)</p> <p>Divide between two consonants unless they make one sound (per haps, ma chine)</p> <p>Divide between the root and the affix (re run, soft ness)</p> <p>Divide after a closed syllable if the first vowel is short (lem on)</p> <p>Divide after the open syllable if the first vowel or vowel sound is long (pa per)</p> <p><u>Master Capital Letter</u></p> <p><u>Rules</u></p> <p>Capitalize names or titles of people, places, books, days, and months</p> <p><u>Practice Orthography</u></p> <p><u>Rules</u></p> <p>Final y is changed to i if suffix does not begin with i</p> <p>Double final consonant before vowel suffix in a closed one-syllable word</p> <p>Double final consonant before vowel suffix in two-syllable word if accent is on last syllable except when suffix throws accent to first syllable</p> <p>Add past tense ending suffix e-d to words with various endings</p> <p>Silent e is dropped for most vowel suffixes</p> <p>Silent e is usually kept for consonant suffixes</p> <p>Use ei after c, if we say</p>		<p>Find ideas about subject</p> <p>Sort ideas into groups</p> <p>Be observant of surroundings</p> <p>Draft</p> <ul style="list-style-type: none"> Put ideas on paper <p>Revise</p> <ul style="list-style-type: none"> Rearrange ideas Revise and refine ideas Conference with teacher Conference with peer Offer constructive suggestions in written and revising <p>Proofread</p> <ul style="list-style-type: none"> Use proofreader marks Conference with teacher Conference with peers Correct spelling errors Correct errors in syntax Correct errors in capitalization <p>Final copy</p> <ul style="list-style-type: none"> Illustrate Neat final copy with correct letter formations, margins, and spacing <p>Writing projects</p> <ul style="list-style-type: none"> Sentences Topic Sentences Paragraphs Book Reports Friendly Letters Address Envelopes Autobiographies <p>Use in composition:</p> <ul style="list-style-type: none"> Homonyms Homographs Homophones <p><u>Introduce Composition of Poetry</u></p> <p>Basic knowledge of definitions and structure</p>	
--	---	--	---	--

	<p>long a, and in some exceptions t-i, s-i, c-i used at beginning of a syllable after first one s-i says sh when previous syllable ends in s s-i can say zh with suffixes</p> <p><u>Practice Syllable Rules</u> Divide between two vowels when sounded separately (di et) Vowels sounded alone form their own syllable (dis o bey) When a word ends in a consonant and le, divide before that syllable if it sounded separately (ca ble)</p> <p><u>Practice Apostrophe Rules</u> An apostrophe takes the place of missing letters in a contraction An apostrophe shows ownership in singular or plural nouns An apostrophe is not used in possessive pronouns</p> <p><u>Master Daily Spelling Tests</u> Take 30-word test daily, adding six new words and dropping six oldest Take normed spelling pattern diagnostic test once a month</p>		<p>Rhyming verse Begin writing poetry</p>	
--	--	--	--	--