

English / Language Arts Philosophy

We feel it is essential for our students to develop skills that enable them to be lifelong learners. Communication skills, that is, the ability to read, write, speak, listen, view critically, and use technology, are of the utmost importance. We recognize the need for continuous development of these skills to be necessary for individual growth and success. Our first obligation is to ensure that our students develop their language skills to their full potential. We organize our classes in a manner that strives to meet the individual needs of each student. New programs have been implemented at the district and school levels to help ensure that our students meet this goal.

The teaching of values is one of the underlying purposes for studying literature. It is one of the many responsibilities of public education to produce students who are, at the very least, aware of the values that are the foundation of our society. We feel that students must have developed communication skills in order to fully comprehend, evaluate, and express these values.

In order for students to benefit from their education, they must be capable of understanding that their world goes beyond the limit of their own environment. It is our goal to make sure that they have the skills that enable them to make sound judgments about whatever it is that they encounter. The ability to do so is based upon a continual learning process, which has as its foundation the ability to analyze various forms of communication and to arrive at valid conclusions based upon that analysis.

We realize that our students arrive with a unique set of personal experiences that not only impact how they view the world, but also impact how they will analyze it. It is our goal to expand those experiences and hone those analytical skills so that all of our students can reach their full potential and experience success.

English/Language Arts
Hinsdale Elementary School

Grade Level: Preschool
Goal: Phonemic Awareness

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>Students will demonstrate phonemic awareness and apply phonological knowledge and skills.</p>	<ul style="list-style-type: none"> *Teacher observation *Get Ready to Read! Screening Tool *Baseline Group Test *Unit Benchmark Test *Summative End of the Year Assessment 	<ul style="list-style-type: none"> *Blend and segment syllables *Recognize pairs of rhyming words 	<ul style="list-style-type: none"> *name chart *<i>Phonics Lessons</i> book *nursery rhymes *Reading Street Reading series *Leveled readers *Trade Books *Big Books *Decodable Readers *Audio text CD's *Alphasaurus Annie Puppet *Centers Survival Kit *Talk With Me, Sing With Me Chart *Guide on the Side

English/Language Arts
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Grade Level: Preschool
Goal: Concepts of Print

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>Students will demonstrate understanding of concepts of print during shared or individual reading.</p>	<p>*Concepts about print (CAP)</p>	<p>*Distinguish between printed letters and words</p> <p>*Follow text with finger pointing (e.g. charts, simple books), demonstrating left-to-right and top-to-bottom directionality</p> <p>*Identify key parts of a book: front and back, print, illustrations</p> <p>*Morning Messages</p> <p>*Name chart</p> <p>*Shared reading</p>	<p>*Quality literature</p> <p>*nursery rhymes</p> <p>*name chart</p> <p>*Reading Street Reading series</p> <p>*Leveled readers</p> <p>*Trade Books</p> <p>*Big Books</p> <p>*Decodable Readers</p> <p>*Audio text CD's</p> <p>*Alphasaurus Annie Puppet</p> <p>*Centers Survival Kit</p> <p>*Talk With Me, Sing With Me Chart</p> <p>*Guide on the Side</p>

English/Language Arts
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Grade Level: Preschool

Goal: Word Identification Skills and Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>Students will apply word identification and decoding strategies (leading to automaticity)</p>	<ul style="list-style-type: none"> *flash cards *checklists 	<ul style="list-style-type: none"> *Demonstrate a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds *Read high frequency words, including environmental print, sight words (as appropriate to the child's personal and classroom experiences) *Recognize and name all upper and lower case letters *Morning Message 	<ul style="list-style-type: none"> *Environmental print *alphabet chart *flash cards *poems, songs*Reading Street Reading series *Leveled readers *Trade Books *Big Books *Decodable Readers *Audio text CD's *Alphasaurus Annie Puppet *Centers Survival Kit *Talk With Me, Sing With Me Chart *Guide on the Side

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Grade Level: Preschool
Goal: Breadth of Vocabulary

