

Curriculum for: **Language Arts**

The goal of the New York State Standards in English Language Arts is to foster students' development as listeners, speakers, readers and writers in four areas:

✱ **STANDARD 1**

For Information and Understanding

Teachers identify that students are making progress toward this standard by measuring their ability to: write research reports using various sources of information; ask probing questions and take notes; and organize information by writing "how to" reports.

✱ **STANDARD 2**

For Literary Response and Expression

Teachers identify that students are making progress toward this standard by: evaluating their original writing pieces using rubrics; regularly checking students' journal entries to determine if their responses to literature are rich and insightful; and grading student writing to ensure it accurately reflects the attributes of a given mode.

✱ **STANDARD 3**

For Critical Analysis and Evaluation

Teachers identify that students are making progress toward this standard by: evaluating their persuasive essays, book reviews, etc., using rubrics developed to assess the strength and effectiveness of student arguments; judging students' ability to support and maintain a position during classroom debates, trials, etc.; and evaluating student responses to literature using rubrics designed to identify the connections made and the depth of the analysis completed.

✱ **STANDARD 4**

For Social Interaction

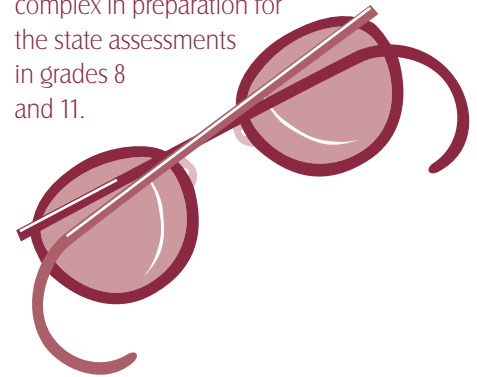
Teachers identify that students are making progress toward this standard by evaluating their ability to: "read between the lines" in social correspondence; write a business letter in response to a company; use the appropriate voice for a given audience; work as a part of a group to achieve a common goal.

GRADES 5-6

The goal of the fifth grade language arts curriculum is to implement the New York State English Language Arts Standards in developmentally appropriate ways at the fifth grade level. Fifth grade teachers work with their students to build on the language skills they have already developed at the elementary level and to prepare them for what is expected of them as language users in middle school and high school.

The goal of the sixth grade language arts curriculum is to build on those skills addressed in the fifth grade curriculum. The students in grade six will be exposed to a variety of opportunities designed to

strengthen their skills as readers, writers, listeners and speakers in the context of the New York State Standards in English Language Arts. Each experience will become increasingly richer and more complex in preparation for the state assessments in grades 8 and 11.



GRADES 7-8

Components of exemplary classrooms include substantial blocks of time devoted to sustained, independent reading and writing; strategically planned instruction about books and writing; and teacher as well as student-led discussions about writing and books.

The goal of our grade 7 English Language Arts program is to provide students with a variety of opportunities to grow as readers, writers, listeners and speakers.

The goal of our grade 8 English Language Arts program is to provide students with a variety of experiences that build on their program in grade 7 and subsequently prepare them to meet the demands of the new state assessment in grade 8.

In particular, reading and writing instruction will:

- Include opportunities for students to read, write, and interact in a range of instructional groupings such as whole group, small group, pairs and individual.
- Use authentic literature to promote students' understanding of literary elements.
- Use nonfiction materials to enhance content area reading, writing, and knowledge.

- Provide students with examples of exemplary literature across all genres that encourage reflection and awareness of the world through a balance in gender, ethnicity, and multicultural perspectives.
- Provide students with models of effective strategies to comprehend a range of modes of writing.
- Promote the use of standard writing conventions within the context of authentic writing tasks.
- Devote substantial blocks of time for reading and writing at differentiated instructional levels.
- Include time for student-led discussions about books and writing.
- Provide models and encourage students to be strategic readers, writers, thinkers, and communicators.
- Assess student progress using many formats to improve instruction and communicate progress to students, teachers, parents and administrators.
- Assist students in their effort to meet the state requirements by encouraging them to read a minimum of 25 books across all subject areas per year and write 1000 words per month.