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ABSTRACT

This publication contains three parts, all related to the language arts curriculum of the Shawnee Mission Public Schools. The first section provides a detailed outline (with references) of sequenced components representing a progressively difficult set of experiences in reading, writing, speaking, and listening for kindergarten through third grade. The second section contains criterion-referenced test specification samples (with summative goals and instructional components) for composition, the study of language, listening and reading, listening and viewing, and speaking. The third section consists of Lass/Achievement-Awareness Records for each of the four primary levels. (JH)

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K-3

SHAWNEE MISSION

LANGUAGE ARTS ELEMENTARY

- SEQUENCING AND KEYING OF LANGUAGE ARTS SCOPE AND SEQUENCE
- TEST SPECIFICATIONS FOR CRITERION-REFERENCED TESTING
- ACHIEVEMENT-AWARENESS RECORD

ED 114-842

202 368

DON ROBERTS, DIRECTOR
LANGUAGE ARTS

SHAWNEE MISSION PUBLIC SCHOOLS
SEPTEMBER 1975

PRIMARY EDUCATION K-3

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LANGUAGE ARTS--SEQUENCING AND KEYING

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SHAWNEE MISSION PUBLIC SCHOOLS

Dr. Arzell Ball, Superintendent

Dr. Leonard Molotsky, Associate
Superintendent for Instruction

Dr. Terry Parks, Director of
Basic Services

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of Language Arts

Dr. James Townsend, Director
of Primary Education

ON SEQUENCING AND KEYING.

Curriculum development is a continuous process. To be successful the process must seek teacher involvement, understanding, and dedication to the goals of the process as related to district instructional goals. The reader is encouraged to review the INTRODUCTION of the Shawnee Mission Language Arts Scope and Sequence for a summary of purpose in the study and evaluation of Language Arts.

This sequencing and keying is both an elaboration and refinement of the summative goals and instructional components contained in the original Scope and Sequence. Teachers participating in a summer workshop (1975) took the summative knowledge and skill goals for grades 3, 6, 9, and 12 and combined them into a single summative goals statement. Next, they took the summative instructional components and sequenced the components by recommended grade level experiences. It should be noted, however, that the sequenced components are not to be considered discrete and inflexible. For example, if a seventh grade student is ready, according to teacher diagnosis, for the indicated ninth grade experience, the student should be provided that experience.

The sequenced components are meant to represent a logical progressive set of experiences according to difficulty. Any use of the components should be relative to student need.

Workshop participants began keying the sequenced components to district resources. Time would not permit completion of this task, but it is hoped that the format for keying is such that teachers may continue the keying process throughout the school year and share their work with other district teachers.

Teachers who participated in the Sequencing and Keying Workshop (1975) and the i.t.a. Keying Workshop (1975) were:

Jim Townsend	Director Primary Education	Cynthia Johnson	Highlands
Mary Jo Rahatz	Reading Coordinator	Lou Stanley	Belinder
Eleanor Babb	Ray Marsh	Dottie Wagner	Pawnee
Ruth Ann Coaker	Bluejacket		(next page for i.t.a. workshop).

The above were selected by their respective area language arts committees to participate in the workshop.

Don Roberts, Director of Language Arts, wishes to express his appreciation to the teachers who participated in the workshop for the excellent job that was done. It is hoped that all educators in the district will make a concerted effort to acquaint themselves with the sequenced statements and keyed resources, will continue to refine these statements, in practice, to meet the needs of students, and will continue to provide meaningful input for continued curriculum development.

Donald R. Roberts

September 1975

i.t.a. Workshop Participants

Dorothy Blackburn *Social Studies/Language
Arts Coordinator

Jim Townsend Director Primary
Education

Mary Jo Rahatz Coordinator of Reading

Comanche, Jim Owens, Host Principal

Phyllis Bernard

Judy Solenberger

Helen Holton*

Linda Johnson

Cindy Moy

Betty Kennedy

Cheryl Evilsizer

Phyllis Likes

Sharon Walker

Jan Niccum

Mona Hughes

Lois Trainor

Highlands, Peggy Ward, Principal

Sylvia Berg

Cynthia Johnson

Marie Frederick

Margaret Andes

Edith Boys

Sherilyn Seitz

Maree Brooks

Mary Alice Freel

Sequoyah, Carlton McNair, Principal

Nancy Beal*

Christine Ferguson

Dollie Noyes

Consultants: Dr. Harold J. Tanyzer
Professor of Reading, Hofstra University, Hempstead, New York

Eva Boyd

Director of Reading and Language Arts, Lompoc, California

The support of the principals of the participating i.t.a. schools
added greatly to the success of the workshop.

*Leaders

Overland Park, Eldon Kastler, Principal

Pam Gray

Barbara Hucke

Janet Cleveland*

Porter, George Dietrich, Principal

Mildred Foard

Ruth Gibson

Eleanor Kennedy

Eleanor Weholz

Lou Ann Velez

Steve Scholl

Irene Thomas

Lyla Hoyland,

Carolyn Fendorf

Prairie, Wayne Morris, Principal

Geraldine Marshall

Dorothy Rivers

Other Participants

Bob Phillips, Tomahawk*

Maxine Allen, Special Education

SHAWNEE MISSION SCHOOLS
COMPOSITION K-3
SUGGESTED SEQUENCE

LANGUAGE ARTS GOALS

THE STUDENT SHOULD KNOW that sentence structure, vocabulary, punctuation, correct spelling, and organization of thought are required for effective writing and SHOULD BE ABLE TO use basic composition skills to translate oral communication to written form.

Instructional Component

COMMUNICATE A SIMPLE IDEA IN WRITING

Sequence

Emphasis on writing a simple sentence

Emphasis on writing a simple sentence and expanding it to more than one sentence

Emphasis on expanding a simple sentence to more than one sentence

Resources

- Laidlaw, Listening and Talking, K (1975)
- Education Center, Kid Cards, Primary (1975)
These are useable from K-6
- Educational Research Council (i.t.a.), Readiness Guide, Lessons 1-9 (1975)
- Reading for Little Ones (i.t.a.) Vol. 1, pp. 1, 2, 3

- Patterns of Language, Level 1, American Book Company (1974):
 - Word order in statements pp. 33, 42, 52, 87, 107, 116
 - Word order in questions pp. 37, 42, 83-84, 112, 116
 - Group composition pp. 40, 95, 103
 - Storytelling with pictures pp. 47, 50, 80
 - Completing stories pp. 9, 53, 80
 - Answering questions with sentences p. 105
 - Writing sentences pp. 27, 36, 45, 52, 53, 55, 61, 64-68, 78, 83, 87, 92, 195

- Patterns of Language, Level 2, ABC (1974)
 - Word order in sentences pp. 8, 11, 81, 137, 143
 - Expanding Sentences pp. 127, 128, 130, 131
 - Paragraphs and sentences Explaining pp. 13, 19, 50, 65, 69, 78, 79, 86, 95, 132-133, 135, 140, 145
 - Describing pp. 7, 14, 15, 45, 47, 59, 66, 77, 79, 92, 113, 116, 130, 131, 141, 154
 - Following directions pp. 90, 91, 95, 152
 - Conversation pp. 35, 110, 119, 122, 123, 136
 - Personal opinion pp. 63, 73, 75, 97
 - Riddles pp. 57, 60
 - Answering questions p. 17
 - Asking questions pp. 18, 76, 81, 137, 143

- Patterns of Language, Level 3, ABC (1974)
 - Paragraphs and sentences Explaining pp. 16, 42, 87, 97, 101, 148, 216, 258, 260, 269, 273, 295
 - Showing multiple meanings pp. 25, 66, 153, 184-185, 99
 - Describing pp. 39, 41, 95, 99
 - Beginning of paragraph pp. 16, 119, 240, 255, 271

- i.t.a. Publications (1966)
 - Dinosaur Ben (teacher's manual) pp. 20, 23
 - Houses (teacher's manual) pp. 1, 9, 32, 48, 59
 - Books 2-5 (teacher's manual) pp. 7, 9, 43
 - Book 4 (teacher's manual) pp. 3, 13, 22, 31, 33, 39
 - Book 5 (teacher's manual) pp. 58, 65, 76, 82
 - Book 8 (teacher's manual) pp. 60, 61, 62, 64, 66, 70, 71, 72, 74, 75, 77, 78, 81, 83

- Ginn and Company, How It is Nowadays (TE) Level 8 (1969)
 - pp. 77, 83, 95, 111, 117, 129, 149, 228, 241, 301, 318, 342
- The Dog Next Door and Other Stories, Level 7, Ginn (1969)
 - pp. 33, 83, 94, 103, 129, 134, 142

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Continued on Back

Educational Research Council,
Language Arts Transition (1975)
Blast Off/In Orbit/Splash Down
(VE) pp. 15, 23, 143 (pupil's
workbook) pp. 115

Film: "From Words to Sentences"
#084758.

Harper and Row, Words I Like
To Read and Write, O'Donnell

154, 159, 190, 212, 218, 228, 256,
310, 316, 344, 350, 354, 359, 381,
382, 404, 414

Houghton Mifflin, Secrets,
Level 6 (1971) See index
"Making Sense Out of Scrambled
Words"

i.t.a. Publications, Writing
and Perception, Level 2 (1968)
pp. 7, 9, 10, 11, 12, 13, 15

Books 2-8 (i.t.a.) See
pagination in Grade 1
sequence

Blast Off, ERC (1968) See
pagination in Grade 1

Lyons and Carnahan, Young
America Series, Level 7
(1972) pp. 115, 116, 150,
166, 183

Laidlaw, Listening, Reading,
Talking and Writing (1975)
Chapter 1: pp. 9-11; Ch. 4:
59-61

Education Center, Kid Cards,
Primary (1975) These are
useable from K-6

Instructional Component

WRITE A SIMPLE SENTENCE

WRITE CORRECT EXAMPLE OF FOUR SENTENCE TYPES.
USE CORRECT PUNCTUATION AND CAPITALIZATION.
IDENTIFY AND USE SUBJECT AND PREDICATE IN WRITING SENTENCES.

Sequence

K

1. Emphasis on recognizing declarative and interrogative sentences in oral form
2. Emphasis on recognizing capital letters for proper nouns, "I," sentence beginnings, end punctuation, period and question mark
3. Emphasis on introducing naming and action words

ERC, Reading For Little Ones, Vol. 1, Units 13, 14, 15, 16-17
ERC, Readiness Guide, Lessons 1-19

Allyn and Bacon, Learning About the World, Unit 1-2

Peabody Kit, P and Level 1

CATV, "Let's Learn To Talk"

1. Emphasis on recognizing declarative and interrogative sentences in oral and written form
2. Emphasis on using capital letters for proper nouns, "I," sentence beginnings and end punctuation, period and question mark, in written form
3. Emphasis on introducing naming and action words

Patterns of Language, Level 1, ABC (1974).

Capital Letters:
First word in sentence pp. 27, 29, 33, 36-39, 48, 87, 97-98, 103, 106-107, 112
Names of persons and pets pp. 6, 12, 23, 26, 39, 41, 98
Period:
After statements pp. 27, 29, 32, 33, 36, 52, 87, 88, 98, 103, 106, 107, 112
Question Mark:
End punctuation in question pp. 37, 38, 48, 83, 97, 106, 112

Classifying sentences (Telling or Asking) pp. 53, 83
Initials pp. 25, 45, 109
Names of days of the week pp. 28, 59, 98, 109

Continued on Back

2

1. Emphasis on recognizing declarative, interrogative, and exclamatory sentences in oral and written form
2. Emphasis on using capital letters for proper nouns, "I," sentence beginnings and end punctuation, period, question mark and exclamation mark, in written form
3. Emphasis on introducing nouns and verbs

Patterns of Language, Level 2, ABC (1974).

Capital Letters:
First word of sentence pp. 7, 8, 11, 16, 21, 34, 40, 71, 75, 80, 81, 153
Names of months pp. 74, 80, 83, 138-139
Names of days, special days, holidays pp. 50, 51, 64, 71
Names, titles of persons, and pets pp. 14, 19, 21, 80, 81, 102, 103, 107, 138, 139, 143, 154
Names of streets, towns, cities, states pp. 47, 51, 89, 95, 113, 103, 107

Period:
After statements pp. 7, 8, 11, 21, 71, 75, 80, 81, 153
Question Mark:
End punctuation in question pp. 16, 21, 40, 75, 80, 81, 137, 143, 153

Continued on Back

3

1. Emphasis on writing correct examples of declarative, interrogative, exclamation, and imperative sentences
2. Emphasis on using correct punctuation and capitalization (introduces hyphens and quotation marks)
3. Emphasis on identifying and using subjects and predicates in writing sentences

Patterns of Language, Level 3, ABC (1974).