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>Students will show breadth of vocabulary through understanding of word meanings or relationships</p>	<ul style="list-style-type: none"> *sorting *teacher questioning 	<ul style="list-style-type: none"> *Identify synonyms and antonyms (e.g. big/large: hot/cold) to connect new words to known words. EXAMPLE: What word means the same as.....? *Demonstrate knowledge of basic concepts (i.e. common words that describe position in space and time, such as over, between, after, and behind) *Organize words by category (e.g., sorting pictures or object into groups) *math lessons *three way sort 	<ul style="list-style-type: none"> * Math text *<i>Phonics Lessons</i>*Reading Street Reading series *Leveled readers *Trade Books *Big Books *Decodable Readers *Audio text CD's *Alphasaurus Annie Puppet *Centers Survival Kit *Talk With Me, Sing With Me Chart *Guide on the Side

English/Language Arts
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Grade Level: Preschool

Goal: Initial Understanding of Literary Texts

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>Students will demonstrate initial understanding of elements of literary texts read aloud</p>	<p>*Teacher questioning</p>	<p>*Identify characters in a story</p> <p>*Respond to simple questions about a book's content (e.g. what did that hungry caterpillar eat?)</p> <p>*Acting out a story with puppets</p> <p>*Drawing</p> <p>*Venn diagrams</p>	<p>*Quality literature</p> <p>*Nursery rhymes</p> <p>*Predictable books*Reading Street Reading series</p> <p>*Leveled readers</p> <p>*Trade Books</p> <p>*Big Books</p> <p>*Decodable Readers</p> <p>*Audio text CD's</p> <p>*Alphasaurus Annie Puppet</p> <p>*Centers Survival Kit</p> <p>*Talk With Me, Sing With Me Chart</p> <p>*Guide on the Side</p>

English/Language Arts
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Grade Level: Preschool

Goal: Analysis and Interpretation of Literary Texts/Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>Students will analyze and interpret elements of literary texts READ ALOUD, citing evidence where appropriate</p>	<ul style="list-style-type: none"> *Brainstorming *Teacher questioning 	<ul style="list-style-type: none"> *Make predictions about what might happen next *Identify characteristics of main characters *Interactive Read-Alouds 	<ul style="list-style-type: none"> *Quality literature*Reading Street Reading series *Leveled readers *Trade Books *Big Books *Decodable Readers *Audio text CD's *Alphasaurus Annie Puppet *Centers Survival Kit *Talk With Me, Sing With Me Chart *Guide on the Side

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Grade Level: Preschool

Goal: Generates a Personal Response

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>Students will generate a personal response to what is read aloud through a variety of means</p>	<ul style="list-style-type: none"> * Classroom discussion * teacher questioning 	<p>*Compare stories or other texts to personal experiences, prior knowledge, which might include other texts</p>	<ul style="list-style-type: none"> *Quality literature *Poems, chants, song charts*Reading Street Reading series *Leveled readers *Trade Books *Big Books *Decodable Readers *Audio text CD's *Alphasaurus Annie Puppet *Centers Survival Kit *Talk With Me, Sing With Me Chart *Guide on the Side

English/Language Arts
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Grade Level: Preschool

Goal: Initial Understanding of Informational Text

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>Students will demonstrate initial understanding of informational texts read aloud (Expository and Practical Texts)</p>	<ul style="list-style-type: none"> *Teacher questioning *Group discussions 	<ul style="list-style-type: none"> *Obtain information, using text features such as title and illustrations EXAMPLE: From the picture on the cover, what do we think this book will tell us? *Use explicitly stated information to answer questions EXAMPLE: So, what did we learn about what owls eat? 	<ul style="list-style-type: none"> *Predictable books *Nursery rhymes *Quality literature*Reading Street Reading series *Leveled readers *Trade Books *Big Books *Decodable Readers *Audio text CD's *Alphasaurus Annie Puppet *Centers Survival Kit *Talk With Me, Sing With Me Chart *Guide on the Side

