

# SALINE AREA SCHOOLS LANGUAGE ARTS

## GRADE LEVEL OUTCOMES

## PRESCHOOL- KDG.

### Reading

1. Develop comprehension skills
  - a. Develop a sense of stories.
  - b. Suggest predictions.
  - c. Retell information.
  
2. Develop and use phonics strategies.
  - a. Recognize difference between letters and numbers.
  - b. Name upper and lower case letters.
  - c. Match upper and lower case letters.
  - d. Be aware of letter sounds.
  - e. Begin to make letter/sound associations.
  
3. Develop awareness of language patterns.
  - a. Be able to “read” predictable sentence patterns.
  - b. Begin to identify rhyming patterns.
  
4. Develop vocabulary.
  - a. Listen to new words and use them appropriately.
  - b. Begin to identify some beginning sight words that are used on a regular basis in the classroom.
  
5. Develop and use book knowledge.
  - a. Be able to find front/back of book.
  - b. Knows where to begin reading the story.
  - c. Moves left to right; does return sweep.
  - d. Recognizes that pictures and print convey meaning.
  
6. Develop strategies for reading.
  - a. Shows pleasure in being read to.
  - b. Pretends to read, talks about story and pictures.
  - c. Has awareness that spoken words have value, and when written, can be read by others.

**SALINE AREA SCHOOLS**  
**LANGUAGE ARTS**

**GRADE LEVEL OUTCOMES**

**PRESCHOOL- KDG.**

**Writing**

1. Develop physical skills for writing.
  - a. Begins to establish a preference for either left or right handedness.
  - b. Voluntarily draws, paints, and scribbles.
  - c. Develops small muscle control through the use of materials such as finger painting, clay, weaving, puzzles, etc.
  - d. Uses tools of writing in making letters, writing names or attempting to write words.
  - e. Begins to establish correct writing position.
  - f. Recognizes own name and begins to legibly write own name using capital and lower case letters appropriately.
  
2. Develop strategies for personal writing.
  - a. Sees relationship of oral language to writing.
  - b. Discovers that ideas can be discussed in print.
  - c. Experiments with writing independently.
  - d. Reads or retells what he/she has written.

# SALINE AREA SCHOOLS LANGUAGE ARTS

## GRADE LEVEL OUTCOMES

## PRESCHOOL- KDG.

### Speaking

1. Develop the ability to speak effectively and express themselves clearly.
  - a. Share experiences.
  - b. Contribute to group discussions.
  - c. Respond appropriately.
  - d. Communicate needs.
  - e. Use appropriate voice volume.
  - f. Converse with peers and adults.

### Listening

1. Develop listening skills
  - a. Listen to and be able to follow directions.
  - b. Listen without interrupting.
  - c. Gain information from listening.
  - d. Understand the concept and role of an audience.
2. Knows what a good listener is.
  - a. Sits quietly.
  - b. Takes turns.
  - c. Looks at the person who is speaking.
  - d. Begins to ask appropriate questions.

# SALINE AREA SCHOOLS LANGUAGE ARTS

## GRADE LEVEL OUTCOMES

## GRADE 1

1. Develop phonics and vocabulary.
  - a. Name upper and lower case letters.
  - b. Identify consonant sounds.
  - c. Develop awareness of vowel sounds (short, long).
  - d. Develop a sight vocabulary.

Assessments:

    - 1a) Individual assessment inventory
    - 1b) Individual assessment inventory.
    - 1c) Flashcards, dictation, phonics workbook, review sheets, journal writings.
    - 1d) Word lists, flashcards, oral reading from basal.
    - 1a-d) Running records - observation survey.
  
2. Develop reading strategies.
  - a. Search a balanced set of cues
    - 1) Visual - Does it look right? Check beginning sounds, chunks, endings.
    - 2) Structure - Reread at difficulty.
    - 3) Meaning - Does it make sense? Check pictures and think about the story.
  - b. Self-monitor - Be aware of error or difficulty.
  - c. Cross-check - Check one set of cues against the other.
  - d. Self-correct.
  
