

# **Robert C. Parker School Language Arts Curriculum Pre-K through Grade 8**

Language Arts at the Robert C. Parker School is comprised of the learning areas of: Reading, Writing, Listening, and Speaking. For the purposes of this document these areas have been presented separately to allow for the dissection and presentation of specific instruction, practices, strategies, competencies, and goals. However, reading, writing, listening and speaking are interwoven and integrated across curriculum, and indeed across age groups. Therefore, in practice, these learning areas are inherently linked and cannot be effectively separated.

At Parker School we strive to educate the "whole child." Our overarching goal is to assist every student in becoming a curious, active, happy, lifelong learner, as well as a productive and compassionate member of the community. Our school culture cultivates active readers, writers, and speakers from Pre-K through Grade 8. Early on, our students develop an identity as readers and writers, and continuously work to develop their full potential as such.

The term Writing Workshop has been included in this document because this technique is used at each grade level. However, this should not be construed as one form of Writing Workshop practiced across the grade levels. At each level, students are provided with extended time on a regular basis to plan, compose, revise, edit, critique, and publish their own thoughts and forms of creative writing.

Communication is a core value at the Robert C. Parker School. We encourage play, experimentation, risk taking and excellence in reading, writing, listening, and speaking. We believe that stories can define and give meaning to our experiences in life. To that end, it is our hope that each student at the Robert C. Parker School is given the means to tell his or her own story as well as to enjoy the stories of others.

# Language Arts Essential Questions for PreK through Grade 8

- How can we use the written/spoken word to express ourselves most effectively?
- How do we make connections through reading, writing, listening and speaking?
- How can we be effective listeners?
- How can we thoroughly communicate our ideas?

## Reading

### Core Concepts PreK through Grade 8

- We see ourselves as readers.
- Text can take many forms and be experienced and interpreted from multiple perspectives.
- Reading gives us pleasure as well as information, knowledge and meaning.
- Books are to be enjoyed, valued and shared.
- We strive to participate and be present in a community of readers.
- We are active and critical readers.
- Reading much and reading broadly enhances our lives, expands our depth of knowledge and leads to a better understanding of our world.
- Reading occurs throughout our days and across the curriculum.

## Key Experiences—Reading

| PreK 3   | PreK 4  | K-1  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• How to handle a book</li> <li>• You can read from pictures</li> <li>• Read aloud in groups, small groups and one-to-one</li> <li>• Independent reading</li> <li>• Environmental reading</li> <li>• Reading for a purpose:               <ul style="list-style-type: none"> <li>○ Songs</li> <li>○ Finger plays</li> <li>○ Morning Message</li> <li>○ Recipes</li> <li>○ Name recognition</li> </ul> </li> <li>• Story sequence</li> <li>• Posted Alphabet</li> <li>• Labeled classroom</li> <li>• Written words throughout classroom.</li> <li>• Rhyming sounds</li> <li>• Initial sounds</li> <li>• Introduce sight words</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce research questions from books</li> <li>• You can read pictures</li> <li>• Introduce text</li> <li>• Read aloud in groups, small groups and one-to-one</li> <li>• Independent reading</li> <li>• Environmental reading</li> <li>• Reading for a purpose:               <ul style="list-style-type: none"> <li>○ Songs</li> <li>○ Finger plays</li> <li>○ Morning Message</li> <li>○ Recipes</li> <li>○ Name recognition</li> <li>○ Calendar</li> <li>○ Jobs</li> <li>○ Individual message</li> <li>○ Sharing journals</li> <li>○ Writing Workshop</li> <li>○ Books,</li> <li>○ Handmade books</li> </ul> </li> <li>• Story sequence</li> <li>• Posted Alphabet</li> <li>• Labeled classroom</li> <li>• Written words throughout classroom.</li> <li>• Rhyming sounds</li> <li>• Initial sounds</li> <li>• Letter sounds</li> <li>• Sight words</li> <li>• Pointing out and interpreting punctuation.</li> </ul> | <ul style="list-style-type: none"> <li>• Begin to understand that answers to questions can be found in books</li> <li>• Make a connection between picture and text</li> <li>• Use books to inspire, discover, investigate, reflect, notice and observe</li> <li>• Read aloud in groups, small groups and one-to-one</li> <li>• Independent reading</li> <li>• Environmental reading</li> <li>• Reading for a purpose:               <ul style="list-style-type: none"> <li>○ Songs</li> <li>○ Finger plays</li> <li>○ Morning Message</li> <li>○ Recipes</li> <li>○ Name recognition</li> <li>○ Calendar</li> <li>○ Jobs</li> <li>○ Individual message</li> <li>○ Sharing journals</li> <li>○ Writing Workshop</li> <li>○ Books,</li> <li>○ Handmade books</li> </ul> </li> <li>• Reading with a partner</li> <li>• Story sequence</li> <li>• Parts of a story/made up book to reflect learning of story grammar</li> <li>• Posted Alphabet</li> <li>• Labeled classroom</li> <li>• Written words throughout classroom.</li> <li>• Word Wall               <ul style="list-style-type: none"> <li>○ Themed</li> <li>○ Individual</li> </ul> </li> <li>• Rhyming sounds</li> <li>• Initial sounds</li> <li>• Letter sounds</li> <li>• Sight words</li> <li>• Word families</li> <li>• Sounding out words.</li> <li>• Connecting sounds to make words</li> <li>• What to do when you find an unknown word</li> <li>• Teaching meaning of punctuation</li> <li>• Poetry</li> <li>• 15-20 minutes of reading with adult at home</li> </ul> |