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Grade Level: Preschool

Goal: Analysis and Interpretation of Informational Texts/ Citing Evidence

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>Students will analyze and interpret text read aloud, citing evidence as appropriate</p>	<p>*Drawing samples</p>	<p>*Tell what was learned EXAMPLE: Draw a picture of something you've learned from this story about dogs.</p>	<p>*Quality literature *Reading Street Reading series *Leveled readers *Trade Books *Big Books *Decodable Readers *Audio text CD's *Alphasaurus Annie Puppet *Centers Survival Kit *Talk With Me, Sing With Me Chart *Guide on the Side</p>

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Grade Level: Preschool

Goal: Reading Comprehension Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>Students will use comprehension strategies (flexibly and as needed) while listening to literary or informational text</p>	<ul style="list-style-type: none"> *Teacher questioning *Group discussions 	<ul style="list-style-type: none"> *Using prior knowledge *Predicting and making simple text-based inferences *Making connections (text to self, text to text, and text to world) *Read-alouds 	<ul style="list-style-type: none"> *Quality literature *Predictable text *Reading Street Reading series *Leveled readers *Trade Books *Big Books *Decodable Readers *Audio text CD's *Alphasaurus Annie Puppet *Centers Survival Kit *Talk With Me, Sing With Me Chart *Guide on the Side

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Goal: Structures of Language – Applying Understanding of sentences, paragraphs, text structure

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>Students will demonstrate command of the structures of sentences, paragraphs, and text</p>	<p>*writing samples</p>	<p>*Express an idea using pictures and letters</p> <p>*response (drawing a picture) to a piece of literature</p> <p>*journal writing</p>	<p>*Reading Street Reading series</p> <p>*Leveled readers</p> <p>*Trade Books</p> <p>*Big Books</p> <p>*Decodable Readers</p> <p>*Audio text CD's</p> <p>*Alphasaurus Annie Puppet</p> <p>*Centers Survival Kit</p> <p>*Talk With Me, Sing With Me Chart</p> <p>*Guide on the Side</p>

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Goal: Narrative Writing –Creating a story line and applying narrative strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>In narratives, students will organize and relate a story line/plot/series of events</p>	<p>*Observation</p>	<p>*Given a picture, a student is asked to tell a story about what’s happening in the picture</p> <p>*Use pictures to create an understandable story line, when given a structure (pictures may include labels)</p> <p>*Sequence picture cards</p>	<p>*Sequencing cards</p> <p>*Pictures (cards, calendars, wordless books)</p> <p>*Reading Street Reading series</p> <p>*Leveled readers</p> <p>*Trade Books</p> <p>*Big Books</p> <p>*Decodable Readers</p> <p>*Audio text CD’s</p> <p>*Alphasaurus Annie Puppet</p> <p>*Centers Survival Kit</p> <p>*Talk With Me, Sing With Me Chart</p> <p>*Guide on the Side</p>

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Goal: Writing Conventions – Applying rules of grammar, usage, and mechanics

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>In independent writing, students demonstrate command of appropriate English spelling conventions</p>	<p>*Writing sample</p>	<p>*Use phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling) and logically representing consonant sounds (e.g., initial or final sounds)</p> <p>*Write first and last name</p>	<p>*class name chart</p> <p>*room labels</p> <p>*alphabet chart</p> <p>*Reading Street Reading series</p> <p>*Leveled readers</p> <p>*Trade Books</p> <p>*Big Books</p> <p>*Decodable Readers</p> <p>*Audio text CD's</p> <p>*Alphasaurus Annie Puppet</p> <p>*Centers Survival Kit</p> <p>*Talk With Me, Sing With Me Chart</p> <p>*Guide on the Side</p>

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Grade Level: Preschool
Goal: Oral Communication Strategies