Period:
After statements pp. 10-11, 19, 27, 64, 82, 85, 100, 102, 119, 120, 204, 205, 232, 237-238, 240, 255, 265, 266, 302
After abbreviations pp. 117, 118, 119, 133, 134, 135, 239
After initials pp. 8-9, 27, 205, 240, 302
In written conversation pp. 87, 100, 163-164, 239
Question Mark:
End punctuation in question pp. 10-11, 27, 49, 64, 85, 100, 119, 232, 265, 266, 302
In written conversation pp. 87, 100, 163-164, 239

Quotation Marks:
Around exact words of speaker

Continued on Back

i.t.a. Publications (1966)
 Dinosaur Ben (TE) pp. 20,23
 Houses (TE) pp. 1,9,32,48,59
 Books 2-3 (TE) pp. 7,9,43
 Book 4 (TE) pp. 3,13,22,31,33,39
 Book 5 (TE) pp. 58,65,76,82
 Book 8 (TE) pp. 60,61,62,64,66,
 70,71,72,74,75,77,78,81,83
 ERC, Language Arts Transition
 (1975) Blast Off/In Orbit/
 Splash Down (TE) pp. 15,23,143
 (pupil's workbook) p. 115
 also see--
 Dinosaur Ben (TE) pp. xiii,66
 Books 2-3 (TE) p. 48
 Dinosaur Ben (TE) pp. xv,66
 (beginning sentences)
 Books 6-7 (Workbook and
 Teacher's Manual) pp. 39,45,46
 Book 4 (TE) pp. 25,29,30,31,33,
 34
 Book 5 (TE) pp. 44,45,48,59

In written conversation pp. 110*
 Pronoun pp. 5,7,11
 ERC, Language Arts Transition
 Blast Off/In Orbit/Splash Down
 (1975) (TE) pp. 21,30,31,32,34,
 36,44,61,169,174,231,236 and
 Blast Off (Workbook) pp. 132-
 181
 Ginn, Level 7 (TE) p. 413
 Houghton Mifflin, Rewards,
 Level 7 (1971) pp. 178,197
 Panorama, Level 8, HM (1971)
 see index "punctuation"
 Lyons and Carnahan, Young
 America Series, Levels 7-8,
 p. 1 (reference)
 i.t.a. Publications, Punctuation
 and Capitalization, Level 2 (1968)
 pp. 6,15,17,18,20

pp. 86-87,100-163-164,239,302
 Continental Press, Language
 Skills Test, LST 1-24 (1972)
 SVE Filmstrip, "Basic English
 Usage--The Sentence," A133SB

Instructional Component

DEMONSTRATE CONFIDENCE IN USING ORAL VOCABULARY IN WRITTEN WORK

Sequence

K 1 2 3

Emphasis on viewing the student's own words in written form after dictation

Emphasis on copying dictated stories (the student's own story)

Emphasis on beginning to use oral vocabulary in written work

Emphasis on using oral vocabulary in written work

Resources

ERC, Sound and Symbols (1968) Units 7-28

Macmillan, Read and Tell, 1,2,3

Patterns of Language, Level 2, ABC (1974):

Peabody Kit 1, Lessons 5,9,11,14,15,20,27

i.t.a. Publications (1966) Ready for Reading (TE) pp. 1,2,14,26,35,40,41,44,52,58,59 (Pre-Primer)
Books 1-3 (TE) p. 43
Book 8 (TE) pp. 61,62,64,66,67,70,71,74,77,78,81,83

Writing:
Paragraphs and sentences Explaining pp. 13,19,50,65,69,78,79,86,95,132,133,135,140,145
Describing pp. 7,14,15,45,47,59,66,77,79,92,113,116,130
Combining sentence parts and expanding pp. 70,71,126,127,128,130,131,141,154
Following directions pp. 90,91,95,152
Conversation pp. 35,110,119,122,123,136
Personal opinion pp. 63,73,75,97
Riddles pp. 57,60
Answering questions p. 17
Asking questions pp. 18,76,81,137,143

i.t.a. Publications (1968) Growing with Language Program, Laboratory Manuals, Books 1-10, see workbook pages following stories
Writing and Perception, pp. 2,4,6,7
Book 8, see pagination in Grade 1 sequence

Lyons and Carnahan, Young America Series, Levels 7-8, p. 1 (reference)

Instructional Component

ORGANIZE IDEAS INTO PROPER SEQUENCE AND PROPER RELATIONSHIPS

Sequence

Emphasis on organizing ideas into proper sequence in oral language

Peabody Kit P, P, 111
Allyn and Bacon, Learning About the World, Unit 2, sec. B

Laidlaw, Listening and Talking, (1975)

Follett, Language and Thinking Program-Action Kit, cards and transparencies

Emphasis on organizing ideas into proper sequence and proper relationships in oral language

Follett, Language and Thinking Program-Action Kit, cards and transparencies

Patterns of Language, Level 1, ABC, (1974)

Discussion-throughout text Interpreting Pictures pp. 1, 2, 24, 80, 103-105.

Interpreting picture stories pp. 1, 9, 38, 47, 80, 103 Personal experience p. 43 Communication through pantomime p. 80.

Communication through gestures p. 81 Communication through pictures pp. 47, 80, 92, 99, 102, 104

i. t. a. Publications (1966) Ready for Reading (TE) pp. 1, 2, 14, 26, 32, 40, 58, 59 Dinosaur Ben (TE) pp. ix, 2, 26, 31, 32 Houses (TE) pp. 9, 39 Books 2-3 (TE) pp. 40, 55, 68 Book 4 (TE) pp. 3, 13, 22, 31, 33, 39 Book 5 (TE) pp. 56, 65, 76, 82

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Emphasis on organizing ideas into proper sequence in written form

Patterns of Language, Level 2, ABC (1974)

Classifying items into groups pp. 3, 15, 26, 85, 88, 108-109, 142, 143, 149

Planning a project pp. 65, 66, 71, 79 Telling stories pp. 37, 39, 41, 44, 49, 94, 114, 115, 118, 119, 126

Houghton Mifflin, Rewards, Level 7 (1971) pp. 185, 196, 206

Lyons and Carnahan, Young America Series, Levels 7-8, p. 1 (reference)

Ginn, How It Is Nowadays, Level 8 (1969) pp. 184, 185, 246, 280, 290, 305, 263

Skys and Wings, Ginn, Level 7 (1969) pp. 33, 83, 94, 103, 129, 134, 142, 154, 159, 190, 212, 218, 228, 256, 310, 316, 344, 350, 354, 359, 381, 382, 405, 414

i. t. a. Publications (1966) Thinking and Understanding, pp. 8-12

Books 5 and 8; see pagination in Grade 1 sequence

Emphasis on organizing ideas into proper sequence and proper relationships in work

Patterns of Language, Level 3, ABC (1974)

Listing pp. 12, 26, 29, 35, 42, 44, 50, 67, 172, 196, 203, 213, 221

Planning a talk pp. 147-148, 161, 228, 303 Preparing reports pp. 227-232, 237-238, 303

Book 8 (TE) pp. 61,62,64,66,67,
70,71,72,74,75,77,78,81,83

ERC, Language Arts Transition
Blast Off/In Orbit/Splash Down
(TE) pp. 57,85,213 {Pupil's
Workbook} p. 162

Instructional Component

APPROPRIATELY TITLED HIS/HER WORK

Sequence

K

2

3

Emphasis on dictating an appropriate title for a picture or chart

Emphasis on writing an appropriate title for a picture or chart

Emphasis on appropriately titling his/her work using knowledge of capitalization

Emphasis on appropriately titling his/her work to reflect the main idea

Resources

Alllyn and Bacon, Learning About the World and Free to Be You and Me (see Lesson guides)

Patterns of Language, Level 1, ABC (1974):
Discussion-throughout' text Interpreting pictures pp. 1, 2, 24, 80, 103-105
Interpreting picture stories pp. 1, 9, 38, 47, 80, 103
Personal experience p. 43

Patterns of Language, Level 2, ABC (1974):
Discussion-throughout text Informal talks Book characters p. 78 Storytelling p. 6 Reading aloud-poetry pp. 2, 39, 82, 84, 108-109, 120, 124
Capital letters: First word in line of poetry pp. 16, 54, 61

Patterns of Language, Level 3, ABC (1974):
In titles of books, poems, reports pp. 46-47, 63, 102, 232, 240, 271
Titles pp. 195-199, 204, 271

Random House; Writing Bug

i.t.a. Publications (1966)
Ready for Reading (TE), pp. 1, 2, 14, 26, 35, 40, 41, 52, 58, 59
Dinosaur Ben (TE) pp. 20, 26, 27

Houses (TE) pp. 1, 9, 32, 48

Book 4 (TE) pp. 3, 13, 22, 31, 33, 39

Books 6-7 (Pupil's Workbook) pp. 26, 34, 46

Book 8 (TE) pp. 61, 62, 64, 66, 67, 70, 71, 72, 74, 75, 77, 78, 81, 83

ERC, Language Arts Transition

Blast Off/In Orbit/Splash Down (TE) pp. 81, 211 (Pupil's Workbook) p. 161

In written conversation pp. 35, 110
In titles of stories, books, poems pp. 19, 20, 21, 38, 41, 49, 54, 61, 86.

i.t.a. Publications
Thinking and Understanding (1967) p. 22
Writing and Perception (1967) pp. 1, 8, 12, 13

Lyons and Carnahan, Young America Series, Level 7 (reference, p. 1) and
"A Sports Story", p. 113
Young America Series, Level 8, p. 43, "Decisions," p. 89 and Onomatopoeic Writing

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2

Ginn, *How It Is Nowadays*, Level 8
(1969) pp. 43, 61, 340, 342, 343

i. t. a., Book 8, see pagination
in Grade 1 sequence

Instructional Component

USE A VARIETY OF FORMS TO EXPRESS HIMSELF/HERSELF

Sequence

K

Emphasis on dictating personal experience stories

- ERC, Teacher's Guidebook, Unit 13, pp. 5,6
- Alliya and Bacon, Learning About the World, Unit 3
- Bowmar, Breakthrough Kit
- Random House, Goal: Language Development, Lesson Plan Cards in Kit

Emphasis on writing realistic and imaginative stories and rhymes

- Trend Enterprises, Rhyming Words (re-usable) Wipe-Off Cards (pictures-matching)
- Random House, Goal: Language Development, Lesson Plan Cards in Kit
- D.C. Heath, Communicating, Units 6-10
- Laidlaw, Listening, Reading, and Talking (1975), pp. 109, 115
- i.t.a. Publications (1966) Ready for Reading (TE), pp. 40, 41, 42, 52
- Book 4 (TE) pp. 3, 13, 22, 31, 33, 39
- Book 5 (TE) pp. 58, 65, 76, 82
- ERC, Language Arts Transition Blast Off/In Orbit/Splash Down (TE) (1975) pp. 12, 44, 50, 62, 70, 75, 79, 82, 85, 103, 106, 109, 116, 120, 125, 137, 140, 154, 169, 214, 221, 225

Emphasis on writing original stories and poems

- Patterns of Language, Level 2, ABC (1974):
Writing:
Unit 1 pp. 2, 3, 4, 7; Unit 2 pp. 12-13, 19; Unit 3 pp. 22, 23, 24; Unit 4 pp. 35, 37, 38, 39, 41; Unit 5 pp. 42-43, 44, 48, 49; Unit 6 pp. 52-53, 56, 57, 60, 61; Unit 7 pp. 62-63, 65, 66, 71; Unit 8 pp. 72-73, 78, 79; Unit 9 pp. 84, 85, 86, 93, 94; Unit 10 pp. 96-97, 107; Unit 11 pp. 108-109, 110, 113, 114, 115, 116, 117, 118; Unit 12 pp. 120-121, 122, 123, 124, 126, 127, 128, 130, 131; Unit 13 pp. 132-133, 134, 136, 139, 141, 143; Unit 14 pp. 144-145, 147, 148, 150, 152
- Trend Enterprises, Rhyming Words (re-usable) and Wipe-Off Cards (pictures-matching)
- D.C. Heath, Communicating, Units 6-10

Emphasis on using a variety of forms to express himself/herself

- Patterns of Language, Level 3, ABC (1974):
Personal experiences pp. 190, 289
To express opinion pp. 82, 177, 221
To explain pp. 6, 148, 183, 191, 201, 224
To describe p. 38
To show feeling pp. 201, 226
To make predictions p. 55
To give directions p. 115
Book reviews pp. 147, 194-195
Storytelling pp. 91-93, 254
Reports p. 229
Reading aloud pp. 10, 18, 88-89, 103, 197-199, 207, 232
Making conversation (role playing) pp. 84, 96
Guidelines for storytelling p. 92
Guidelines for good speaking pp. 90-91, 93, 195, 199
- Random House, "Sights and Sounds," Filmstrips and Cassette, Unit C (1974)

- Laidlaw, Listening, Reading, and Talking (1975) pp. 109, 115
- Lyons and Carnahan, Young America Series, Level 7:
"Factual and Fanciful Stories," p. 69, "Shape Poems," p. 91, "Original Poems," p. 166, and "Story Writing," p. 349

Instructional Component

WRITE LETTERS

Sequence

K

Emphasis on dictating friendly letters and thank you notes

Emphasis on writing friendly letters, thank you notes, and invitations

Resources

Patterns in Language, Level 2, ABC (1974):

- Invitations p. 80
- Envelopes p. 103
- Social Letters pp. 138-139, 143
- For proper form in letter p. 139
- Abbreviations pp. 102, 107, 154
- Heading of letter pp. 80, 138-139
- First word in greeting of letter pp. 80, 81, 138-139
- First word in closing of letter pp. 80, 138-139, 143

Film: "Letter to Grandmother," 395.4, Title No. 029164

i.t.a. Publications
Writing and Perception, pp. 20, 21

Ginn, How It Is Nowadays (1969) Level 8, p. 238

Lyons and Carnahan, Young America Series, Level 8, "Letter Writing," p. 173, and Reference, p. 1

Patterns in Language, Level 3, ABC (1974):