|  |   | each night  |   |
|--|---|---|---|
| 2-3  | 4-5   | 6-7   | 8 <sup>th</sup>   |
| <ul style="list-style-type: none"> <li>• Word Wall of sight words/commonly misspelled words</li> <li>• Word Work: phonics (word sorts by: initial/ending sounds; short vowel sounds, long vowel patterns; word families), spelling patterns &amp; vocabulary in context</li> <li>• Explicit decoding instruction (blending letter sounds and by analogy using word families and patterns)</li> <li>• Daily Drop Everything and Read (D.E.A.R.)</li> <li>• Reading with a partner</li> <li>• At least 20 minutes of reading at home 5 nights each week</li> <li>• Teacher &amp; student read aloud</li> <li>• Plays &amp; Readers' Theater</li> <li>• Whole class discussions</li> <li>• Small group discussions</li> <li>• Literature Circles</li> <li>• Reading across the curriculum (reading to learn)</li> <li>• Authors'/Genre Studies</li> <li>• Poetry Studies</li> </ul> | <ul style="list-style-type: none"> <li>• Word Work: proper punctuation, expanded vocabulary, grammar/grammatical corrections, identifying parts of speech, spelling assessments</li> <li>• Drop Everything and Read (D.E.A.R.)</li> <li>• 20-30 minutes of reading at home each night</li> <li>• Teacher &amp; student read aloud</li> <li>• Plays &amp; Readers' Theater</li> <li>• Whole class discussions</li> <li>• Small group discussions</li> <li>• Literature Circles</li> <li>• Reading across the curriculum (reading to learn)</li> <li>• Authors' Studies</li> <li>• Genre Studies</li> <li>• Poetry Studies</li> </ul> | <ul style="list-style-type: none"> <li>• Word Work: suffixes, prefixes, vocabulary in context, spelling patterns.</li> <li>• Spelling tests</li> <li>• Independent reading as homework</li> <li>• Plays and Readers' Theater</li> <li>• Read aloud</li> <li>• Whole class discussions</li> <li>• Small group discussions</li> <li>• Literature Circles</li> <li>• Reading across the curriculum (reading to learn)</li> <li>• Authors' Studies</li> <li>• Genre Studies</li> <li>• Poetry Studies</li> <li>• Reading Shakespeare</li> </ul> | <ul style="list-style-type: none"> <li>• Word Work: suffixes, prefixes, vocabulary in context, spelling patterns.</li> <li>• Spelling tests</li> <li>• Independent reading as homework</li> <li>• Plays and Readers' Theater</li> <li>• Read aloud</li> <li>• Whole class discussions</li> <li>• Small group discussions</li> <li>• Literature Circles</li> <li>• Reading across the curriculum (reading to learn)</li> <li>• Authors' Studies</li> <li>• Genre Studies</li> <li>• Poetry Studies</li> <li>• Reading Shakespeare</li> </ul> |