Knowledge & Skills	Possible Assessments	Sample Activities	Materials & Resources
<p>In oral communication, students demonstrate interactive listening</p>	<p>*observation</p>	<p>*Follow instructions, directions, or explanations</p> <p>*Listen and react to stories, songs, or poems</p> <p>*Join in familiar songs, poems, or chants</p> <p>*Communicate about basic concepts (e.g., size, color, number)</p> <p>*Tell stories about pictures or books</p> <p>*Wait for appropriate turn to speak</p> <p>*Circle/sharing time</p> <p>*Show and Tell</p>	<p>*Music</p> <p>*Nursery Rhymes</p> <p>*Trade books</p> <p>*Poetry</p> <p>*Charts with songs, poems, rhymes, chants written</p> <p>*Reading Street Reading series</p> <p>*Leveled readers</p> <p>*Trade Books</p> <p>*Big Books</p> <p>*Decodable Readers</p> <p>*Audio text CD's</p> <p>*Alphasaurus Annie Puppet</p> <p>*Centers Survival Kit</p> <p>*Talk With Me, Sing With Me Chart</p> <p>*Guide on the Side</p>

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PreK	<ul style="list-style-type: none"> -Left to right -Top to bottom 	<ul style="list-style-type: none"> -1-2 details -Label picture -Draw favorite character -Draw favorite part of story 	<ul style="list-style-type: none"> -2-5 colors -Picture as big as your hand 	<ul style="list-style-type: none"> -First Name -Correct letter formation
K	<ul style="list-style-type: none"> -Left/Right -Finger Spacing -Beginning/Middle/End 	<ul style="list-style-type: none"> -Label drawing/ Letter correlation -Picture w/2-5 details -Label drawing/write sentence 	<ul style="list-style-type: none"> -Use 2-5 colors -Picture as big as Hand -1 naming /1 action/ 1 describing word in sentence 	<ul style="list-style-type: none"> -First and last name -Capitalize first word in sentence & Ending punctuation -Correct letter and number formation
1	<ul style="list-style-type: none"> -Left to right -Sequence beginning, middle and end -Topic sentence 	<ul style="list-style-type: none"> -Label drawing/writing 3-5 sentences -Graphic organizer/Thinking Maps -20+ words within sustained writing period 	<ul style="list-style-type: none"> -Picture big as your hand -At least 5 colors -1 naming/ 1 action/ 1 describing word -Vary beginning of sentence 	<ul style="list-style-type: none"> -Correct letter and number formation -Spacing -Capital and ending punctuation/complete sentences -Correct spelling including high frequency and amazing words -Word order and sentence structure makes sense

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2	<ul style="list-style-type: none"> -Topic sentence -restate the question -Steps in order 	<ul style="list-style-type: none"> -Stay on topic -Support topic sentence with details -All story elements -Use content vocabulary 	<ul style="list-style-type: none"> -Vary sentence beginnings -Write a good strong sentence stressing all parts of speech -Use expanders 	<ul style="list-style-type: none"> -Capitals/punctuation -Legibility -Complete sentences -Word order and sentence structure makes sense -Correct spelling including high frequency and amazing words
3	<ul style="list-style-type: none"> -Topic sentence -Strong open/close -Transitions 	<ul style="list-style-type: none"> -3 facts with supporting details -All story elements -Use content vocabulary 	<ul style="list-style-type: none"> -Vary sentence beginnings -Use sensory language -Write a good strong sentence stressing all parts of speech 	<ul style="list-style-type: none"> -Commas -Spelling “no excuse” words -Subject/verb agreement -Self and peer editing
4	<ul style="list-style-type: none"> -Topic sentence and 5 details and clincher -Intro and conclusion paragraph 	<ul style="list-style-type: none"> -5 sentences per paragraph with at least 3 facts/supporting details -Relevant supporting details -Compare/contrast details 	<ul style="list-style-type: none"> -Sentence variety - Vivid language 	<ul style="list-style-type: none"> -Self and peer editing -Word order and sentence structure makes sense -Complete sentences

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5	<ul style="list-style-type: none"> -Topic sentence/5 details/clincher -Restate question -Ending restates focus/purpose -Sequence 	<ul style="list-style-type: none"> -5 details/evidence -Content vocabulary -Compare/contrast details 	<ul style="list-style-type: none"> -Sentence variety -Vary word choice/unnecessary words -Vary topic sentence and clincher 	<ul style="list-style-type: none"> -Complete Sentences/Punctuation/Capitalization -Self edit
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