- Heading of letter pp. 117-118, 133, 205, 271
- First word in greeting of letter pp. 119, 134, 205, 271, 302
- First word in closing of letter pp. 120, 134, 271, 302
- In addresses on envelopes pp. 121-122, 134
- After closing of letter pp. 120, 134, 271, 302
- After greeting of social letter pp. 118-119, 134, 205, 271, 302

Instructional Component

PUT IDEAS OF OTHERS INTO HIS/HER OWN WORDS

Sequence

K

2

3

Emphasis on retelling stories that have been presented

Emphasis on beginning to write about stories that have been presented or the student has read

Emphasis on putting the ideas of others into the student's own words from stories and resource materials

Resources

Peabody Kit P, Lessons 69,72

Lalldaw, Listening and Talking (1975) pp. 60-63

CATV, "Menagerie"
CATV, "Storybook Park"

Patterns of Language, Level 1, ABC (1974):

Reading:

Unit 1 pp. 1; Unit 3 pp. 24,27; Unit 4 pp. 32,36; Unit 5 pp. 44,47,48,50; Unit 6 p. 59; Unit 8 pp. 75,76,82; Unit 9 pp. 85, 88,89,91,92; Unit 10 p. 99; Unit 11 pp. 110,111

Writing:
Unit 1 p. 7; Unit 4 pp. 40, 41; Unit 5 pp. 47,53; Unit 6 pp. 55,61; Unit 7 pp. 65, 66,68; Unit 8 pp. 78,83; Unit 9 pp. 87,92,93; Unit 10 pp. 97,98,101,102,103,104, 105; Unit 11 p. 116

Heath, Communicating, Unit 1 (1973)

i.t.a. Publications (1966)
Dinosaur: Ben (TE) pp. xiv
Houses (TE) pp. 9,32
Book II (TE) pp. 3,13,22,31, 33,39

Patterns of Language, Level 2, ABC (1974):

Reading:

Unit 1 pp. 1,2-3; Unit 2 pp. 12-13,14,18,19; Unit 3 pp. 22-23,25,29; Unit 4 pp. 32-33,38,39; Unit 5 pp. 42-43,48,49; Unit 6 pp. 52-53,56,60; Unit 7 pp. 62-63; Unit 8 pp. 72-73,77,82; Unit 9 pp. 84-85,87,90; Unit 10 pp. 96-97,104; Unit 11 pp. 108-109,112,113,114,115; Unit 12 pp. 120-121,124; Unit 13 pp. 132-133,134,135; Unit 14 pp. 144-145, 147,148,150,152

Writing:

Unit 1 pp. 2-3,4,7; Unit 2 pp. 12-13,19; Unit 3 pp. 22-23,24; Unit 4 pp. 35,37, 38,39,41; Unit 5 pp. 42-43, 44,48,49; Unit 6 pp. 52-53, 56,57,60,61; Unit 7 pp. 62-63,65,66,71; Unit 8 pp. 72-73,78,79; Unit 9 pp. 84-85, 86,93,94; Unit 10 pp. 96-97, 107; Unit 11 pp. 108-109, 110,113,114,115,116,117,118; Unit 12 pp. 120-121,122,123, 124,126,127,128,130,131; Unit 13 pp. 132-133,134,136, 139,141,143; Unit 14 pp. 144-145,147,148,150,152

Patterns of Language, Level 3, ABC (1974):

Reading:

Unit 1 pp. 2-3, 4-5, 15; Unit 2 pp. 34-35, 36-37, 40,43; Unit 3 pp. 72-73, 74-75,86; Unit 4 pp. 110-111,112-113,123-127; Unit 5 pp. 142-143,144-145,147, 148; Unit 6 pp. 172-173,174-175,197-198; Unit 7 pp. 212-213,214-215,217-221; Unit 8 pp. 244-245,246-247, 261,262; Unit 9 pp. 280-281,285,296

Writing:

Unit 1 pp. 2-3,4-5,11; Unit 2 pp. 34-35,36-37,41,47; Unit 3 pp. 74-75,95,97; Unit 4 pp. 112-113,121,128; Unit 5 pp. 142-143,144-145,147, 175,177,188,201; Unit 7 pp. 212-213,214-215,225,226; Unit 8 pp. 244-245,246-247, 256,263; Unit 9 pp. 280-281,284,296

Continued on Back

L.t.a. Publications
Writing and Perception
(1967) pp. 12, 15, 25, 26
Thinking and Understanding
(1967) pp. 6, 7

Ginn, Skys and Wings, Level
7 (1969) pp. 256, 382
How It Is Nowadays, Level 8,
Ginn (1969) pp. 39, 61, 117, 149,
160, 164, 175, 182, 185, 194, 212,
228, 229, 238, 241, 246, 250, 300,
309, 318, 340, 342

Growing with Language Program,
Laboratory Manuals, #2, Books
1-10, see workbook pages after
reading stories

SHAWNEE MISSION SCHOOLS
STUDY OF LANGUAGE K-3
SUGGESTED SEQUENCE

LANGUAGE ARTS GOALS

THE STUDENT SHOULD KNOW that language has purpose and meaning and SHOULD BE ABLE TO communicate effectively in his/her environment.

Instructional Component

APPLY HIS/HER KNOWLEDGE OF NOUNS, VERBS, AND PRONOUNS THROUGH RECOGNITION AND DISCUSSION, AND EXPANDING USE OF CORRECT FORMS IN ORAL AND WRITTEN EXPRESSION

Sequence

K 1 2 3

Emphasis on the teacher providing correct models of oral expression

Emphasis on recognition of singular, plural, proper and common nouns; pronouns; action verbs

Emphasis on applying his/her knowledge of nouns, verbs, and pronouns through group discussion and on expanding use of correct forms in oral and written expression

Emphasis on learning experience relating to possessive nouns, pronoun case, possessive pronouns, antecedent, active/passive verbs, auxiliaries, irregular verbs, subject/verb agreement, adjectives, and adverbs

Resources

Peabody Kit P, Lessons 5, 8, 11, 31, 34, 61, 117
see suggested ideas for creative dramatics prepared by Stormy Shank
District Kindergarten Curriculum Guide, "Dramatic Play," Science Units pp. 103-143, and Social Studies, pp. 67-102
CATV, "Let's Learn to Talk"

Patterns of Language, Level 1, ABC (1974):

Noun phrase (readiness only)
Nouns pp. 31, 50, 51, 85
Verb phrase (readiness only)
Verbs pp. 24, 36, 43, 49, 52, 54, 57, 60, 62, 80, 82, 84, 85, 113, 116
Prepositions pp. 32, 42, 44, 87, 91, 96, 108
Come-came pp. 60, 62, 113
Did-done pp. 81, 84, 113
Give-gave pp. 80, 84, 113
Is-are pp. 49, 54, 113, 116
See-saw pp. 24, 30, 113
Was-were pp. 57, 62, 113
Naming self last pp. 43, 54

i.t.a. Publications (1966)
Book 4 (TE) pp. 17, 23 (Plurals and singulars)
Book 5 (TE) pp. 49, 50, 51, 53, 55 (Plurals and Singulars)

Continued on Back

Patterns of Language, Level 2, ABC (1974):

Noun phrase (readiness only)
Nouns pp. 15, 30, 31, 57, 58, 127, 128, 142, 154
Proper nouns pp. 14, 47, 50
Determiners (a, an) p. 10
Pronouns pp. 105, 107, 121
Verb phrase (readiness only)
Verbs pp. 17, 21, 45, 51, 68, 69, 71, 93, 95, 98, 106, 107, 117, 127, 128, 129, 131, 153, 154
Prepositions pp. 92, 95, 141, 143

Basic Sentence Patterns (readiness only)
Word order pp. 8, 70, 71, 81, 126, 131
Writing sentences pp. 13, 43, 75

Film: "Words that Name and Do," 084756

Continued on Back

Patterns of Language, Level 3, ABC (1974):

Noun phrase (NP)
Noun alone p. 104
Determiner + noun pp. 104-105
Pronoun pp. 105-106
Verb phrase (VP)
Verb pp. 138-139
Verb + NP pp. 139-140
Readiness for adverbials
Manner pp. 166-167
Time p. 168
Place p. 169

Readiness for tense
Plain form pp. 208, 274, 275
-s form pp. 209, 274-275
Past form pp. 242-243
Auxiliary
Have + verb p. 276

Basic Sentence Patterns
Word order pp. 30-33
Subject + predicate pp. 68-69
S NP + VP, pp. 70-71

Continued on Back

1 2 3

Book 5 (TE) pp. 48, 58
 (Proper and Common Nouns)
 Book 5 (TE) p. 67 (Pronouns)
 Book 4 (TE) pp. 24, 25, 28, 29,
 30-34 (Verbs)
 Book 5 (TE) pp. 44, 45, 54, 55
 76, 77 (Verbs)
 Book 4 (TE) pp. 34-38, 40, 41
 (Possessives)
 Book 5 (TE) 48, 49 (Posses-
 sives)
 Book 5 (TE) pp. 59-68
 (Adjectives)

ERC, Language Arts Transition
 Blast Off/In Orbit/Splash Down
 (1975) pp. 24, 33, 39, 61, 65, 70,
 78, 112, 149, 181 (Pupil's Work-
 book) p. 119

Laidlaw, Listening, Reading,
 Talking and Writing (1975)
 Ch. 3: pp. 41-43
 Macmillan, Outline of Skills,
 Level 8, Section A
 Ginn, Skys and Wings, Level
 7 (1967) pp. 121, 156, 413

Film: "Words that Add
 Meaning," 084757
 D.C. Heath, Communicating,
 "Sentence Games, 4-6"
 SVE Filmstrips, "Basic
 English Usage: Parts of
 Speech," A133SA

Instructional Component

USE COMMON SYMBOLS OF PUNCTUATION; PRACTICE APPROPRIATE CAPITALIZATION; EVIDENCE INTERNALIZATION OF BASIC RULES OF SPELLING; AND ENGAGE IN SUCCESSFUL PROOFREADING EXPERIENCES

Sequence



See Composition, K-3, component B, 2

Emphasis on capitalizing initials (see also, Comp., B, 2), and on proofreading, particularly punctuation, capitalization, spelling

Emphasis on capitalizing titles of persons and book titles

Emphasis on using common symbols of punctuation and capitalization (see also Comp., B, 2). Introduce acronyms.

Emphasis on using basic rules of spelling appropriate to his/her level and on engaging in proofreading experiences involving punctuation, capitalization, spelling, paragraphing, and on eliminating fragments and run-on sentences.

Resources

Patterns of Language, Level 1, ABC (1974):

- Group composition pp. 40, 95, 103
- Storytelling with pictures pp. 47, 50, 80
- Completing stories pp. 9, 53, 80
- Answering questions with sentences p. 105
- Writing sentences pp. 27, 36, 45, 52, 53, 55, 61, 64, 78, 83, 87, 92, 105
- Period:
- After initials pp. 25, 45, 109

Patterns of Language, Level 2, ABC (1974):

- In titles of stories, books, poems pp. 19, 20, 21, 38, 41, 49, 54, 61, 86

Patterns of Language, Level 3, ABC (1974):

- Editing:
- Capitalization pp. 47, 53, 82, 85, 128, 130, 148, 177, 188, 197, 204, 232, 256, 263, 284, 287, 296, 304
- Punctuation pp. 53, 82, 84-85, 87, 128, 130, 148, 177, 188, 197, 204, 232, 256, 258, 263, 284, 287, 296, 304
- Indenting pp. 87, 148, 177, 185, 197, 232, 256, 258, 263, 284, 296, 304
- Spelling pp. 177, 185, 188, 232
- Legible handwriting pp. 16, 47, 53, 177, 185, 188, 232
- Rereading for necessary changes pp. 16, 115, 128, 258, 260, 263, 284

- i. t. a. Publications (1966)
- Book 7 (TE) pp. 44 (Punctuation)
- Book 6 (TE) pp. entire book (Capitalization)
- Book 7 (TE) pp. 39, 52 (Capitalization)
- Book 6-7 (TE) entire book (Spelling)
- ERC, Language Arts Transition
- *Last Off/In Orbit/Splash Down (1975) pp. 186-187



Instructional Component

(NOTE: Component D. of the original SCOPE AND SEQUENCE has been omitted.)