## Strategies & Competencies—Reading

| PreK 3   | PreK 4  | K-1  |   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>• Sense of story</li> <li>• Retell a story</li> <li>• Sequence a story</li> <li>• Increase stamina in read aloud</li> <li>• Listen to and/or read a book with guided questions and a sense of story</li> <li>• Letter sounds               <ul style="list-style-type: none"> <li>○ Initial sounds</li> <li>○ Rhyming sounds</li> </ul> </li> <li>• Knowledge of character</li> <li>• Make predictions</li> <li>• Parts of a story/parts of a book</li> </ul>   | <ul style="list-style-type: none"> <li>• Sense of story</li> <li>• Retell a story</li> <li>• Sequence a story</li> <li>• Increase stamina in read aloud</li> <li>• Listen to and/or read a book with guided questions and a sense of story</li> <li>• Letter sounds               <ul style="list-style-type: none"> <li>○ Initial sounds</li> <li>○ Rhyming sounds</li> <li>○ Sight words</li> </ul> </li> <li>• Knowledge of character</li> <li>• Make predictions</li> <li>• Parts of a story/parts of a book</li> </ul>   | <ul style="list-style-type: none"> <li>• Sense of story</li> <li>• Retell a story</li> <li>• Sequence a story</li> <li>• Interpret a story</li> <li>• Increase stamina in read aloud</li> <li>• Listen to and/or read a book with guided questions and a sense of story</li> <li>• Letter sounds               <ul style="list-style-type: none"> <li>○ Initial sounds</li> <li>○ Rhyming sounds</li> <li>○ Connect sounds to make words</li> <li>○ Sight words</li> <li>○ Word families</li> </ul> </li> <li>• Knowledge of character</li> <li>• Make predictions</li> <li>• Rereading</li> <li>• Parts of a story/parts of a book</li> <li>• Use graphic organizers to analyze text</li> </ul> |   |
| 2-3  | 4-5   | 6-7  | 8 <sup>th</sup>   |
| <ul style="list-style-type: none"> <li>• Preview text with teacher and independently</li> <li>• Increase reading stamina at child’s reading level</li> <li>• Explicit instruction in and practice with decoding strategies to tackle unknown words:               <ul style="list-style-type: none"> <li>○ Initial sounds</li> <li>○ Connect sounds to make words</li> <li>○ Rhyming sounds</li> <li>○ Sight words</li> <li>○ Word families</li> </ul> </li> <li>• Practice fluent reading</li> <li>• Make inferences</li> <li>• Make connections to text (text-to-text; text-to-self; text-to-world).</li> <li>• Retell whole stories and events within longer books</li> <li>• Visualize setting, story events, and characters</li> <li>• Summarize plot and changes in</li> </ul> | <ul style="list-style-type: none"> <li>• Preview text</li> <li>• Reading stamina</li> <li>• Fluency</li> <li>• Use decoding strategies to tackle unknown words</li> <li>• Make inferences</li> <li>• Make connections to text</li> <li>• Retell</li> <li>• Visualize</li> <li>• Summarize</li> <li>• Synthesize</li> <li>• Make Predictions</li> <li>• Compare/Contrast</li> <li>• Analyze by finding evidence in text to support ideas</li> <li>• Look more deeply at text by thinking about story grammar</li> <li>• Reread to increase fluency</li> <li>• Reread to enhance understanding of text</li> <li>• Use graphic organizers and answer questions to analyze books</li> </ul> | <ul style="list-style-type: none"> <li>• Preview text</li> <li>• Reading stamina</li> <li>• Fluency</li> <li>• Use decoding strategies to tackle unknown words</li> <li>• Make inferences</li> <li>• Make connections to text</li> <li>• Retell</li> <li>• Visualize</li> <li>• Summarize</li> <li>• Synthesize</li> <li>• Make Predictions</li> <li>• Compare/Contrast</li> <li>• Analyze by finding evidence in text to support ideas</li> <li>• Look more deeply at text by thinking about story grammar</li> <li>• Reread to increase fluency</li> <li>• Reread to enhance understanding of text</li> <li>• Use graphic organizers and answer questions to analyze books</li> </ul>          | <ul style="list-style-type: none"> <li>• Preview text</li> <li>• Reading stamina</li> <li>• Fluency</li> <li>• Use decoding strategies to tackle unknown words</li> <li>• Make inferences</li> <li>• Make connections to text</li> <li>• Retell</li> <li>• Visualize</li> <li>• Summarize</li> <li>• Synthesize</li> <li>• Make Predictions</li> <li>• Compare/Contrast</li> <li>• Analyze by finding evidence in text to support ideas</li> <li>• Look more deeply at text by thinking about story grammar</li> <li>• Reread to increase fluency</li> <li>• Reread to enhance understanding of text</li> <li>• Use graphic organizers and answer questions to analyze books</li> </ul> |