3. Develop reading comprehension.
  - a. Tell main idea, characters, and setting.
  - b. Sequence a simple story.
  - c. Retell stories.
  - d. Make predictions and comparisons.
  - e. Draw conclusions.

Assessments:

    - 2a-e) Teacher observation during class and/or small group discussions.
    - 2a-e) Running records - observation survey.
  
4. Read stories.
  - a. Select books appropriate for interest and reading level.
  - b. Identify true vs. make believe stories.

Assessments:

    - 3a-b) Teacher observations.

## Grade 1

5. Develop proper formation of manuscript letters.
  - a. Print capital letters.
  - b. Print lower-case letters.
  - d. Print first and last name (using capital and lower case letters correctly).

Assessments:  
4a-c) Teacher observation of daily work.
  
6. Develop writing skills.
  - a. Put thoughts, ideas, and feelings into words.
  - b. Uses knowledge of sounds to write words.
  - c. Uses dictionaries and other resources.
  - d. Print legibly.
  - e. Writes for different purposes (stories, letters, poems, etc.).
  - f. Begin sentences with a capital letter.
  - g. End sentence with a punctuation mark.

Assessments:  
5a-g) Teacher observation of student writings.
  
7. Develop oral expression.
  - a. Recognize and use appropriate volume when speaking.
  - b. Contribute meaningful ideas in small and large groups.
  - c. Tell original stories.
  - d. Ask appropriate questions.

Assessments:  
6a) Class sharing and discussion time.  
6b) Daily discussions.  
6c) Pre-writing activities.  
6d) Classroom activities.
  
8. Develop listening skills.
  - a. Sit quietly and listen when someone else is speaking.
  - b. Take turns speaking.
  - c. Stay on topic.
  - d. Follow simple directions.

Assessments:  
7a-d) Teacher observation.

# SALINE AREA SCHOOLS LANGUAGE ARTS

## GRADE LEVEL OUTCOMES

## GRADE 2

1. Use reading skills to recognize story elements, predict and verify outcomes and identify organizational patterns.
  - a. Identify story elements: characters, setting problem, and resolution.
  - b. Predict outcome of a story.
  - c. Recall main ideas and significant details.
  - d. Distinguish between realism and fantasy.
  - e. Distinguish between fiction and non-fiction.
  
2. Effectively communicate through writing using process writing.
  - a. Engage in prewriting activities.
  - b. Write a rough draft.
  - c. Revise sentences.
    - 1) Use capital letters appropriately.
    - 2) Use correct punctuation marks.
    - 3) Write complete sentences.
  - d. Produce a final draft with an opportunity to publish and present.
  
3. Use a variety of strategies for word identification.
  - a. Sight: If the reader knows the word by sight, no further word analysis is needed.
  - b. Context: If it is not a sight word, the reader tries to come up with a word that fits the context.
  - c. Phonics : Initial letters, or letter clusters (consonant blends or digraphs), long and short vowels.
  - d. Word part analysis: Prefixes, suffixes, root words and syllables.
  
4. Use correct spelling in everyday writing.
  - a. Work with words most frequently used in writing.
  
5. Develop auditory processing skills.
  - a. Use whole body to listen.
  
6. Communicate effectively.
  - a. Provide numerous opportunities to speak to groups of various sizes.
  - b. Provide opportunities to speak in a variety of settings.
  
7. Use a variety of resources and available technologies.
  - a. Students will be able to access information.
  - b. Students will improve skills.
  - c. Students will develop final products.
  
8. Use problem-solving and teaming skills throughout the reading and writing processes.

# SALINE AREA SCHOOLS

## LANGUAGE ARTS

### GRADE LEVEL OUTCOMES

### GRADE 3

Communicate effectively using reading, writing, speaking and listening skills.

1. Be a literate reader (possess word attack skills, literal comprehension skills, vocabulary skills, and be able to read fluently).
  - a. Recognize syllabication.
  - b. Identify topic and main idea.
  - c. Sequence events.
  - d. Use vocabulary in oral and written form.
  - e. Read smoothly and expressively with proper phrasing.
  - f. Locate words in a dictionary and alphabetize to the third letter.
  - g. Apply reading strategies (i.e., expository mapping, story mapping, K-W-L).
  