Instructional Component

USE A SELECTION AND FORM OF EXPRESSIONS THAT ARE APPROPRIATE TO A GIVEN PURPOSE

Sequence

K 1 2 3

As Appropriate to Readiness and Content

Emphasis on using a selection and form of expression that are appropriate to a given purpose: to inform, to entertain, or to persuade

Resources

ERC, Reading for Little Ones, Book 1, III

Prentice-Hall, Advantage, p. 31

CATV, "Picture Book Park"

Language Explora Tapes
Language 100, EPC

Instructional Component

USE-ANTONYMS, HOMONYMS, AND OTHER FORMULATIONS OF EXPRESSION IN ENHANCING THE "EFFECTIVE" USE OF LANGUAGE

Sequence

K 1 2 3

Emphasis on using antonyms, synonyms, and homonyms in Oral language (not terms)

Emphasis on using antonyms, synonyms, homonyms for effective use of language (not terms)

Emphasis on using antonyms, synonyms; homonyms for the effective use of language

Resources
Creative Teaching Press, Marie's Kindergarten Games that Teach, Book 4

Laidlaw, Listening, Reading and Talking (1975) p. 67

Patterns of Language, Level 1, ABC (1974):
Antonyms pp. 56, 76, 94, 96
Synonyms pp. 93, 96
Homophones pp. 45, 75

Patterns of Language, Level 2, ABC (1974):
Antonyms, pp. 100, 107
Synonyms pp. 111, 119
Homophones pp. 116, 119

Ort. and Wallace, Word Book, Spelling Program, Level 2 (1974) pp. 52-53

CTP, Marie's Reading Games that Teach, Book 4

i.t.a. Publications (1966)
Book 5 (TE) pp. 85, 85
(Antonyms and Synonyms)
ERC, Language Arts Transition, Blast Off/In Orbit/Splash Down (TE) pp. 20, 38, 62, 109, 128, 140, 161, 164, 169, 177, 193 (Pupil's Workbook) pp. 15, 126, 129, 137, 148 and (TE) p. 113 (homophones)

Film: "Fun with Words-- Word Twins," 084755

Continental Press, Language Skills Tests, LST, 1-24 (1972)

Scott Foresman, "In Other Words--A Beginning Thesaurus" (1968)

Instructional Components

USE VERBAL AND NON-VERBAL MEANS FOR EFFECTIVE COMMUNICATION

Sequence

K

2

3

As Appropriate to Readiness and Content

Emphasis on using verbal and non-verbal means for communication: pantomime, gesture, facial expressions, maps, graphs, pictures, globes and dramatization

Resources

ERC, Readiness Guide, see index

Patterns of Language, Level 1, ABC (1974):

Communication through pantomime p. 80
Communication through gestures p. 84
Communication through pictures pp. 47, 80, 99, 102, 104

Patterns of Language, Level 2, ABC (1974):

Nature of communication pp. 24, 31, 120-121, 122, 124, 131, 136, 153
Communication among animals pp. 123, 131
Communication through symbols p. 104
Nature of speech and language pp. 24, 31, 120-121, 122, 124, 131, 153

Patterns of Language, Level 3, ABC (1974):

Communication through symbols pp. 53, 259-260
Communication through pantomime pp. 94-95, 96, 103, 259, 289
Communication through gestures, facial expressions pp. 94-95, 96, 103, 289
Communication through tone of voice pp. 16-18, 29, 98, 199
Communication through pictures p. 160

Instructional Component

USE THESE FIGURATIVE DEVICES (METAPHOR, SIMILE, AND PERSONIFICATION) EFFECTIVELY IN ORAL AND WRITTEN COMMUNICATION

Sequence

K

2

3

Emphasis on listening experiences using simile and personification

Emphasis on introducing the concepts of simile and personification (not terms)

Emphasis on introducing terms simile, metaphor, and personification

Emphasis on creating learning experiences for using simile, metaphor, and personification

Resources

Laidlaw, Listening and Talking (1975) Ch. 3, pp. 29-32

Peabody Kits

ERC, Books 1-14, I.t.a.

D.C. Heath, Communicating, Unit 2

Random House, Skillpacers, orange

- I.t.a. Publications
- DeCaprio, Paul's Squeaky and Other Animals (1966)
- DeCaprio, Willy and the Whale (1965)
- DeCaprio, The Dog and the Wolf (1965)
- DeCaprio, The Lion and the Deer (1965)
- Downing, The Monster (1969)
- EBE, Puss in Boots (1968)
- EBE, Little Red Riding Hood (1968)
- Gagg, The Zoo (1970)
- McIntosh, The Country Mouse and Other Stories (1964)
- McIntosh, Animals in the Barnyard (1964)
- McIntosh, In and Out (1964)
- McIntosh, The Pumpkin Moon (1964)
- Peterson, Peter Johnson and His Guitar (1965)
- Snow White and the Seven Dwarfs (1968)
- The Rabbit and the Turtle (1965)
- Garruth, My Book of the Lion and the Mouse and Other Fables (1968)

D.C. Heath, Communicating, Units 2, 13, 17, 18

Random House, Skillpacers, red

Film: "Sidewalks and Similes," 152573

D.C. Heath, Communicating, Unit 6

Patterns of Language, Level 2, ABC (1974):

- Compound words p. 101
- Multiple meanings pp. 29, 31
- Figurative language p. 4
- Descriptive language pp. 77, 83, 137

Random House, Skillpacers, yellow

I.t.a. Publications (see grade 1 column)

SHAWNEE MISSION SCHOOLS
LISTENING AND VIEWING K-3
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW the courtesies of listening and viewing and understand the action and sequence of what is presented; should be able to attend to, understand, summarize, and respond to what he/she hears or views individually and as part of a group.

Instructional Component

LISTEN COURTEOUSLY

Sequence

K

2

3

As Appropriate to Readiness and Content

J. B. Lippincott, (1958)

Manners Can Be Fun

Joslin, What Do You Do, Dear?

Young Scott Books

Understand main idea and relevant details. As appropriate to readiness and content

Literary Selections:

"Me," de la Mare, p. 2

Millions of Cats, Gag p. 6

"Everybody Says," Aldis p. 7

"Me, Myself and," Merrilam, p. 7

"The Wind and the Sun,"

Aesop, p. 20

"Who Has Seen the Wind,"

Rossetti, p. 20

The Complete Nonsense Book,

Lear, excerpt, p. 35

"The Squirrel," p. 36

"The Chipmunk," Tippet, p. 36

"Radiator Lions," Aldis, p. 39

"The Gingerbread Boy," p. 44

"Who Am I?" Aldis, p. 45

"This Is the House That Jack

Built," p. 46

The Little House, Burton, p. 48

"Troubles," Aldis, p. 50

"The Cobbler," Chaffee, p. 56

"Jus: Like Me," Lang, p. 64

Mother Goose Rhymes, p. 79

Finger Plays for Young Children

(Univ. of Minn.), p. 81

"Little Echo," L.A. School Dis-

trict, p. 82

"Merry-Go-Round," Baruch, p. 82

"Song of the Popcorn," Abney, p. 82.

Boo Who Used to be Scared of the

Dark, Leaf, p. 102

Listening Skills:

Patterns of Language, Level 1,

ABC, (1974)

Rhyming words pp. 8, 35, 46, 64-74

Listening to direction words, pp. 3, 4

Listening to establish left to

right, p. 3

Listening to follow directions, pp.

1, 3, 4, 5, 6, 94, 110

Listening to poetry pp. 2, 7, 35, 46

Listening to stories pp. 6, 20, 44,

48, 102

Listening to riddles pp. 6, 45

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Sound Impressions pp. 92, 100
Initial Sounds pp. 10, 71, 72
Final Sounds pp. 11, 71, 72
Vowels in words pp. 63-70
Consonants in words pp. 71-73

Instructional Component

COMPREHEND AND FOLLOW ORAL DIRECTIONS

Sequence

K 1 2 3

Listen to and follow oral directions. As appropriate to Readiness and Content

Film, "Getting Along in School," Coronet Filmstrip and Record, "Listening and Following Directions"

"Early Learning Filmstrips," Miller-Brody

EDL Kit, cassettes and student sheets

Filmloop
Ealing Story Starter 4,
"Haunted House, Armor House
Educ. Direction, Inc.



Instructional Component

DRAW SIMPLE RELATIONSHIPS AND INFERENCES

Sequence

K

2

3

Sees simple relationships and draws simple inferences. As appropriate to readiness and content.

- Caedman Filmstrips: "Hansel & Gretel and Other Fairy Tales," "Snow White and Other Fairy Tales," "Brothers Grimm
- CATV "Menagerie and "Picture Book Park"
- Tro 1 Associates Tapes, "Troll Read Alongs"
- Film, "Dick Whittington and His Cat"
- "Five Chinese Brothers"
- "Goldilocks and the Three Bears"
- "Steadfast Tin Soldiers"
- "The Ugly Duckling"
- See Language Arts, pp. 51-52 in Film Catalogue --
- See Poetry, pp. 69-70, Film Library:
- "Little Train," 127137
- Study Pictures:
- Child's World of Poetry, Talking Pictures, Story Study Prints
- Film Library:
- "The Lively Art of Picture Books, Film, 028198
- "Lollipop Opera" 108473
- "Noisy Nancy Norris," 093880
- "One Turkey, Two Turkey, 132044

Instructional Component
DEVELOP AUDITORY AND VISUAL MEMORY

Sequence _____ K _____ 1 _____ 2 _____ 3 _____

Develop auditory and visual recall. As appropriate to Readiness and Content.

SVE Filmstrips, "Our World
of Sights and Sounds Group
I"

Instructional Component

EXPAND VOCABULARY

Sequence

-K

2

Expand receptive vocabulary. As appropriate to readiness and content.

E. R. C., Language Arts Transition (TE)
Blast Off/In Orbit/Splash Down pp. 178, 197

CATV "Words Are for Learning"
Encyclopedia Britannica, "We Listen and Learn," Cassette Kit

Instructional Component

CONCENTRATE IN AUDIENCE SITUATION

Sequence

K

3

2

As Appropriate to Readiness and Content

Weston Woods, Lollipop Dragon
Series

CATV "Free to Be"

SHAWNEE MISSION SCHOOLS
LITERATURE AND READING
SUGGESTED SEQUENCE

LANGUAGE ARTS GOAL

THE STUDENT SHOULD KNOW that language is a tool for exchanging information and should be able to use basic receptive skills to recognize different literary types.

Instructional Component

LITERAL COMPREHENSION:

FOR A GIVEN LITERARY SELECTION OR SELECTIONS, THE STUDENT SHOULD BE ABLE TO RECOGNIZE:

1. A SPECIFIED NUMBER OF FACTS
2. CHRONOLOGICAL ORDER OF EVENTS
3. MAIN IDEA
4. DIFFERENCE BETWEEN FACTUAL AND NON-FACTUAL ELEMENTS
5. SIMILARITIES AND DIFFERENCES IN PRESENTATION OF COMPARABLE CONTENT

Sequence

K

1

2

3

As Appropriate to Readiness and Content

- Wonder Books, Mr. Pine's Mixed-up Signs, Kessler, (1961)
- Scholastic Book Services, Curious George, Rey, (1941)
Cricter, Ungerer, (1958)
Georgie and the Noisy Ghost, Bright, (1971)
Make Way for Ducklings, McCloskey, (1941)
The Five Chinese Brothers, Bishop, (1938)
- Burke, London, Things People Often Say, Edwards and Gibbon, (1969)
The New House, Peterson, (1966)
The Lost and Found, Beim, (1965)
Simon Small Moves In, Lindgren, (1956)
The Little Auto, Lenski, (1965)
Weather, Burke, London, (1967)
Opposites, Burke, Edwards and Gibbon, (1967)
Places, Burke, Edwards and Gibbon, (1969)
The Little Old Woman Who Forgot Everything, Burke, Beattie, (1968)
Torke, Burke, Knutsson, (1970)
About?, Burke, Shoemith, (1970)
About Claus? Burkè, Shoemith, (1970)
About Feathers? Burke, Shoemith, (1970)
Do You Know About Tales? Burke, Shoemith, (1970)
Parent's Magazine Press Co., Henrietta & the Hat, Natts, (1962)
- Scholastic Book Service, Nancy and Jeff, Farrell, (1972)
Moonbeam & Rocket Ride, Wasserman, (1965)
Over in the Meadow, Wadsworth, (1971)
Young Readers Press, Wadsworth, Which is Willie? Bright, (1962)
- Ernest Benn, The Leader of the Band, Wilson, (1967)
Peter Climbs a Tree, Beresford, (1966)
Little Bear's Pony, Bisset, (1966)
Burke, London, The New House, Peterson, (1966)
Where & Which Way, Edwards and Gibbon, (1969)
What Things Are Made Of, Gibbon, (1968)
Do You Know About Wings? Shoemith, (1970)
The New Bridge, Peterson, (1969)
The Clown, Joyce, (1969)
The New Road, Peterson, (1967)
Peter Climbs a Tree, Beresford, (1966)
Benefic Press, Cowboy Sam, Chandler, (1971)
Cowboy Sam & Dandy, (1971)
Cowboy Sam & Miss Lily, (1971)
Dan Frontier, Hurley, (1966)
Dan Frontier and the New House, Dan Frontier and the Big Cat, Dan Frontier & Trapper, Hurley, (1970)

Continued on Back

i.t.a. Publications, The Bus From Chicago, DeCaprio, (1965)
Slider & Other Reptiles, DeCaprio, (1966)
Jim's Moth & Other Insects, DeCaprio, (1966)
Bob's Goldfish & Other Fish, DeCaprio, (1966)
The Train, Fritz, (1955)
Puppies and Kittens, Gagg, (1968)
The Farm, Gagg, (1970)
Topsy-Turvey World, Graham, (1968)
The Little Yellow Car, Holliday, (1965)
The Adventures of the Three Blind Mice, Ivimey, (1965)
Children in the Water, (1966)
Time for Breakfast, (Lieber, (1967)
Nine Fine Gifts, Minshull & Einsele, (1962)
The Ladybird Book of Pets (1969)
Gog Finds a Dog, Rogers & Dadd, (1966)
Ballerina Bess, Seymour, (1965)
The Pond, Seymour, (1970)
The Sandwich, Seymour, (1965)
Rubber Boots, (1965)
Nicky & His Train, Dickens, (1965)
Nicky & Teddy, Dickens, (1965)
Nicky & His Train Goes Swimming, (1965)
Nicky Goes to the Fair, Dickens, (1965)
Follett Publishing Co., Grandfather Dear, (1968)
Encyclopedia Britannica, King Midas, (1968)
Little Thumb, (1968)
Little Mermaid, (1968)
Sinbad the Sailor, (1968)
i.t.a. Publications, The Party, Gagg, (1966)
The Dinosaur & the Dodo, DeCaprio, (1965)
Barry's Pigeon & Other Birds, DeCaprio, (1966)
Paul's Squeaky and Other Mannals, DeCaprio, (1966)
Bob's Goldfish and Other Fish, DeCaprio, (1966)
The Tent, Gagg, (1965)
Magic Carpet to Animal-Rhyme Land, (1965)