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|--|--|--|--|
| <p>characters</p> <ul style="list-style-type: none"> <li>• Synthesize</li> <li>• Make predictions</li> <li>• Compare/Contrast characters and books</li> <li>• Analyze by finding evidence in text to support ideas</li> <li>• Look more deeply at text by thinking about story grammar (plot, setting, characters, trouble/conflict, turning point)</li> <li>• Reread to increase fluency</li> <li>• Reread to enhance understanding of text</li> <li>• Use graphic organizers and answer questions to analyze books</li> <li>• Employ dictionaries/reference books</li> <li>• Begin to use tables of contents, indexes and glossaries to find information in texts</li> </ul> | <ul style="list-style-type: none"> <li>• Employ dictionaries/reference books.</li> <li>• Use tables of contents, indexes and glossaries</li> </ul> | <ul style="list-style-type: none"> <li>• Employ dictionaries/reference books</li> <li>• Use tables of contents, indexes and glossaries</li> <li>• Increasing independence with all aspects of reading: analyzing, synthesizing, formulating independent thought, responsible debate</li> </ul> | <ul style="list-style-type: none"> <li>• Employ dictionaries/reference books</li> <li>• Use tables of contents, indexes and glossaries</li> <li>• Increasing independence with all aspects of reading: analyzing, synthesizing, formulating independent thought, responsible debate</li> </ul> |
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# Writing

## Core Concepts PreK through Grade 8

- We see ourselves as writers.
- Writing is a reflective act.
- There is a relationship between the spoken and written word—words represent language.
- We can express ourselves through words and pictures.
- Instruments can be used for writing and our writing grows as we develop, from marks and pictures (PreK3) to pictures, words, sentences, paragraphs, theses, arguments and drawing conclusions.
- At every developmental level, our expressions of writing represent ideas and have meaning.
- We work to find our voice as writers.
- We write for purpose, pleasure and meaning.
- We show willingness to improve our writing.
- We strive to be active participants in a community of writers.
- Writing happens across the curriculum.
- Writing is a powerful means of communication.