2. Read descriptions, stories and gather information.
  - a. Participate in reading individually and in small and large groups.
  - b. Read and follow directions.
  - c. Use encyclopedia, dictionary, magazines, books, and parts of books to locate information.
  - d. Choose varied kinds of materials for recreational reading.
  
3. Write and present descriptions, stories and summaries.
  - a. Write and present a story.
  - b. Write and present descriptions.
  - c. Write and present a summary.
  
4. Construct a paragraph.
  - a. Write a topic sentence.
  - b. Write in sequence with supporting detail.
  - c. Write legibly in manuscript and cursive.
  
5. Demonstrate speaking skills.
  - a. Organize thoughts before speaking.
  - b. Speak in complete sentences.
  - c. Select, develop and use visual aids when appropriate.
  
6. Demonstrate listening skills.
  - a. Practice active listening behaviors.

7. Demonstrate the use of appropriate syntax, grammar, capitalization, punctuation, spelling, and vocabulary.
  - a. Syntax - Be able to put words together to form phrases or sentences.
  - b. Grammar - Be able to recognize and correctly use nouns, verbs, and adjectives.
  - c. Capitalization - Be able to correctly capitalize appropriate words.
  - d. Punctuation - Be able to recognize correctly the use of periods, question marks, exclamation marks, and commas.
  - e. Spelling - Be able to use resources to correctly spell words.
  - f. Vocabulary - Be able to use and understand words at an appropriate level.
  
8. Use problem-solving and teaming skills when working in cooperative groups.
  - a. Brainstorm ideas.
  - b. Complete assignments.
  
9. Be an active, critical reader in various genres.
  - a. Non-Fiction.
  - b. Fiction.

# SALINE AREA SCHOOLS

## LANGUAGE ARTS

### GRADE LEVEL OUTCOMES

### GRADE 4

1. Use reading skills to recognize story elements, predict and verify outcomes and identify organizational patterns.
  - a. Identify story elements: characters, setting, problem, main event, resolution of problem.
  - b. Predict the outcome of a story.
  - c. Differentiate between fact and opinion and generate examples of each.
  - d. Recognize and explain cause and effect patterns in reading and use them to understand the story and predict outcomes.
  - e. Use context to determine word meaning.
  - f. Recall main ideas and significant details.

Assessments:

- 1a) Story map, story wheel, story house, fishbones.
  - 1b) Tell what will happen next (orally, written cooperatively).
  - 1c) Delta/Plus Chart - Use the Weekly Reader newspaper to pull out fact and opinion.
  - 1d) Cooperative learning.
  - 1e) Cloze Technique Procedure.
  - 1f) Tell meaning (Teacher Samples), write - outline, web.
2. Possess strategies of reading including dictionary skills, summarizing, paraphrasing, proofreading and re-reading.
    - a. Use a dictionary as a reference tool.
    - b. Read and re-tell a story.
    - c. Locate errors in written material.
    - e. Read for specific detailed information.

Assessments:

- 2a)
    - Proof and correct a passage.
    - Use a dictionary to find a specific part of speech.
  - 2b)
    - Write a story summary following particular guidelines.
    - Make a filmstrip that shows the sequence of events.
    - Story retelling to a lower grade (teacher observation).
  - 2c)
    - Proof and correct a paragraph.
  - 2d)
    - Report writing.
    - Textmasters (McGraw-Hill).
3. Be an active, critical reader in various genres.
    - a. Distinguish between short stories, expository, biographies, and autobiographies.
    - b. Use reading as a basis for speaking and writing.

Assessment:

- Oral presentations

- Written works
- Diorama
- Plays

4. Write quality paragraphs.
- Use correct formatting (indentation, heading and margins).
  - Use a topic sentence in a paragraph.
  - Develop supporting skills.
  - Demonstrate the use of appropriate syntax, grammar, punctuation, spelling, and vocabulary.
  - Write to paraphrase and to summarize short written works.
  - Use a variety of resources to gather, organize, and present information in a purposeful manner.

Assessments:

4a-d) Use of rubric to assess 4a - 4d.

