

## **PURPOSE OF GUIDE**

The purpose of this curriculum is to provide parents, staff, and community members with information that describes language arts literacy instruction in the Woodlynne School District.

In this guide we explain what is taught and why. We discuss effective instructional practices and suggest ways to access student learning.

Hopefully, anyone who reads this guide will have a clear understanding of language arts literacy instruction and/or experiences in our district.

## **MISSION STATEMENT**

The mission of the Woodlynne Public School District is to empower our students with the life skills necessary to attain academic excellence with a strong emphasis on social and emotional growth. Our district advocates a safe and secure environment in which the student is confident in becoming a lifelong learner and a responsible, caring, and contributing member of the community. Essential to the success of this mission is the collaboration of motivated students, supportive staff, administration, board of education, and involved parents and community members.

## **PHILOSOPHY**

The ability to express oneself and share ideas through communication is a form of literacy necessary for each person to become a competent, productive, and fulfilled member of society in the twenty-first century. Effective communication enables people to discover what they know, to share their ideas and feelings, and to use communication as a means of understanding themselves and their world.

We believe communication is a multi-dimensional discipline. It requires the development of numerous skills to enable students to acquire a command of their language. Language is receptive when listening and reading are involved and expressive when speaking and writing are the forms of communication.

We believe a broad based comprehensive balanced language arts literacy program should expose students to all areas of language in order to develop skills needed to become competent lifelong learners and communicators. We believe that differentiated instructional strategies are essential to address individual learning styles and diverse student needs.

We believe a balanced language arts literacy instruction should enable students to do the following:

1. communicate effectively in everyday life through different media and technology
2. recognize that language is a means for conveying their cultural heritage

3. be fluent readers, writers, speakers, listeners, and thinkers
4. distinguish between and interpret standard, colloquial, and formal language
5. apply communication skills to various audiences for different purposes
6. provide the skill and understanding needed to appreciate and distinguish differences in literary form and styles
7. evaluate and analyze literary content and non-print media
8. listen effectively to acquire information
9. correctly apply the conventions of grammar in oral and written expression.

We believe a balanced language arts literacy instruction encourages student learning when it includes strategies that:

1. differentiate instructional strategies to address individual learning styles and diverse student needs
2. provide exposure and experience with many literary genres through reaction, reflection, and introspection
3. provide instructional skills and strategies, including direct and explicit instruction, modeling of skills/ strategies for students, and opportunities for students to be a teacher to others
4. deliver instruction in meaningful contexts so that students preserve the learning for future use or transfer to other learning
5. use textual resources, especially those linked to current technologies, as an integral part of a language arts literacy program
6. provide experience using technology as a tool for learning, especially as it applies to research and data retrieval
7. develop explicit and systematic instruction in phonics and phonemic awareness, fluency, comprehension, and vocabulary development.

We believe the school will be a supportive and a nurturing environment when it does the following:

1. stimulates language creativity for a wide variety of audiences and purposes
2. provides a holistic language program consistent with the students' developmental stages for acquiring language skills and proficiencies
3. assumes a role which enables students to realize that mistakes will be made in the learning process, while encouraging students to become competent communicators
4. provides opportunities for acquiring critical listening skills
5. encourages networking among all school personnel as a group of professionals working together for the benefit of students
6. acts as a cooperative partner with parents and community in promoting learning for students.

We have adopted the following New Jersey Core Content Curriculum Standards as goals for our language arts literacy program.

1. All students will speak for a variety of real purposes and audiences in a variety of contexts.
2. All students will listen actively in a variety of situations in order to receive, interpret, evaluate, and respond to information obtained from a variety of sources.
3. All students will compose texts that are diverse in content and form for different audiences and for real and varied purposes.
4. All students will read, listen to, view, and respond to a diversity of materials and texts with comprehension and critical analysis.
5. All students will view, understand and use nontextual visual information and representations for critical comparison, analysis, and evaluation.

### **INSTRUCTIONAL STRUCTURE**

Students in grades Pre K-5 are taught in self-contained classrooms and receive daily instruction, practice, and reinforcement. The approximate instructional times are as follows:

Pre-K	1.5 hours
K-3	2.5 hours
4-5	2 hours

In all grade levels, language arts literacy skills are emphasized in other content areas.