Moonbeam & the Captain, Wasserman, (1968)
Moonbeam, Wasserman, (1967)
Moonbeam is Caught, Wasserman, (1965)
Moonbeam at the Rocket Port, Wasserman, (1965)
Cowboy Sam & Freckles, Chandler, (1971)
Cowboy Sam & Big Bill, Chandler, (1970)
Skippy, the Skunk, Darby, (1963)
Butternut Bill & the Bear, McCall, (1965)
Butternut Bill & the Bee Tree, (1965)
Butternut Bill & His Friends, McCall, (1968)
Butternut Bill & the Big Catfish, McCall, (1965)
Butternut Bill, McCall, (1965)
Butternut Bill & the Big Pumpkin, McCall, (1966)
Pony Rider, Chandler, (1966)
Sailor Jack & the Jet Plane, Wasserman, (1962)
Sailor Jack, Wasserman, (1960)
Sailor Jack & Homer Pots, Wasserman, (1961)
Sailor Jack & Bluebell's Dive, Wasserman, (1961)
Sailor Jack & Eddy, Wasserman, (1961)
Sailor Jack & the Ball Game, Wasserman, (1962)
The Buttons at the Zoo, McCall, (1960)
The Buttons and Mr. Pete, McCall, (1961)
The Buttons and the Whirlybird, McCall, (1960)
The Buttons See Things That Go, McCall, (1960)
The Buttons-Bucky Button, McCall, (1960)
The Buttons and the Pet Parade, McCall, (1961)
Sally, the Screech Owl, Darby, (1964)
Becky, the Rabbit, Darby (1964)
Squeaky, the Squirrel, Darby (1964)
Skippy, the Skunk, Darby, (1963)
i.t.a. Publications, Where Are Arthur and Helen? Downing, (1967)

Continued on Back

Pitman, A Trip to the Moon,
Furniss, (1971)
The Story of a Water Drop,
Gosling (1971)
The Caveman, Graham, (1971)
Cuthbert & Kate, the
Caterpillars, Graham, (1971)
The Little Witch Goes to
School, Graham; (1971)
Gulliver's Travels, Graham,
(1971)
Bud, the Cowboy, Graham, (1971)
The Cat that Coughed, Lansdown,
(1971)

Instructional Component

INTERPRETIVE COMPREHENSION:

- FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE:
1. THAT PREDICTIONS CAN BE MADE RELATIVE TO WHAT WILL HAPPEN NEXT OR AT THE END
 2. THAT SOME INFORMATION IS IMPLIED RATHER THAN LITERALLY STATED
 3. THAT APPROPRIATE CONCLUSIONS ARE BASED ON FACTS CONTAINED IN THE SELECTION
 4. THAT FACTUAL, OPINIONATIVE, AND FICTIONAL STATEMENTS CAN BE CLASSIFIED
 5. THAT RELATIONSHIPS EXIST BETWEEN EVENTS, CHARACTERS, AND PLACE

Sequence

K

2

As Appropriate to Readiness and Content

Scholastic Book Services, The Adventures of Spider, Arkhurst, Level 1 (1964)

The Happy Egg, Krauss, Level 1 (1967)

That's What Friends Are For, Heide, (1968)

A Kiss For Little Bear, Minarik, (1968)

A Bargain for Francis, Hoban (1968)

Wolffie, Chenery, (1969)

The Emperor's New Clothes, Anderson, (1949)

E.B.E., Alladin & His Wonderful Lamp, (1968)

W.T.a. Pub. (1970) Helping at Home, Gagg

Billy's Birthday, Helling

Lollipop, Burke, (1966)

Peter's Bike, Holland, (1966)

Up and Down, Jardine, (1965)

Stop Pretending, Seymour (1965)

The Tent, Seymour, (1965)

Fun at the Seaside, (1965)

Big Beds & Little Beds, Seymour, (1965)

Brad and Nell, DeCapino, (1965)

Burke, London, Forgot It Was Christmas, (1965)

Buildings, (Edwards and Gibbon, (1969)

The Ambulance, Falk, (1967)

January Takes Lessons, Falk (1968)

Continued on Back



Knowledge Aid Library Series,
Gorilla?, (1968)
A Bowerbird is a Bowerbird?
Dellis, (1968)
An Ant is An Ant? Dellis, (1968)
A Rat is a Rat? Dellis, (1968)
A Cat is a Cat? Dellis, (1968)
A Beaver is a Beaver? Dellis,
(1968)

Scholastic Book Services,
Just in Time for the King's
Birthday, Chafce, (1970)
Benny & the Bear, Carteton,
(1960)
We Never Get to do Anything,
Alexander, (1970)
When I Am All Alone, Hopkins,
(1972)
Pete the Pup, Harlan, (1972)
Penny the Poodle, Jansen, (1972)
The Ball That Wouldn't Bounce,
Cebulash, (1972)
The Witch's Christmas, Bridwell,
(1970)
Nancy & Jeff, Farrell, (1972)
Benny's Nose, Cebulash, (1972)
The-See-Saw, Cebulash, (1972)
Willie's Pet, Cebulash, (1972)
Happy Birthday to Me, Hopkins,
(1972)

Follett, The O'Learys and Friends,
Berg, (1967)

Instructional Component

ANALYTICAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE THAT THE STRUCTURAL AND LITERARY ELEMENTS CAN BE ANALYZED:

1. CHARACTERS WILL HAVE TRAITS AND/OR FEELINGS
2. PLOT REVEALS THE PATTERN OF INCIDENTS
3. EACH SELECTION HAS A CENTRAL THEME
4. EACH SELECTION HAS A SETTING
5. EACH SELECTION HAS A MOOD OR TONE
6. EACH SELECTION HAS A PARTICULAR STYLE

Sequence

K

1

2

3

As Appropriate to Readiness and Content

Encyclopedia Britannica, Snow
White & the Seven Dwarfs, (1968)
Cinderella, (1968)

Burke, London, Mathew & Eva in
the Toy Shop, Falk, (1965)
Mathew Blows Soap, Falk, (1967)
Don't Blame Brandy, Falk, (1970)
Lena & Lisa Have Measles, Hertz,
(1965)

Brenda Helps Grandmother,
Lindgren, (1966)
Little O's Naughty Day, Unnerstad,
(1965)

I Don't Want To, Said Sara,
Peterson, (1969)
Grandpa's Straw Hat, Hertz, (1966)
Brenda Helps Grandmother,
Lindgren, (1966)

Judy at School, Widerberg, (1968)
Don't Blame Brandy, Falk, (1970)

Ernest Benn Pub., The Boy Who Would
Not Say His Name, Vreken, (1965)
Nobody Listens to Andrew, Gelfoil,
(1965)
Looking for a Friend, Beresford,
(1967)

Frederick Warne Co., The Tale of
Timmy Tiptoes, Potter, (1966)
The Tale of Tommy Kitten, (1965)
The Tale of Flopsy Bunnies, (1965)
The Tale of Two Bad Mice, (1965)

Continued on Back

Scholastic Book Services, Pelle's
New Suit, Beskow, Level 1, (1972)
Monkey Trouble, Weil, (1971)
No Roses for Harry, Lion, (1971)
Bread & Jam for Frances, Hoblen,
 (1964)
A Very Special House, Kraus, (1953)
The Three Little Pigs, Goldone,
 (1970)
Is This a Baby Dinosaur? Selsam,
 (1971)
Hidden Animals, Selsam, (1947)
Benjamin Budge & Barnaby Ball,
Heide, (1967)
Gravity and the Astronauts,
Freeman, (1967)
Why Can't I? Bendick, (1969)
The Hungry Thing, Stepien, (1967)

i.t.a. Publications, Poems About,
Everything, Herne, (1966)
Tony in the City, Holland, (1966)
Ken & Sue Go to School, Harrison,
 (1966)
Ken & Sue Visit Grandfather,
Harrison, (1966)
Ken & Sue Go to a Motor Race,
Harrison, (1966)
Magic Carpet to Pudding Pie
Land, (1965)
My Book of Hansel & Gretel, (1964)
Olaf Reads, Lexau, (1965)
Doubling Thomas, Watts, (1965)
The Hippopotamus, Herne, (1965)
The Biggest Splash, Jarvis, (1965)
The Pipe Piper, (1968)
The Red Robber of Larado,
Webster, (1966)
The Ladybird Book of Pets,
Osmond, (1964)
Puppies & Kittens, Gagg, (1968)

THE STUDENT SHOULD KNOW HOW to adapt spoken language to a specific situation and should be able to communicate ideas orally in a concise, meaningful manner, in correct sequence, appropriate to the situation.

Instructional Component

SPEAK LOUDLY AND CLEARLY ENOUGH TO BE UNDERSTOOD

Sequence

K 1 2 3

As Appropriate to Readiness and Content

- i. t. a. Publications, 1966
- Experience Stories Pictures
- Peabody Language Arts Kits, Levels 2 & 3
- DUSCO Kits

CATV "Let's Learn to Talk"

Instructional Component

EXPRESS A COMPLETE THOUGHT

Sequence

K

#

1

2

3

As Appropriate to Readiness and Content

i.t.a. Publications, 1966
Picture Study Pages
Peabody Language Arts Kits
Levels 2 & 3
DUSO.Kits

Instructional Component

AVOID RUN-ON FASHION OF TALKING

Sequence

K	1	2	3
---	---	---	---

Emphasis on providing the child with a model of oral expression that is clear and concise.

As Appropriate to Content and Readiness

i.t.a. Publications, 1966
 Ready for Reading, pp. 17-31
 Peabody Language Arts Kits
 Levels 2 & 3
 DUSD Kits

Instructional Component

NARRATE IN PROPER SEQUENCE

Sequence



As Appropriate to Readiness and Content.

- D. C. Heath Communicating
- i.t.a. Publications, 1966
- Experience Stories Pictures
- Peabody Language Arts Kit
- DUSO Kits
- Laidlaw, 1975, Listening, Reading & Talking, (pupils), p. 13, 14, 31, 63



Instructional Component

USE COURTEOUS SPEECH: 1. TELEPHONE 2. COMMITTEES 3. ADULTS

Sequence

K	2	3
<p>Emphasis on using courteous speech: Proper names and titles, taking turns talking, practicing social amenities (such as saying good morning, excuse me, please, thank you, etc.).</p>	<p>Emphasis on using courteous speech: Telephone manners, committee participation, and conversation.</p> <p>Houghton Mifflin, Rewards, Level 7, (1971), pp. 85, 109, 119, 170, 198, 216, 236, 310</p> <p>Ginn, Sky, and Wings, Level 7, (1969), pp. 277, 282, 329</p>	<p>Emphasis on using courteous speech: Introductions and naming others first.</p>
<p>Puppet Kits (Peabody & DUSO)</p> <p>Bell Telephone "Telezonia Kit"</p>		



Instructional Component

GIVE DIRECTIONS EXPLICITLY

Sequence

K

1

2

3

Emphasis on demonstrating how to do something. Begin to give directions, using temporal, ordinal, spatial, and directional words.

Follett, Language and Thinking, "Directions" Kit
Peabody and DUSO Kits

Ginn, Skys & Wings, Level 7,
(1969), p. 350



Instructional Component

RELATE PERSONAL EXPERIENCE

Sequence

K	1	2	3
---	---	---	---

As Appropriate to Readiness and Content

ABC Patterns of Language,
 Pitch, stress, juncture p. 82
 Communication through pantomime
 p. 80
 Communication through gestures
 p. 81



Instructional Component

RELATE FACTUAL MATERIAL ACCURATELY

Sequence

K _____ 1 _____ 2 _____ 3 _____

As Appropriate to Readiness and Content (in language arts, social studies, science, and mathematics).

Allyn & Bacon Books,
Our Country
Social Studies
SCIS Science Kits (oral
Feedback

Instructional Component

PARTICIPATE IN CREATIVE DRAMATICS

Sequence

K

1

2

3

Emphasis on participating in creative dramatics: puppetry, role playing, plays, choral speaking, and finger plays.

Emphasis on reading a narrative and putting what is read into dramatic form.

"On Stage: Wally Bertha & You"
Alex Urban. - "Puppet Kit

Laidlaw, Listening and Talking
Pantomime - Role Playing

i.t.a. Publications, (1972)
Balloons - (Child's First Writing
Book)

Peabody Kits
DUSO Kits

Houghton Mifflin, Rewards, Level
7, (1971), pp. 67, 85, 109, 151,
170, 198, 236, 263, 279, 310

Ginn, Skys & Wings, Level 7,
(1969) pp. 76-77, 83, 94, 187,
235, 277, 292, 316, 343, 381, 386-387,
406.