4e) Use informational text, i.e. (social studies, science, biographies).  
Have students paraphrase and use rubric for assessment.

4f) Reports, library including CD ROM.  
Have students write reports using two (2) or more types of resources stated on bibliography.

5. Communicate effectively through questions and oral reports.
- Use correct voice (volume, pace, and clarity) and body language (eye contact, good posture, and appropriate use of gestures).
  - Answer questions from peers and ask questions of peers (politely, understandably, briefly, focused).

Assessments:

5a) Act out a novel or story.  
Do an "info-mercial" to "sell" their story.  
Interpretive reading (poem, story, etc.)

5a-b) Present a research report to the class. Answer questions from class.  
Teach a lesson to the class.

6. Listen for key elements of various types of information.
- Demonstrate the social skills of audience behavior.
  - Demonstrate active listening by responding to a variety of presentations.

Assessments:

6a) Modeling

- Speaker
- Teacher
- Role-playing
- Observation

6b) Note-Taking

- Oral response and written (journal)

# SALINE AREA SCHOOLS LANGUAGE ARTS

## GRADE LEVEL OUTCOMES

## GRADE 5

Communicate effectively through reading, writing, speaking and listening.

1. Critical Reading Skills
  - a. The student will be an “active reader,” using appropriate reading strategies and will self-evaluate learning progress.
  - b. Non-Fiction - Expository text (textbooks, technical material, reference material, magazine and newspaper articles...).
  - c. Fiction - Literature of various genres (short stories, novels, poetry, plays...).
  
2. The student will use Comprehension Skills/Strategies
  - a. Sequencing events in a story.
  - b. Summarizing story in written and oral forms.
  - c. Drawing conclusion.
  - d. Differentiating between fact and opinion.
  - e. Identifying cause and effect.
  - f. Making predictions.
  - g. Identifying main ideas.
  - h. Making comparisons.
  - i. Generate questions.
  
3. Decoding Skills
  - a. Recognizing compound word forms.
  - b. Forming contractions.
  - c. Using prefixes and suffixes.
  
4. Vocabulary Skills
  - a. Identifying synonyms and antonyms.
  - b. Understanding connotation and denotation.
  - c. Identify and use context clues.
  - d. Recognize homographs - words that are spelled the same with different pronunciation and meaning.
  - e. Recognize homophones - words that are spelled differently with same pronunciation and different meaning.
  
5. The student will use the following Literary Skills
  - a. Identify author’s purpose.
  - b. Recognize and use figurative language (metaphor, similes, personification...).
  - c. Identify mood and imagery.

- d. Connect text to personal lives and lives of others, i.e., real world connections.
  - e. Look at elements of conflict in literature.
    - man vs. man
    - man vs. nature
    - man vs. himself
  - f. Determine point of view.
  - g. Recognize story elements.
    - character
    - setting
    - main ideas
    - conflict
    - resolution
6. Study and Life Skills
- a. Use reference skills to obtain information
    - 1) Use part of a book (table of contents, glossary, index).
    - 2) Utilize library skills.
    - 3) Apply dictionary skills.
    - 4) Apply encyclopedia skills.
    - 5) Read, interpret and create charts, diagrams, graphs.
  - b. Implement test taking strategies.
  - c. Use skimming and scanning strategies.
  - d. Follow written and oral directions.
  - e. Outline and take notes to organize information.
  - f. Read for personal enjoyment.
7. Writing Skills
- a. Apply the Stages of Process Writing
    - prewriting
    - drafting (self and peer)
    - revising (self and peer)
    - editing
    - publishing
  - b. Use proper mechanics.
    - 1) Incorporate conventional spelling in written work across the curriculum.
    - 2) Use correct punctuation . ! ? ,
    - 3) Use proper syntax - write in complete sentences.
    - 4) Recognize and correctly use nouns, verbs, pronouns, adjectives.
    - 5) Indent paragraphs.
  - c. Construct a composition.
    - 1) Construct a topic sentence.
    - 2) Write in correct paragraph form.
    - 3) Include introduction, body, conclusion.