### **STUDENT EVALUATION**

Students are evaluated regularly through a variety of procedures. During instruction, teachers use varied questioning techniques to monitor student performance and check for understanding. Written assignments are part of the ongoing assessment program. Teacher made tests and/or textbook recommended tests are given at appropriate intervals. Standardized tests, which are given annually (K-5), provide a norm referenced basis for assessing student achievement.

Appropriate methods for assessment may include the following:

Observation	Class presentation
On-line quizzes/tests	Oral presentation
Homework	Conferencing
Journals	Peer evaluation
Focused written tasks	Self Evaluation
Rubrics	Written tests
Group Work	Diagnostic testing
Student portfolios	Projects
Open ended questions	

## **LANGUAGE ARTS LITERACY SCOPE AND SEQUENCE**

The scope and sequence listing is based on the New Jersey Core Curriculum Content Standards. It is used to assure that students are taught the appropriate skills and concepts in a sequence that is logical and systematic.

## **GRADE LEVEL PROFICIENCIES**

Grade level proficiencies identify specific concepts and/or skills that should be attained by a predetermined percentage of the students at the conclusion of that grade level. Goals are established by the administration based on student assessment.

## **PROGRAM EVALUATION**

Program evaluation is based on the following:

### **1. Alignment**

Methods and tasks for assessing students' learning are aligned with the curricular goals and grade level proficiencies. Instructional approaches, activities, and manipulatives are varied to create interest and to meet a range of student needs. Lesson plans and teacher observations are used to validate this standard.

### **2. Student Assessment**

Decisions concerning students' learning are based on information obtained from a variety of sources. These sources include class work, homework, cooperative group assignments, tests, and /or quizzes. Students' portfolios and/or scores are used to validate this standard. The assessment of students' language arts literacy provides information about their ability to read and comprehend, to communicate effectively in speech and writing, and to listen effectively.

## **BASIC SKILLS IMPROVEMENT PROGRAM**

The Woodlynne Public School District offers a comprehensive Basic Skills Improvement Plan to students properly identified as needing remediation in the skill areas of language arts literacy. Identification and selection of students are based upon multiple measures including, but not limited to standardized test scores and teacher recommendation. Basic Skills and classroom teachers assist in the identification of the needs of each child.

Individualized and small group instruction is provided for the students in an effort to assist the students in a more concentrated manner.

The regular curriculum offerings in language arts literacy are the basis for the Basic Skills Improvement Program for BSIP students with the addition of numerous supplemental materials.

The goal of the program is for all students to meet or exceed the minimum level of proficiency as established by the Woodlynne Public School District.

## **SPECIAL EDUCATION**

The regular language arts literacy curriculum of the Woodlynne Public School District is the basis for the language arts literacy program for special education students. Program modifications are specified in each student's Individualized Education Plan (I.E.P.)

In an effort to assist the students to achieve success in the academic program, techniques, strategies, and materials will vary based upon the needs of the students and their appropriate level of instruction. Certain knowledge and skill areas may require more time, greater emphasis, and supplemental materials in order for the students to achieve proficiency.

Students will be expected to acquire knowledge and skills appropriate to their ability levels as measured by standardized tests, teacher made tests, chapter and end-of-unit tests, teacher checklists, portfolios, and/or observation instruments at the appropriate level of difficulty as determined by the I.E.P.

## **SCOPE AND SEQUENCE**

This Scope and Sequence is based on the New Jersey Core Curriculum Content Standards for Language Arts Literacy.

**Asterisks** identify the progress indicators by the State as appropriate for a designated grade level. **I** indicates the introduction of a skill or concept. **D** indicates the continuing development of the skill or concept. Many skills and concepts are introduced early, then developed, reinforced, and extended throughout the students' educational experience.

Importantly, as this Scope and Sequence is reviewed, it becomes clear that skills and concepts are addressed repeatedly. Even when identified by the State as a progress indicator for a specific grade level, emphasis will continue to occur.

## RESOURCE LIST

This resource list is intended to provide users of this curriculum with suggested and effective materials appropriate for each grade level. Included in this list are district adopted textbooks and supplemental materials. It is not the intention of this list to set limits on what may be used in the effective implementation of the language arts literacy curriculum but rather to provide teachers with the support, guidance, and recommendations. Furthermore, it should be understood that this list is subject to adaptation and revision.