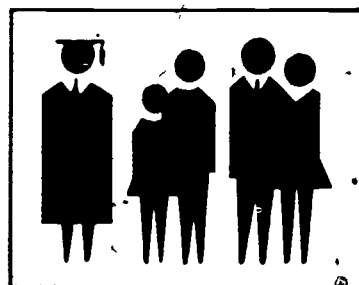
MacMillan, Outline of Skills,
IV, Section A, Level 8



Language Arts
Grades K-3

**GOAL-COMPONENT
ASSESSMENT SYSTEM
CRITERION-REFERENCED**

TEACHER • STUDENT • PARENT



SHAWNEE MISSION SCHOOLS

SEPTEMBER, 1975

Don Roberts, Director Language Arts

PRIMARY EDUCATION K-3

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SHAWNEE MISSION PUBLIC SCHOOLS

Dr. Arzell Ball, Superintendent

Dr. Leonard Molotsky, Associate
Superintendent for Instruction

Dr. Terry Parks, Director of
Basic Services

Dr. Donald R. Roberts, Director
of Language Arts

Dr. James Townsend, Director
of Primary Education

INTRODUCTION

After involving more than 38 schools in a district Criterion-Referenced Testing Pilot in Language Arts during the 1974-75 school year, a workshop was held during June 9-13, 1975, for the purpose of evaluating the pilot project, the CRT instrument, and for writing test specifications relating to the instructional components of Language Arts Scope and Sequence.

Representing K-3 Language Arts teachers in the workshop were:

Elizabeth Boyce	Santa Fe	Doris Lange	Shawano
Virginia Gilbert	Nieman	Ruth Palatas	Somerset
Elizabeth Honeycutt	Flint		

These participants were named by their respective area language arts committees for the CRT workshop.

In writing test specifications (suggested ways for determining the level at which a student is functioning relevant to a given instructional component) the participants were asked to choose a component from Scope and Sequence, designate content limits, set scoring criteria, specify format and directions, and write a sample test item.

Time did not permit thorough completion of the task, but direction has been established.

On the following pages you will find, interspersed with Scope and Sequence goals and components, test specifications relating to components. These statements are summaries of the complete specifications developed during the workshop.

Efforts are now being made to build a pool of valid and reliable test items from which district teachers can draw to aid in curriculum decision making. Some test items, thanks to the participants, can be leased from companies, after comparing our sample items with what the company has to offer. Some items will have to be developed by district teachers. Not all items will be paper-pencil, computer-scored items.

At this time, test specifications have not been broken down by grade levels. This may be accomplished as the item pool is developed. For now, the specifications should be considered third grade summative specifications; of course, teachers may adapt them to suit their building or classroom purpose.

Eventually a building may determine what kind of curriculum information it wants and may select appropriate test specifications. The building may set the number of items it wants per spec and may set the criteria. Test items will be drawn at random from the computer. The district will accommodate

by scoring the test and supplying appropriate print-outs.

It is hoped that this system will afford a data base for decision making which will enable all educators to make prudent decisions for the allocation of effort and resources.

Don Roberts

September 1975

GLOSSARY

ASSESSMENT ITEM--An "assessment item" is an activity or test question which seeks to determine the level at which the student is functioning. The term "assessment" has been chosen in an attempt to avoid the connotation of "finality" or "grade," often associated with the term "test."

COMPONENT--A "component" suggests an instructional experience thought to be a means toward reaching the stated goal. Components are grouped as related to knowledge goals, skill goals, and value goals.

CONTENT LIMITS--Part of a test specification, the "content limit" establishes the parameter for a test item or activity by identifying the specific content which will be covered.

CRITERION-REFERENCED TEST--An assessment instrument to determine the functional level of achievement of students in order that appropriate instructional decisions can be made.

PARAMETER--A quantity that describes a statistical population.

SUMMATIVE GOALS--A "summative goal" is a terminal goal for a designated unit of instructional experience (i.e., at the end of third grade; at the end of sixth grade, etc.).

SUMMATIVE SPECIFICATIONS--As related to "summative goals," "summative specifications" indicate expected learning outcomes at designated grade levels.

TEST SPECIFICATIONS--A "test specification" identifies what is to be measured and how it is to be measured. Test specifications are essential to a criterion-referenced testing program.

COMPOSITION

SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS

LEVEL 3

Knowledge

THE STUDENT SHOULD KNOW that sentence structure, vocabulary, punctuation, correct spelling, and organization of thought are required for effective writing.

Skills

THE STUDENT SHOULD BE ABLE TO use basic composition skills to translate oral communication to written form.

Values

THE STUDENT SHOULD VALUE his/her own experiences and feelings as topics for a carefully prepared composition and should appreciate the writings of others as expressions of their feelings.

Components:

- A. Know the four main sentence types

TEST SPECIFICATIONS

- C 1. The student will be able to identify four main sentence types.

Are you going to town?	Imperative
Close the door.	Declarative
The house is on fire!	Interrogative
The boy chased the dog	Exclamatory

- A. Communicate a simple idea in writing

- A. Value literary and personal experiences as starting points for composition

- B. Know nouns, verbs, and adjectives as parts of speech

- B. Value proofreading as an aid in clarifying his/her communication

- C 2. The student will be able to identify nouns, verbs and adjectives.

On sentence 1, mark an X on the noun.
On sentence 2, mark an X on the verb.
On sentence 3, mark an X on the adjective.

The ^Xdog ran very fast.
The squirrel ate a nut.
The funny clown made me laugh.

- B. Write a simple sentence --
1. Write correct examples of four sentence types
 2. Use correct punctuation and capitalization
 3. Identify and use subject and predicate in writing sentences

C 3. The student will be able to write a simple sentence for four sentence types (Imperative, Declarative, Interrogative and Exclamatory), capitalization and punctuation.

C. Know that appropriate vocabulary is an important tool in expressing ideas in writing

C. Demonstrate confidence in using oral vocabulary in written work

C. Value neatness, in his/her work

C 4. The student will be able to choose the best of the three words underlined which tells about how you might feel at a circus by putting an X on it.

excited, bored, sad

D. Know beginning and ending sentence punctuation

D. Organize ideas into proper sequence and proper relationships

D. Appreciate the courtesy of social communication

C 5. The student will be able to identify correct choice for beginning and ending punctuation.

— the children played ball.

— The children played ball

X — The children played ball.

E. Know capitalization of proper nouns, titles, days of the week, months, and holidays

E. Appreciate the writing of others

C 6. The student will be able to identify capitalization of titles by choosing correct punctuation.

— I have just finished Charlotte's web.

X — Get the book, Wind in the Willows.

— I liked pippi longstocking.

E. Appropriately title his/her work

F. Know spelling and punctuation of abbreviations

F. Use a variety of forms to express himself/herself

F. Value the emotional response from his/her audience

C 7. The student will be able to choose from a list the correct form of abbreviations.

- | | |
|------|-----|
| Mr.) | mr. |
| mrs. | Dr. |
| Mrs. | DR. |
| dr. | MR. |

G. Know that objects and events are ordered by time, space, and logic

C 8. The student will be able to put four simple sentences, out of order, into story sequence.

Teacher-selected sentences.

G. Write letters

C 9. The student will be able to write letters demonstrating appropriate time, space and logic.

Teacher Assignment

H. Put ideas of others into his/her own words

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

Study of Language K-3

STUDY OF LANGUAGE

SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS

LEVEL 3

Knowledge

Skills

Values

THE STUDENT SHOULD KNOW that language has meaning and purpose.

THE STUDENT SHOULD BE ABLE TO communicate effectively in his/her environment.

THE STUDENT SHOULD VALUE language as a means of sharing and learning.

Components:

Components:

Components:

- A. Know and identify nouns (Proper and common, concrete and abstract, singular and plural, possessive); verbs (action and being, auxiliaries, regular and irregular); and pronouns (noun conversion, antecedents)

- A. Apply his/her knowledge of nouns, verbs, and pronouns through recognition and discussion, and expanding use of correct forms in oral and written expression

- A. That language is composed of parts that have form and function and that proper and effective use of "parts" enhances communication

SL 1. The student will identify four proper nouns by placing an X beside each.

- | | |
|----------------------|---------------------|
| <u> X </u> Tom | <u> </u> skate |
| <u> </u> banana | <u> </u> Sally |
| <u> </u> Jean | <u> </u> Flip |

SL 2. The student will identify four common nouns by placing an X beside each.

- | | |
|-----------------------|---------------------|
| <u> X </u> doughnut | <u> </u> Jane |
| <u> </u> boy | <u> </u> town |
| <u> </u> Jim | <u> </u> money |

SL 3. The student will identify four singular nouns by placing an X beside each.

- | | |
|----------------------|--------------------|
| <u> </u> ducks | <u> </u> pony |
| <u> X </u> ball | <u> </u> toys |
| <u> </u> rabbit | <u> </u> girl |

SL 4. The student will identify four plural nouns by placing an X beside each.

- | | |
|----------------------|------------------------|
| <u> X </u> dresses | <u> </u> turtle |
| <u> </u> shirts | <u> </u> snake |
| <u> </u> boxes | <u> </u> crackers |



SL 5. The student will identify four possessive nouns by placing an X beside each.

<u> X </u> Tom's	<u> </u> gate
<u> </u> cats	<u> </u> Sally's
<u> </u> women's	<u> </u> father's

SL 6. The student will identify four action verbs by placing an X beside each.

<u> X </u> running	<u> </u> are
<u> </u> sleeping	<u> </u> hopping
<u> </u> is	<u> </u> snarling

SL 7. The student will identify four verbs showing a state of being.

<u> X </u> is	<u> </u> sail
<u> </u> rip	<u> </u> was
<u> </u> are	<u> </u> has

SL 8. The student will identify the pronoun and its antecedent by underlining the pronoun and circling its antecedent.

Mary and John went to the store, but she didn't have any money.

B. Know types of sentences according to meaning; know and can identify subjects and predicates, basic modifiers; and begin to recognize fragment and run-on sentences

B. That meaning in language is based on a concept of "completeness"

SL 9. The student will identify the subject and predicate by separating them with a slash mark (/).

The big fat boy/ran slowly.

The huge lion/ate the food quickly.

The pretty little girl/lost her doll.

The little red school/was torn down.

B. Use a variety of sentence types (declarative, interrogative, etc.) in complete and correct forms according to accepted conventions

- C. Know the purpose of common symbols of punctuation; of capitalization; know basic rules of spelling (as deemed appropriate); and know basic proofreading symbols and the benefits of proofreading
- C. Use common symbols of punctuation; practice appropriate capitalization; evidence internalization of basic rules of spelling; and engage in successful proofreading experiences
- C. That mechanics appropriate to conventional standards is an asset to effective communication

SL 10. The student will know and identify grammatically correct sentences by placing an X in front of each correctly written sentence.

_____ She are going to town.

X He ate the hamburger.

_____ The school bell rang.

_____ He got the measles.

_____ She is right.

SL 11. The student will know and identify the use of a comma by punctuating the following informal note:

Dear Mary,

Please come to my party. It will be Friday
at 2:00.

Your friend

Jane

SL 12. The student will know and identify the use of a comma in a series by punctuating the following sentence.

The dress was red, white, and blue.

- D. Know that purposes in using language may differ and that purpose determines choice of words, phrases, kinds of sentences and organization of ideas or the reporting of facts
- D. Relate the knowledge to narrative examples, both oral and written, performed by the teacher, students, and by the literature to which the student is exposed
- D. Exhibit an appreciation for models of language usage relating to different purposes and outcomes (narrative)

SL 13. John wanted a new bike for his birthday. Mother took him to the store. John looked and looked. He finally picked a blue bike.

What is the main idea of this story?

_____ A. buying a new truck

_____ B. buying a new car

_____ C. buying a new bus

X D. buying a new bike

E. Know that words have relevance to purpose and that "effective" communication is the aim of language

E. Use a selection and form of expressions that are appropriate to a given purpose

E. That language is multi-purposed with regard to sharing and learning

SL 14. The bird nest was high in the tree. The baby birds were flapping their wings in the small nest. One of them fell to the ground.

The bird couldn't fly because B .

A. it was too hungry
 B. it was too young
 C. the tree was too high
 D. it was sick

F. Know that certain relationships in meaning and form exist within word formations

F. That language is composed of comparative and antithetical elements which enhance communication

SL 15. The student will know and identify the basic word formation known as a compound by underlining the compound word in each sentence.

She ate the doughnut.
 The baby fell in the doorway.
 The stairwell was full of water.
 The farmer had a pitchfork.

F. Use antonyms, synonyms, homonyms and other formulations of expression in enhancing the "effective" use of language

SL 16. The student will know and identify the words which make each underlined contraction.

<u>didn't</u>	<u>they'd</u>
did not <u> X </u>	they will <u> </u>
will not <u> </u>	they did <u> </u>
can not <u> </u>	they had <u> </u>
did have <u> </u>	they have <u> </u>

SL 17. The student will know and identify antonyms by matching the words below.

fat	—	full
hungry	—	thin
up		slow
fast		down

SL 18. The student will know and identify synonyms by matching the words below.

big		tiny
small	—	pretty
nice		large
beautiful		good

SL 19. The student will know and identify homonyms by matching the words below.

two		rain
dear	—	to
rein		blue
blew		deer

G. Know basic word formations such as tense, plurals, affixes, possessives, contractions, abbreviations, compounds, hyphenated words, etc., and know the rudiments of syllabication

G. Use these formations with effectiveness and consistency in written and oral communication

G. That language has both convention and potential for regulation of usage according to the user's purpose

SL 20. The student will know and identify verbs of present tense by placing an X on the line by each correct sentence.

 X Go to the store.

 He went to the store.

 I see a man.

 I am walking fast.

SL 21. The student will know and identify verbs of past tense by placing an X on the line by each correct sentence.

 X The team won the game.

 I will go home.

 We went to the park.

 I ate fast.

SL 22. The student will know and identify words with prefixes by underlining each prefix in the following sentences:

He will repaint the house.

Unwrap the gift carefully.