## Key Experiences—Writing

| PreK 3  | PreK 4   | K-1   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• Communicate emotions through pictures</li> <li>• Words represent language</li> <li>• Daily opportunities to use a variety of writing implements in free play and structured activities</li> <li>• Opportunities to write with a purpose: thank you notes, Morning Message, signs, labels, journals, etc.</li> <li>• Opportunities for authentic writing within Dramatic Play experiences (shopping lists, menu orders, signs, charts, letters, play with keyboards, etc.)</li> <li>• Teacher- and student-initiated opportunities to write</li> <li>• Writers Workshop</li> <li>• Writing conferences</li> <li>• Publishing and presenting written work</li> </ul> | <ul style="list-style-type: none"> <li>• Communicate emotions through pictures and words</li> <li>• Words represent language</li> <li>• Daily opportunities to use a variety of writing implements in free play and structured activities</li> <li>• Opportunities to write with a purpose: thank you notes, Morning Message, signs, labels, journals, etc.</li> <li>• Opportunities for authentic writing within Dramatic Play experiences (shopping lists, menu orders, signs, charts, letters, play with keyboards, etc.)</li> <li>• Teacher- and student-initiated opportunities to write</li> <li>• Interactive writing experiences</li> <li>• Writers Workshop</li> <li>• Writing conferences</li> <li>• Publishing and presenting written work</li> </ul> | <ul style="list-style-type: none"> <li>• Communicate emotions through pictures and words</li> <li>• Words represent language</li> <li>• Daily opportunities to use a variety of writing implements in free play and structured activities</li> <li>• Opportunities to write with a purpose: thank you notes, Morning Message, signs, labels, journals, etc.</li> <li>• Opportunities for authentic writing within Dramatic Play experiences (shopping lists, menu orders, signs, charts, letters, etc.)</li> <li>• Teacher- and student-initiated opportunities to write</li> <li>• Interactive writing experiences</li> <li>• Respond to literary format</li> <li>• Observational drawing and writing</li> <li>• Writers Workshop</li> <li>• Writing conferences</li> <li>• Publishing and presenting written work</li> <li>• Shows of Work</li> </ul> |   |
| 2-3   | 4-5  | 6-7   | 8 <sup>th</sup>   |
| <ul style="list-style-type: none"> <li>• Observational drawing and writing</li> <li>• Writers Workshop</li> <li>• Author/Genre Studies</li> <li>• Open-ended creative writing prompts (Morning Work)</li> <li>• Poetry</li> <li>• Free Writes</li> <li>• Journal writing in mathematics, reading, science</li> <li>• Writing assignments fully integrated into thematic studies/project work</li> <li>• Factual/Research writing</li> <li>• Essay writing</li> <li>• Writing conferences</li> <li>• Self-editing</li> <li>• Peer Editing/Critiques</li> <li>• Publishing and presenting written work</li> </ul>   | <ul style="list-style-type: none"> <li>• Writers Workshop</li> <li>• Author/Genre Studies</li> <li>• Creative writing</li> <li>• Poetry</li> <li>• Writing Prompts</li> <li>• Free Writes</li> <li>• Journal writing in mathematics, reading, science</li> <li>• Writing assignments fully integrated into thematic studies/project work</li> <li>• Factual/Research writing</li> <li>• Essay writing</li> <li>• Dialogue</li> <li>• Script writing</li> <li>• Point-of-View/Perspective Writing</li> <li>• Writing conferences</li> <li>• Self-editing</li> <li>• Peer Editing/Critiques</li> </ul>   | <ul style="list-style-type: none"> <li>• Writers Workshop</li> <li>• Author/Genre Studies</li> <li>• Creative writing</li> <li>• Poetry</li> <li>• Writing Prompts</li> <li>• Free Writes</li> <li>• Journal writing in mathematics, Language Arts, science</li> <li>• Writing assignments fully integrated into thematic studies/project work</li> <li>• Factual/Research writing</li> <li>• Essay writing</li> <li>• Writing conferences</li> <li>• Self-editing</li> <li>• Peer Editing/Critiques</li> <li>• Publishing</li> <li>• Presentations of work</li> <li>• Persuasive Writing</li> <li>• Mini-thesis</li> </ul>   | <ul style="list-style-type: none"> <li>• Writers Workshop</li> <li>• Author/Genre Studies</li> <li>• Creative writing</li> <li>• Poetry</li> <li>• Writing Prompts</li> <li>• Free Writes</li> <li>• Journal writing in mathematics, Language Arts, science</li> <li>• Writing assignments fully integrated into thematic studies/project work</li> <li>• Factual/Research writing</li> <li>• Essay writing</li> <li>• Persuasive Writing</li> <li>• Writing conferences</li> <li>• Self-editing</li> <li>• Peer Editing/Critiques</li> <li>• Publishing</li> <li>• Presentations of work</li> <li>• Power Point presentations</li> </ul> |



|   |  |  |   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>Shows of Work</li> </ul> | <ul style="list-style-type: none"> <li>Power Point presentations</li> <li>Publishing and presenting written work</li> <li>Shows of Work</li> </ul> | <ul style="list-style-type: none"> <li>Power Point presentations</li> <li>Keyboarding</li> </ul> | <ul style="list-style-type: none"> <li>Thesis – report writing and Power Point summary</li> <li>Graduation speeches</li> <li>Keyboarding</li> </ul> |
|---|--|--|---|