**Listed below are the Harcourt Trophies (2005) materials used for grades 1-5.**

### Print Media:

Teacher Editions  
Pupil Editions  
Practice Books  
Spelling/Phonics Practice Book  
Language Handbook  
Challenging Copying Masters  
Extra Support Copying Masters  
Intervention Readers  
Intervention Practice Book  
Intervention Skill Cards  
English Language Learners Book Collection  
Reading and Skills Assessment  
Placement and Diagnostic Assessments  
Oral Reading Fluency Assessment  
Library Book Collection  
Below Level Book Collection  
On Level Book Collection  
Advanced Level Book Collection  
Read Aloud Anthologies

### Multimedia:

Audio Collection  
Teaching Transparencies  
Teaching for Language Arts  
Harcourt Website  
([www.harcourtschool.com](http://www.harcourtschool.com))  
CD's

## Shared Resources Pre K-5

Walking Trips	Field Trips
Read Across America	Computer Labs
Classroom Manipulatives	Cross-grade partner reading
100 Book Challenge	Book Mates (K-2)
Assemblies	

**Below are other materials grades PreK-5 utilize in the classroom:**

**Pre-K**

**Print Media:**

Harcourt Publishers Trophies (2005)  
Teacher Resource Book  
Classroom Library/ Trade Books  
Scholastic News  
Blackline Masters  
Flash Cards  
Posters  
Games/Puppets  
Puzzles  
Big Books/Lap Books  
Nursery Rhyme Anthology  
Letter Cards  
Word Charts/ Walls  
Arts and Crafts  
Teacher Check List

**Multimedia:**

Dr. Jean CD'S  
CD's  
Story/Tape Sets  
Computer  
Video Tapes  
Cassette Tapes  
Teacher Web Sites

**KINDERGARTEN**

**Print Media:**

Letter and Sound Charts  
Letter and Sound Sentence Strips  
Library Book  
Big Book Audio Text Collection  
Little Book Collection  
Pre-decodable Book Collection  
Independent Readers Collection  
Picture/Word Cards  
Alpha Books Collections  
Phonics/Practice Book  
Teacher Resource Book  
Read Aloud Anthology  
Tactile Letter Cards  
Big Books  
Puzzles  
Games  
Word Wall  
Posters  
Black Line Masters  
Flash Cards/Letter Cards  
Book Mates  
Puppets  
Flannel Board

**Multi-Media:**

CD's  
Headphones  
Computers  
Video Tapes  
Cassette Tapes  
Teacher Web Sites  
Camera  
Overhead Projector  
Transparencies  
TV/VCR  
Tapes  
Books on Tapes  
Internet

## FIRST GRADE

### Print Media:

Communicators  
Big Books  
Word Wall  
Posters/Charts  
Journals  
Scholastic News  
Letter/Word Cards  
Sentence Strips  
Slates  
Word Bingo Games  
Puzzles/Games  
Pocket Charts  
Black Line Masters  
Four Block Writing  
Classroom Library  
Bulletin Boards  
Maps  
Flash Cards

### Multimedia:

Videos  
CD's  
Tapes  
Books on tape  
Computer  
Teacher Web Sites  
Internet  
Headphones  
CD/Tape player  
TV/VCR  
Cameras  
Overhead Projector  
Transparencies  
Audio Tapes

## SECOND GRADE

### Print Media:

Big Books  
Library Books Collection  
Black-Line Masters  
Pocket Charts  
Word Wall  
Wipe-Off Boards  
Maps  
Posters  
Sentence Strips  
Puzzle /Games  
Four Block Writing  
Handwriting Book  
Flash Cards  
Standardized Test Prep Booklets  
Bulletin Board Displays  
Scholastic News  
Kids Discover Magazine  
Communicators  
Primary Dictionaries  
Journals

### Multi Media:

Headphones  
Videos  
Transparencies  
Overhead projector  
Computer  
Internet  
Audio Tapes  
Cassette Player  
Teacher Web Sites  
TV/VCR  
Books on tapes  
Camera  
CD- ROM