Mom disapproves of playing in the street.

John will improve his work.

SL 23. The student will know and identify words with suffixes by underlining each suffix in the following sentences.

He is shorterer.

The woman was helpless.

The bell is ringing.

The children jumped rope.

SL 24. The student will know and identify syllabicated words containing as many as three syllables by placing slash mark (/) between syllables in words similar to those below:

al/ways

go/ing

re/mem/ber

H. Know that certain combinations of language, both verbal and non-verbal, communicate

H. Use verbal and non-verbal means for "effective" communication

H. That everything a person does and says communicates

SL 25. The student will know and be able to order in proper sequence pictures which are out of order..



4



2



1



3

I. Know that metaphors, similes, and personification are basic to the symbolic process

I. Use these figurative devices effectively in oral and written communication

I. That language gives "life" and "understanding" to abstract notions

SL 26. The student will know and identify sentences containing metaphors by marking an X by each sentence containing a metaphor.

The clouds are cotton candy.

The moon is the north wind's cookie.

The sun is a golden earring.

SL 27. The student will know and identify sentences containing similes by making an X by each sentence containing a simile.

He is as slow as a snail.

I'm as hungry as a bear.

The cat looked like a tiger.

The bear climbed over the mountain.

J. Know that language can be subtly manipulated to create imaginative or visual expressions

J. Use language that is subtly appropriate to a specified occasion

J. That language development is related to maturity and experience

SL 28. The student will know and identify imaginative or figurative language by choosing the two most interesting sentences and placing an X beside them.

The boy ran home.

The clouds floated dreamily above.

The cat snarled loudly at the dog.

K. Know that there are different ways of looking at language

K. Exhibit a propensity for understandable variety in approaches to language

K. That language is a practicing science

No sample presently available.

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

Listening and Viewing K-3

LISTENING AND VIEWING

SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS

LEVEL 3

Knowledge

Skills

Values

THE STUDENT SHOULD KNOW the courtesies of listening and viewing and understand the action and sequence of what is presented.

THE STUDENT SHOULD BE ABLE TO attend to, understand, summarize, and respond to what he/she hears or views.

THE STUDENT SHOULD VALUE listening and viewing, concentration, and the opinions of his/her classmates.

Components:

- A. Know the courtesies of listening and viewing

Components:

- A. Listen courteously

Components:

- A. Appreciate listening and viewing critically

TEST SPECIFICATIONS

LV 1. The student will know, identify, and demonstrate specific courtesies of listening and viewing. From a story, play, or poem the student will select courteous behavior of both speaker and listeners.

LV 2. The student will evaluate his own listening and viewing courtesies.

- B. Know how to summarize what is presented

- B. Appreciate listening and viewing courteously

LV 3. The student will demonstrate he knows how to summarize an oral or written presentation.

- B. Comprehend and follow oral directions

- C. Appreciate the extension of audio-visual perception

- C. Understand main idea and relevant idea

- D. Appreciate the exchange of opinions and ideas

- D. Expand vocabulary

- E. Appreciate creative process

- E. Concentrate in audience situation

- F. Develop auditory and visual memory

- G. Draw simple relationships and inferences

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

LITERATURE AND READING K-3

LITERATURE AND READING

SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS

LEVEL 3

Knowledge

THE STUDENT SHOULD KNOW that language is a tool for exchanging information and appears in different forms.

Components:

The student should know that literary selections are presented in these forms:

1. Short story
2. Fable, folk tale, myth, legend
3. Biography
4. Drama
5. Poetry

Skills

THE STUDENT SHOULD BE ABLE TO use basic receptive skills to recognize different literary types.

Components:

- A. Literal Comprehension: For a given literary selection or selections, the student should be able to recognize:
1. A specified number of facts
 2. Chronological order of events
 3. Main idea
 4. Difference between factual and non-factual elements
 5. Similarities and differences in presentation of comparable content.

Values

THE STUDENT SHOULD VALUE different literary forms.

Components:

- A. Value literary form at literal, interpretive, and application levels

TEST SPECIFICATIONS

- LR 1. The student will be able to identify a story of fact and a fairy tale, given titles with which he is familiar.
- LR 2. The student will be able to identify a story or a play.
- LR 3. The student should be able to identify a story of fact or a rhyme.
- LR 4. The student will be able to recognize the main idea of a brief paragraph by selecting the best main idea.

Danny woke up early and washed for breakfast. He ran down the stairs to the breakfast table. Danny ate a big breakfast of pancakes and eggs. He was ready for school after he had eaten.

- _____ 1. Danny and his skates
- _____ 2. Danny and his sister
- _____ 3. Tom and his breakfast
- X 4. Danny gets ready for school.

- B. Interpretive Comprehension: For a given literary selection, the student should be able to recognize:
1. That predictions can be made relative to what will happen next or at the end
 2. That some information is implied rather than literally stated
 3. That appropriate conclusions are based on facts contained in the selection
 4. That factual, opinionative, and fictional statements can be classified
 5. That relationships exist between events, characters, and place

- B. Value his own competence to know likenesses and differences in literary form

- * LR 5. The student will be able to predict the outcome of a story by selecting the correct choice from a group of choices.

Susan ran home from school. She wanted an apple to eat. Her mother gave her an apple.

1. Susan ate the apple.
2. Susan fell asleep.
3. The apple ran away.
4. She gave the apple away.

- C. Analytical Comprehension: For a given literary selection, the student should be able to recognize that the structural and literary elements can be analyzed:
1. Characters will have traits and/or feelings
 2. Plot reveals the pattern of incidents
 3. Each selection has a central theme
 4. Each selection has a setting
 5. Each selection has a mood or tone
 6. Each selection has a particular style

- C. Value the opportunity to express, in both oral and written communication, personal feelings and opinions regarding different literary forms
- D. Value the exposure to a variety of literary forms for personal reading, listening, and viewing

*At the present time the test items for Reading and Literature do not represent an exhaustive collection of items. These items represent a beginning for Reading and Literature evaluation.

As a source for other items, the teacher may consider the reading program as it exists in his/her school as it relates to the district Reading Scope and Sequence Cards. Not only should the district Reading Scope and Sequence of objectives and skills be used for its importance in the reading process, it should be used as a resource for Literature and Reading test items.

Inherent in the philosophy of testing Literature and Reading is the use of items derived from other subject matter fields. This particular suggestion would be to use math, science, social studies, and library skills as sources for additional Literature and Reading test items. Criterion - Referenced Test by EPIC also is available.

The materials at the Language Arts Resource Center provide additional sources for evaluative experiences, provided that they are consistent with the particular school's Literature and Reading instruction.

SHAWNEE MISSION SCHOOLS
LANGUAGE ARTS
ASSESSMENT POOL

SPEAKING K-3

SPEAKING

SUMMATIVE GOALS AND INSTRUCTIONAL COMPONENTS

LEVEL 3

Knowledge

THE STUDENT SHOULD KNOW how to adapt spoken language to a specific situation.

Components:

- A. Know various kinds of sentences
1. Declarative
 2. Interrogative
 3. Imperative
 4. Exclamatory

Skills

THE STUDENT SHOULD BE ABLE TO communicate ideas orally in a concise, meaningful manner, in correct sequence, appropriate to the situation.

Components:

- A. Speak loudly and clearly enough to be understood

Values

THE STUDENT SHOULD VALUE and appreciate pertinent oral language.

Components:

- A. Appreciate courteous speaking

TEST SPECIFICATIONS

- S 1. The student will identify orally various types of sentences. (C3)
- S 2. The student will select and use vocabulary appropriate to the situation by underlining words which do not fit the meaning of a sentence or paragraph.

The child cried with sadness as he told the joke.

The mother climbed upward as she went down the ladder.

The braces on June's teeth made them crooked.

Because his feet hurt, daddy jogged a mile.

- B. Know vocabulary appropriate to the situation

- B. Express a complete thought

- B. Appreciate feeling of self-confidence in speaking

- C. Know appropriate word usage

- C. Avoid run-on fashion of talking

- S 3. The student will select in writing and speaking sentences or paragraphs which express a complete thought.

 X John ate the banana.

 She gets a stomach ache.

 She ran to the store and got some pop and got a bag of chips and got some dip and went home.

 in the driveway.

D. Know sequential order

D. Narrate in proper sequence

S 4. The student will be able to speak using sequential order. (See Composition H)

E. Know courteous speaking

E. Use courteous speech

1. Telephone
2. Committees
3. Adults

S 5. The student will know and use courteous speech by choosing courteous expressions.

"Will you please open the door?" she asked.

"Give me a drink," demanded Terri.

Please turn down the volume.

Jane said, "Thank you for the candy."

F. Give directions explicitly

G. Relate personal experience

H. Relate factual material accurately

I. Participate in creative dramatics

USING THE LASS/ACHIEVEMENT-AWARENESS RECORD

At a time or times thought to be appropriate, the teacher may indicate the level of achievement-awareness for individual students relative to district Language Arts goals and instructional components.

The components specifically for kindergarten are written in upper and lower case. When a summative component has not been broken down by grade level, the component appears in capital letters.

Some components lend themselves to achievement level types of responses while others limit themselves to a situation where the teacher must subjectively evaluate the receptivity of the student (awareness).

The record categories are to be read:

- 1 = The student has demonstrated a high level of achievement-awareness among his/her peers.
- 2 = The student has demonstrated an

average level of achievement-awareness among his/her peers and further diagnosis of knowledge and skills may be necessary.

- 3 = The student has demonstrated a low level of achievement-awareness among his/her peers and reviewing and/or reteaching will probably be necessary.

It should be pointed out again that Scope and Sequence, at this point in its development, does not pretend to represent a total language arts program which anticipates the needs and experiences of all students. The teacher must function as an effective instructional decision maker.

Scope and Sequence, however, establishes a foundation for identifying, developing, and implementing a program of fundamentals which has been identified by district teachers.

COMPOSITION	1	2	3	Date	STUDY OF LANGUAGE (CONT.)	1	2	3	Date
Dictate a simple idea					USE A VARIETY OF SENTENCE TYPES (DECLARATIVE, INTERROGATIVE, ETC.) IN COMPLETE AND CORRECT FORMS AND ACCORDING TO ACCEPTED CONVENTIONS				
Recognize declarative and interrogative sentences in oral form					USE COMMON SYMBOLS OF PUNCTUATION; PRACTICE APPROPRIATE CAPITALIZATION; EVIDENCE INTERNALIZATION OF BASIC RULES OF SPELLING; AND ENGAGE IN SUCCESSFUL PROOFREADING EXPERIENCES				
Recognize capital letters for proper nouns, "I," sentence beginnings, end punctuation and question mark					USE A SELECTION AND FORM OF EXPRESSIONS THAT ARE APPROPRIATE TO A GIVEN PURPOSE				
View the student's own words in written form after dictation					Use antonyms, synonyms, and homonyms in oral language (not terms)				
Organize ideas into proper sequence in oral language					Provide (by teacher) oral language models of formations such as contractions, compound words, affixes, and tense				
Dictate an appropriate title for a picture or chart					USE VERBAL AND NON-VERBAL MEANS FOR EFFECTIVE COMMUNICATION				
Dictate personal experience stories					Listen to experiences using simile and personification				
Dictate friendly letters and thank you notes									
Retell stories that have been presented									
STUDY OF LANGUAGE	1	2	3	Date					
Provide (by teacher) correct models of oral expression									

CONTINUED ON BACK

USING THE LASS/ACHIEVEMENT-AWARENESS RECORD

At a time or times thought to be appropriate, the teacher may indicate the level of achievement-awareness for individual students relative to district Language Arts goals and instructional components.

The components specifically for first grade are written in upper and lower case. When a summative component has not been broken down by grade level, the component appears in capital letters.

Some components lend themselves to achievement level types of responses while others limit themselves to a situation where the teacher must subjectively evaluate the receptivity of the student (awareness).

The record categories are to be read:

- 1 = The student has demonstrated a high level of achievement-awareness among his/her peers.
- 2 = The student has demonstrated an

average level of achievement-awareness among his/her peers and further diagnosis of knowledge and skills may be necessary.

- 3 = The student has demonstrated a low level of achievement-awareness among his/her peers and reviewing and/or reteaching will probably be necessary.

It should be pointed out again that Scope and Sequence, at this point in its development, does not pretend to represent a total Language Arts program which anticipates the needs and experiences of all students. The teacher must function as an effective instructional decision maker.

Scope and Sequence, however, establishes a foundation for identifying, developing, and implementing a program of fundamentals which has been identified by district teachers.