## Strategies & Competencies—Writing

| PreK 3  | PreK 4   | K-1  |   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>Free non-representational drawing</li> <li>Free representational drawing</li> <li>Representational pictures and words</li> <li>Shape formation</li> <li>Letter formation</li> <li>Recognizable pictures, letters and words</li> <li>Form Morning Message as group with teacher</li> <li>Directionality of writing</li> <li>Multiple pages of drawing and/or writing comprise a book</li> <li>Publishing</li> </ul> | <ul style="list-style-type: none"> <li>Free non-representational drawing</li> <li>Free representational drawing</li> <li>Representational pictures and words</li> <li>Shape formation</li> <li>Letter formation</li> <li>Recognizable pictures, letters and words</li> <li>Sound spelling/phonemic awareness</li> <li>Begin to write Morning Message</li> <li>Directionality of writing</li> <li>Multiple pages of drawing and/or writing comprise a book</li> <li>Brainstorming</li> <li>Publishing</li> <li>Handwriting</li> </ul> | <ul style="list-style-type: none"> <li>Free non-representational drawing</li> <li>Free representational drawing</li> <li>Representational pictures and words</li> <li>Shape formation</li> <li>Letter formation</li> <li>Recognizable pictures, letters and words</li> <li>Sound spelling/phonemic awareness</li> <li>Sight words</li> <li>Write Morning Message</li> <li>Directionality of writing</li> <li>Multiple pages of drawing and/or writing comprise a book</li> <li>Brainstorming</li> <li>Punctuation</li> <li>Word tense</li> <li>Grammar</li> <li>Sentence structure</li> <li>Handwriting</li> <li>Word Work (sounding out)</li> <li>Stamina</li> <li>Sequencing</li> <li>Space between words</li> <li>Publishing</li> </ul> |   |
| 2-3   | 4-5  | 6-7  | 8 <sup>th</sup>   |
| <ul style="list-style-type: none"> <li>Writing words, short sentences and paragraphs</li> <li>Sound spelling/phonemic awareness AND conventional spelling for Word Wall and other common grade level words</li> <li>Writing Morning Message</li> <li>Using graphic organizers to support sentence and paragraph formation</li> <li>Pre-writing lessons/conferences and whole class brainstorming</li> <li>Writing in pictures to unleash</li> </ul>       | <ul style="list-style-type: none"> <li>Using graphic organizers to support sentence and paragraph formation</li> <li>Pre-writing lessons/conferences and whole class brainstorming</li> <li>Aiming for greater fluency and flow—focusing on the ideas</li> <li>Building stamina for writing</li> <li>Revising to add details and to clarify ideas</li> <li>Writing in a logical sequence</li> <li>Staying on topic</li> <li>Tone/Voice</li> </ul>  | <ul style="list-style-type: none"> <li>Using graphic organizers to support sentence and paragraph formation</li> <li>Pre-writing lessons/conferences and whole class brainstorming</li> <li>Aiming for greater fluency and flow—focusing on the ideas</li> <li>Building stamina for writing</li> <li>Revising to add details and to clarify ideas</li> <li>Writing in a logical sequence</li> <li>Staying on topic</li> <li>Tone/Voice</li> </ul>  | <ul style="list-style-type: none"> <li>Using graphic organizers to support sentence and paragraph formation</li> <li>Pre-writing lessons/conferences and whole class brainstorming</li> <li>Aiming for greater fluency and flow—focusing on the ideas</li> <li>Building stamina for writing</li> <li>Revising to add details and to clarify ideas</li> <li>Writing in a logical sequence</li> <li>Staying on topic</li> <li>Tone/Voice</li> </ul> |

|  |   |   |   |
|--|---|---|---|
| <p>words</p> <ul style="list-style-type: none"> <li>• Aiming for greater fluency and flow—focusing on the ideas</li> <li>• Building stamina for writing</li> <li>• Revising to add details and to clarify ideas</li> <li>• Writing in a logical sequence</li> <li>• Staying on topic</li> <li>• Tone/Voice</li> <li>• Word</li> <li>• Work/Spelling//Vocabulary</li> <li>• Introductory experiences with keyboarding text</li> <li>• Handwriting</li> <li>• Editing sweeps for capitalization, punctuation and errors in spelling of common grade level words</li> </ul> | <ul style="list-style-type: none"> <li>• Writing dialogue</li> <li>• Word</li> <li>• Work/Spelling//Vocabulary</li> <li>• Keyboarding (independent &amp; teacher-assisted)</li> <li>• Handwriting</li> <li>• Editing sweeps for capitalization, punctuation, run-on sentences and errors in spelling</li> </ul> | <ul style="list-style-type: none"> <li>• Writing dialogue</li> <li>• Word</li> <li>• Work/Spelling//Vocabulary</li> <li>• Keyboarding (independent)</li> <li>• Handwriting</li> <li>• Editing sweeps for capitalization, punctuation, run-on sentences and errors in spelling</li> <li>• Writing mentors for younger students as well as peers</li> </ul> | <ul style="list-style-type: none"> <li>• Writing dialogue</li> <li>• Word</li> <li>• Work/Spelling//Vocabulary</li> <li>• Keyboarding (independent)</li> <li>• Handwriting</li> <li>• Editing sweeps for capitalization, punctuation, run-on sentences and errors in spelling</li> <li>• Writing mentors for younger students as well as peers</li> <li>• Constructing and communicating a strong argument</li> </ul> |
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# **Listening and Speaking**