### **THIRD GRADE**

#### **Print Media:**

Test Prep Books for NJ Ask 3  
Trade Books  
Black-Line Masters  
Handwriting Book  
Puzzles  
Time for Kids  
Four Block Writing  
Dictionaries  
Encyclopedias  
Journals  
Thesaurus  
Flash Cards  
Bulletin Boards  
Maps

#### **Multi Media:**

Audio Tapes  
Movies/ Videos  
Internet  
Computers  
Lap Tops  
Computer Programs  
Books on Tape  
CD – ROM  
Communicators  
Camera  
TV/VCR  
Transparencies  
Overhead projector

### **FOURTH GRADE**

#### **Print Media:**

Test Prep Books  
Trade Books  
Black-Line Masters  
Handwriting Book  
Puzzles  
Time for Kids  
Four Block Writing  
Dictionaries  
Encyclopedias  
Journals  
Thesaurus  
Flash Cards  
Almanac  
Bulletin Boards  
Maps

#### **Multi Media:**

Audio Tapes  
Movies/ Videos  
Internet  
Computers  
Lap Tops  
Computer Programs  
Books on Tape  
CD – ROM  
Communicators  
Camera  
Transparencies  
Overhead projector  
TV/VCR

## **FIFTH GRADE**

### **Print Media**

Handwriting  
Puzzles  
Games  
Charts  
Sentence Strips  
Flash Cards  
Maps  
Four Block Writing  
Journals  
Posters  
Newspapers  
Time for Kids  
Bulletin Boards  
Standardized Test Preps  
Trade Books

### **Multi Media**

Laptops  
Computer Labs  
Internet  
Teacher Web Site  
Audio CD's  
Movies  
Transparencies  
CD – ROM  
Power Point  
Inspiration  
Digital Camera  
Harcourt Web Site  
Various Programs  
Overhead projector  
TV/VCR  
Books on Tape

**BALANCED LANGUAGE ARTS LITERACY**  
**GRADE LEVEL PROFICIENCIES**

The following grade level proficiencies for Language Arts Literacy are based upon the New Jersey Core Curriculum Content Standards. There are five language arts literacy standards. These standards offer a framework for classroom instruction and provide performance benchmarks in grades Pre K-5 that reflect both a state and national perspective on reading achievement.

# **APPENDIX A**

**Gifted and Talented**

**English Language Learners**

## **GIFTED AND TALENTED STUDENTS**

The Woodlynne Public School staff believes in the uniqueness of all individuals and their potential for growth. Exceptional students have special needs which have developed from an interaction between innate potential and learning or experience. We endeavor to find exceptional students who have abilities which may significantly impact upon society and to fulfill their special needs through the provision of supplemental enrichment activities within their classroom. We strive to provide these students an opportunity to work at their own levels and maximize their chances for optimum development and personal fulfillment.

The identification of exceptional students at Woodlynne Public School is based upon teacher observation, student portfolios, standardized test scores (Tera Nova, NJ ASK 3, NJ ASK 4), end of the year reading tests, and class participation.

Students who meet or exceed grade-level expectations are challenged in areas of Language Arts Literacy by vocabulary extension and exposure to sophisticated literature in a variety of genres through the Harcourt Trophies Reading Series (2005) and the 100 Book Challenge (see Appendix). Students are also encouraged to carry out investigations that extend their learning through raising questions, researching answers, and organizing information.

## **ENGLISH LANGUAGE LEARNERS**

The Woodlynne Public School provides English as a Second Language Program for English language learners. The goals of the program are:

- to provide students with a basis of the English language in order to cope in the school setting and community environment
- to increase student oral vocabulary and learn/improve reading and writing skills
- to provide assistance to English language learners in their academic areas

In addition to the ESL Program, regular education teachers address the needs of English language learners within their classrooms through the use of the Harcourt Trophies Reading Series (2005) and the 100 Book Challenge (see Appendix). These materials provide additional support in areas such as oral language, English phonology, vocabulary, background information, and the academic language of the school.

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# **Language Arts Curriculum Guide Grades PreK-5**

**Woodlynn Public School District**

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**Approved by the  
Woodlynn Board of Education  
on**

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**Date**

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