COMPOSITION	1	2	3	Date	STUDY OF LANGUAGE	1	2	3	Date
Write a simple sentence					Recognize singular, plural, common and proper nouns, pronouns, and action verbs				
Recognize declarative and interrogative sentences in oral and written communication					Capitalize initials, proofread (particularly punctuating, capitalizing, and spelling)				
Use capital letters for proper nouns, "I," beginning and end punctuation, period and question mark in written form					SELECT FORMS OF EXPRESSION SUITABLE TO A GIVEN PURPOSE				
Introduce naming and words of action					Use antonyms, synonyms, homonyms for effective use of language				
Copy dictated stories (student's own story)					Use contractions, compound words, affixes, and correct tense				
Organize ideas into proper sequence and proper relationships in oral language					USE APPROPRIATE VERBAL AND NON-VERBAL MEANS FOR EFFECTIVE COMMUNICATION				
Write an appropriate title for a picture or chart					Introduce (by teacher) concepts of simile and personification				
Write realistic and imaginative stories and rhymes					USE LANGUAGE APPROPRIATE TO THE SITUATION				
Write friendly letters and thank you notes					LISTENING AND VIEWING	1	2	3	Date
Write about stories that have been presented					LISTEN COURTEOUSLY				
					Understand main idea and relevant details				
					Listen to and follow oral directions				

See relationships and draw simple inferences					LITERATURE AND READING	1	2	3	Date
Develop auditory and visual recall					STRUCTURAL AND LITERARY ELEMENTS CAN BE ANALYZED:				
Expand receptive vocabulary					1. CHARACTERS WILL HAVE TRAITS AND/OR FEELINGS				
Concentrate in audience situation					2. PLOT REVEALS THE PATTERN OF INCIDENTS				
LITERATURE AND READING	1	2	3	Date	3. EACH SELECTION HAS A CENTRAL THEME				
LITERAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE:					4. EACH SELECTION HAS A SETTING.				
1. A SPECIFIED NUMBER OF FACTS					5. EACH SELECTION HAS A MOOD OR TONE				
2. CHRONOLOGICAL ORDER OF EVENTS					6. EACH SELECTION HAS A PARTICULAR STYLE				
3. MAIN IDEA					SPEAKING	1	2	3	Date
4. DIFFERENCE BETWEEN FACTUAL AND NON-FACTUAL ELEMENTS					SPEAK LOUDLY AND CLEARLY ENOUGH TO BE UNDERSTOOD				
5. SIMILARITIES AND DIFFERENCES IN PRESENTATION OF COMPARABLE CONTENT					EXPRESS A COMPLETE THOUGHT				
INTERPRETATIVE COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE:					AVOID RUN-ON FASHION OF TALKING				
1. THAT PREDICTIONS CAN BE MADE RELATIVE TO WHAT WILL HAPPEN NEXT OR AT THE END					NARRATE IN PROPER SEQUENCE				
2. THAT SOME INFORMATION IS IMPLIED RATHER THAN LITERALLY STATED					Use courteous speech and apply social amenities				
3. THAT APPROPRIATE CONCLUSIONS ARE BASED ON FACTS CONTAINED IN THE SELECTION					Give explicit directions				
4. THAT FACTUAL, OPINIONATIVE, AND FICTIONAL STATEMENTS CAN BE CLASSIFIED					RELATE PERSONAL EXPERIENCES				
5. THAT RELATIONSHIPS EXIST BETWEEN EVENTS, CHARACTERS, AND PLACE					RELATE FACTUAL MATERIAL ACCURATELY				
ANALYTICAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE THAT THE					PARTICIPATE IN CREATIVE DRAMATICS				
					<hr/> Teacher				
					<hr/> Date				

USING THE LASS/Achievement-Awareness Record

At a time or times thought to be appropriate, the teacher may indicate the level of achievement-awareness for individual students relative to district Language Arts goals and instructional components.

The components specifically for second grade are written in upper and lower case. When a summative component has not been broken down by grade level, the component appears in capital letters.

Some components lend themselves to achievement level types of responses while others limit themselves to a situation where the teacher must subjectively evaluate the receptivity of the student (awareness).

The record categories are to be read:

- 1 = The student has demonstrated a high level of achievement-awareness among his/her peers.
- 2 = The student has demonstrated an

average level of achievement-awareness among his/her peers and further diagnosis of knowledge and skills may be necessary.

- 3 = The student has demonstrated a low level of achievement-awareness among his/her peers and reviewing and/or reteaching will probably be necessary.

It should be pointed out again that Scope and Sequence, at this point in its development, does not pretend to represent a total Language Arts program which anticipates the needs and experiences of all students. The teacher must function as an effective instructional decision maker.

Scope and Sequence, however, establishes a foundation for identifying, developing, and implementing a program of fundamentals which has been identified by district teachers.

COMPOSITION	1	2	3	Date	COMPOSITION (CONT.)	1	2	3	Date
Communicate a simple idea in writing of more than one sentence					Write about stories that have been presented or the student has read				
Recognize declarative, interrogative, and exclamatory sentences in oral and written form					STUDY OF LANGUAGE	1	2	3	Date
Use capital letters for proper nouns, "I," sentence beginnings and end punctuation, period, question mark and exclamation mark, in written form					Apply his/her knowledge of nouns, verbs, and pronouns through group discussion and expand use of correct forms in oral and written expression				
Introduce nouns and verbs					Capitalize titles of persons and book titles				
Begin to use oral vocabulary in written work					Use antonyms, synonyms, homonyms for effective use of language (introduce terms)				
Organize ideas into proper sequence in written form					Introduce appropriate learning experiences with tense, contractions, compounds, hyphenated words and syllabication				
Title appropriately his/her work using knowledge of capitalization					USE VERBAL AND NON-VERBAL MEANS FOR EFFECTIVE COMMUNICATION				
Write original stories and poems					Introduce terms simile, metaphor, and personification				
Write friendly letters, thank you notes, and invitations									

USE LANGUAGE THAT IS SUBTLY APPROPRIATE TO A SPECIFIED OCCASION					LITERATURE AND READING (CONT.)	1	2	3	Date	
LISTENING AND VIEWING	1	2	3	Date	ANALYTICAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE THAT THE STRUCTURAL AND LITERARY ELEMENTS CAN BE ANALYZED: 1. CHARACTERS WILL HAVE TRAITS AND/OR FEELINGS 2. PLOT REVEALS THE PATTERN OF INCIDENTS 3. EACH SELECTION HAS A CENTRAL THEME 4. EACH SELECTION HAS A SETTING 5. EACH SELECTION HAS A MOOD OR TONE 6. EACH SELECTION HAS A PARTICULAR STYLE					
LISTEN COURTEOUSLY										
UNDERSTAND MAIN IDEA AND RELEVANT IDEA										
COMPREHEND AND FOLLOW ORAL DIRECTIONS										
DRAW SIMPLE RELATIONSHIPS AND INFERENCES										
DEVELOP AUDITORY AND VISUAL MEMORY										
EXPAND VOCABULARY										
CONCENTRATE IN AUDIENCE SITUATION					SPEAKING	1	2	3	Date	
LITERATURE AND READING	1	2	3	Date	SPEAK LOUDLY AND CLEARLY ENOUGH TO BE UNDERSTOOD					
LITERAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION OR SELECTIONS, THE STUDENT SHOULD BE ABLE TO RECOGNIZE: 1. A SPECIFIED NUMBER OF FACTS 2. CHRONOLOGICAL ORDER OF EVENTS 3. MAIN IDEA 4. DIFFERENCE BETWEEN FACTUAL AND NON-FACTUAL ELEMENTS 5. SIMILARITIES AND DIFFERENCES IN PRESENTATION OF COMPARABLE CONTENT					EXPRESS A COMPLETE THOUGHT					
					AVOID RUN-ON FASHION OF TALKING					
					NARRATE IN PROPER SEQUENCE					
INTERPRETIVE COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE: 1. THAT PREDICTIONS CAN BE MADE RELATIVE TO WHAT WILL HAPPEN NEXT OR AT THE END 2. THAT SOME INFORMATION IS IMPLIED RATHER THAN LITERALLY STATED 3. THAT APPROPRIATE CONCLUSIONS ARE BASED ON FACTS CONTAINED IN THE SELECTION 4. THAT FACTUAL, OPINIONATIVE, AND FICTIONAL STATEMENTS CAN BE CLASSIFIED 5. THAT RELATIONSHIPS EXIST BETWEEN EVENTS, CHARACTERS, AND PLACE					USE COURTEOUS SPEECH: 1. TELEPHONE 2. COMMITTEES 3. ADULTS					
					GIVE DIRECTIONS EXPLICITLY					
					RELATE PERSONAL EXPERIENCES					
					RELATE FACTUAL MATERIAL ACCURATELY					
					Participate in creative dramatics: puppetry, role playing, plays, choral-speaking, and finger plays					
					Teacher					
					Date					

USING THE LASS/ACHIEVEMENT-AWARENESS RECORD

At a time or times thought to be appropriate, the teacher may indicate the level of achievement-awareness for individual students relative to district Language Arts goals and instructional components.

The components specifically for third grade are written in upper and lower case. When a summative component has not been broken down by grade level, the component appears in capital letters.

Some components lend themselves to achievement level types of responses while others limit themselves to a situation where the teacher must subjectively evaluate the receptivity of the student (awareness).

The record categories are to be read:

- 1 = The student has demonstrated a high level of achievement-awareness among his/her peers.
- 2 = The student has demonstrated an

average level of achievement-awareness among his/her peers and further diagnosis of knowledge and skills may be necessary.

- 3 = The student has demonstrated a low level of achievement-awareness among his/her peers and reviewing and/or reteaching will probably be necessary.

It should be pointed out again that Scope and Sequence, at this point in its development, does not pretend to represent a total Language Arts program which anticipates the needs and experiences of all students. The teacher must function as an effective instructional decision maker.

Scope and Sequence, however, establishes a foundation for identifying, developing, and implementing a program of fundamentals which has been identified by district teachers.

COMPOSITION	1	2	3	Date	STUDY OF LANGUAGE	1	2	3	Date
Communicate a simple idea in paragraph form					Apply knowledge of possessive nouns, pronoun case, possessive pronouns, antecedent, active/passive verbs, auxiliaries, irregular verbs, subject/verb agreement, adjectives, and adverbs				
Write correct examples of declarative, interrogative, exclamatory, and imperative sentences					USE A VARIETY OF SENTENCE TYPES. (DECLARATIVE, INTERROGATIVE, ETC.) IN COMPLETE AND CORRECT FORMS AND ACCORDING TO ACCEPTED CONVENTIONS				
Use correct punctuation and capitalization (introduce commas and quotation marks)					Use common symbols of punctuation and capitalization				
Identify and use subject and predicate in writing sentences					Use a selection and form of expression that are appropriate to a given purpose: to inform, to entertain, or to persuade				
Use oral vocabulary in written work					Use antonyms, synonyms, homonyms for the effective use of language				
Organize ideas into proper sequence and proper relationships in written work					Introduce appropriate learning experiences with tense, contractions, compounds, hyphenated words, and syllabication				
Title appropriately his/her work to reflect the main idea					Use verbal and non-verbal means for communication: pantomime, gesture, facial expressions, maps, graphs, pictures, globes and dramatization				
Use a variety of forms to express himself/herself					Create learning experiences for using simile, metaphor, and personification				
Write social letters and introduce business letters									
Put the ideas of others into the student's own words from stories and resource materials									

Use language that is appropriate to the occasion					LITERATURE AND READING (CONT.)	1	2	3	Date	
LISTENING AND VIEWING	1	2	3	Date	ANALYTICAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE THAT THE STRUCTURAL AND LITERARY ELEMENTS CAN BE ANALYZED: 1. CHARACTERS WILL HAVE TRAITS AND/OR FEELINGS 2. PLOT REVEALS THE PATTERN OF INCIDENTS 3. EACH SELECTION HAS A CENTRAL THEME 4. EACH SELECTION HAS A SETTING 5. EACH SELECTION HAS A MOOD OR TONE 6. EACH SELECTION HAS A PARTICULAR STYLE					
LISTEN COURTEOUSLY										
UNDERSTAND MAIN IDEA AND RELEVANT IDEA										
COMPREHEND AND FOLLOW ORAL DIRECTIONS										
DRAW SIMPLE RELATIONSHIPS AND INFERENCES										
DEVELOP AUDITORY AND VISUAL MEMORY										
EXPAND VOCABULARY										
CONCENTRATE IN AUDIENCE SITUATION					SPEAKING	1	2	3	Date	
LITERATURE AND READING	1	2	3	Date	SPEAK LOUDLY AND CLEARLY ENOUGH TO BE UNDERSTOOD					
LITERAL COMPREHENSION: FOR A GIVEN LITERARY SELECTION OR SELECTIONS, THE STUDENT SHOULD BE ABLE TO RECOGNIZE: 1. A SPECIFIED NUMBER OF FACTS 2. CHRONOLOGICAL ORDER OF EVENTS 3. MAIN IDEA 4. DIFFERENCE BETWEEN FACTUAL AND NON-FACTUAL ELEMENTS 5. SIMILARITIES AND DIFFERENCES IN PRESENTATION OF COMPARABLE CONTENT					EXPRESS A COMPLETE THOUGHT					
					AVOID RUN-ON FASHION OF TALKING					
					NARRATE IN PROPER SEQUENCE					
					Use courteous speech: Introductions and naming others first					
					GIVE DIRECTIONS EXPLICITLY					
INTERPRETIVE COMPREHENSION: FOR A GIVEN LITERARY SELECTION, THE STUDENT SHOULD BE ABLE TO RECOGNIZE: 1. THAT PREDICTIONS CAN BE MADE RELATIVE TO WHAT WILL HAPPEN NEXT OR AT THE END 2. THAT SOME INFORMATION IS IMPLIED RATHER THAN LITERALLY STATED 3. THAT APPROPRIATE CONCLUSIONS ARE BASED ON FACTS CONTAINED IN THE SELECTION 4. THAT FACTUAL, OPINIONATIVE, AND FICTIONAL STATEMENTS CAN BE CLASSIFIED 5. THAT RELATIONSHIPS EXIST BETWEEN EVENTS, CHARACTERS, AND PLACE					RELATE PERSONAL EXPERIENCE					
					RELATE FACTUAL MATERIAL ACCURATELY					
					PARTICIPATE IN CREATIVE DRAMATICS					
					Teacher					
					Date					