## Grade 5

- d. Write in various forms.
    - story
    - research report
    - response
    - letter
    - journal
    - poetry
    - composition
    - interviews
  - e. Effectively use elements of voice/suspense, elaboration, figurative language.
8. Students will demonstrate appropriate Speaking Skills
    - a. Use correct voice, volume, pace, clarity of speech.
    - b. Use correct body language - eye contact, posture, gestures.
    - c. Prepare and present an oral report.
    - d. Ask and answer questions appropriately.
  9. Students will use Critical Listening and Viewing Skills
    - a. Demonstrate active listening.
      - 1) Show appropriate posture.
      - 2) Focus on the speaker.
      - 3) Listen for information.
      - 4) Ask questions for understanding.
      - 5) Evaluate, compare, and critique presented material.
  10. Students will integrate all language arts outcomes throughout the curriculum.
  11. The student will choose the most effective vehicle/format for communicating ideas.
    - essay
    - pamphlet, brochure, flyer
    - multi-media
    - speech
    - model

# SALINE AREA SCHOOLS

## LANGUAGE ARTS

### GRADE LEVEL OUTCOMES

### GRADE 6

#### Literature

1. Recognize and evaluate the elements of story development: plot, setting, characterization, theme and conflict.
  - a. Identify examples of story elements.  
Assessment:
    - 1) Read selected literature and complete story web, story map, book report, and story questions to find those elements of a story.
  
2. Integrate literature into all subjects.
  - a. Recognize inter-relationships between selected readings and other subjects.  
Assessment:
    - 1) Using a variety of reading material - Weekly Reader, Time for Kids, Classroom novels - discuss issues.
  
3. Develop skills to think critically.
  - a. Demonstrate critical thinking skills - synthesize, analyze and evaluate.  
Assessment:
    - 1) Demonstrate use of skills through a variety of activities - Building Thinking Skills, Critical Thinking Skills, questions at the end of a story in Literature, and questions in textbooks.
  
4. Use a variety of reading materials.
  - a. Demonstrate an appreciation of various forms of literature.  
Assessment:
    - 1) Initiate reading for personal enjoyment.
  
5. Develop research skills.
  - a. Know when and how to apply the appropriate research technique.  
Assessment:
    - 1) Demonstrate use of card catalog, Resource One, encyclopedia, and Readers Guide.

#### Writing

1. Express ideas clearly and concisely in a variety of creative writing styles: fiction, informational, technical.
  - a. Demonstrate application of the writing process.  
Assessment:
    - 1) Using the writing process, show written application in final cursive format.

2. Effective use of syntax, grammar, mechanics and spelling when writing.
  - a. Be able to form correct sentences.
  - b. Be able to apply correct punctuation and capitalization rules.
  - c. Be able to use correct possessives, plural form of nouns, and noun-verb agreement.
  
3. Develop research skills.
  - a. Know when and how to apply the appropriate research technique.  
Assessment:
    - 1) Demonstrate use of card catalog, Resource One, encyclopedia, and Readers Guide.
  
4. Effective use of spelling.
  - a. Be able to recognize word formation patterns and apply to new words.  
Assessment:
    - 1) Recognize and apply skills and patterns as presented in spelling workbook.
    - 2) Application in daily class assignments.
  
5. Express ideas clearly and concisely in a paragraph.
  - a. Prepare and write a topic sentence expressing the main idea. Support main idea with details.  
Assessment:
    - 1) Written application of paragraphs.

**Listening**

1. Exhibit proper audience behavior.
  - a. Listen carefully to speaker.
  - b. Concentrate and focus on speaker's message.  
Assessment:
    - 1) Observation throughout the day and on-going evaluation.
  
2. Evaluate information presented orally.
  - a. Critically evaluate the speaker's message.  
Assessment:
    - 1) Be able to formulate and express at least one concept presented and learned from the speaker.

**Speaking**

1. Use appropriate skills in a given situation.
  - a. Express ideas clearly, orally using appropriate diction, grammar and tone of voice.

Assessment:

- 1) Oral responses in class and to individuals (teacher and classmates).

2. Develop public speaking skills.

- a. Effectively use oral communication skills (volume, diction, grammar) and eye contact when speaking to a group.

Assessment:

- 1) Presentation of oral reports.