## Core Concepts PreK through Grade 8

- We see ourselves as listeners and speakers.
- Spoken words express thoughts, feelings, emotions, facts and requests; they describe, have meaning, and power.
- There is a connection between spoken and written words.
- Communication through speaking and listening connects us to each other.
- We strive to be active and respectful listeners and speakers.
- We value the words and ideas of others.
- We learn to constructively critique others' work and ideas.
- Speaking and listening occurs across the curriculum and is celebrated in our school culture.
- We work to find our voice in our community.
- We feel comfortable with ourselves as performers and presenters of our own work as well as the work of others.
- Everyone has an equal voice and it is heard.

## Key Experiences—Listening and Speaking

| PreK 3  | PreK 4   | K-1   |   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>• Assembly</li> <li>• Morning Meeting</li> <li>• Sharing</li> <li>• Public speaking</li> <li>• Songs &amp; fingerplay</li> <li>• Class discussion</li> <li>• Class games</li> <li>• Buddy time</li> <li>• Show of Work</li> <li>• Plays and performances</li> <li>• Puppet shows</li> <li>• Dramatic play</li> <li>• Shakespeare</li> <li>• Guests and Greeters</li> <li>• Learning to respectfully disagree</li> </ul>  | <ul style="list-style-type: none"> <li>• Assembly</li> <li>• Morning Meeting</li> <li>• Sharing</li> <li>• Public speaking</li> <li>• Songs &amp; fingerplay</li> <li>• Class discussion</li> <li>• Class games</li> <li>• Buddy time</li> <li>• Show of Work</li> <li>• Plays and performances</li> <li>• Puppet shows</li> <li>• Dramatic play</li> <li>• Shakespeare</li> <li>• Guests and Greeters</li> <li>• Learning to respectfully disagree</li> </ul>   | <ul style="list-style-type: none"> <li>• Assembly</li> <li>• Morning Meeting</li> <li>• Sharing</li> <li>• Public speaking</li> <li>• Songs &amp; fingerplay</li> <li>• Class discussion</li> <li>• Class games</li> <li>• Buddy time</li> <li>• Shows of Work</li> <li>• Plays and performances</li> <li>• Puppet shows</li> <li>• Dramatic play</li> <li>• Shakespeare</li> <li>• Student-led conferences</li> <li>• Guests and Greeters</li> <li>• Learning to respectfully disagree</li> </ul>  |   |
| 2-3   | 4-5  | 6-7   | 8 <sup>th</sup>   |
| <ul style="list-style-type: none"> <li>• Assembly</li> <li>• Morning Meeting</li> <li>• Sharing observations, findings and opinions</li> <li>• Public speaking—oral presentations to whole school, whole class and in groups</li> <li>• Class discussions—whole class and small group</li> <li>• Impromptu oral presentations</li> <li>• Sharing/Critiquing work</li> <li>• Read Aloud</li> <li>• Class games</li> <li>• Buddy time</li> <li>• Shows of Work</li> <li>• Plays and performances</li> <li>• Puppet shows</li> <li>• Shakespeare</li> <li>• Student-led conferences</li> <li>• Guests and Greeters</li> <li>• Learning to respectfully disagree</li> </ul> | <ul style="list-style-type: none"> <li>• Assembly</li> <li>• Morning Meeting</li> <li>• Sharing observations, findings and opinions</li> <li>• Public speaking—oral presentations to whole school, whole class and in groups</li> <li>• Class discussions—whole class and small group</li> <li>• Impromptu oral presentations</li> <li>• Sharing/Critiquing work</li> <li>• Read Aloud/Class shared read aloud</li> <li>• Buddy time</li> <li>• Shows of Work</li> <li>• Plays and performances</li> <li>• Shakespeare</li> <li>• Student-led conferences</li> <li>• Guests and Greeters</li> <li>• Learning to respectfully disagree</li> </ul> | <ul style="list-style-type: none"> <li>• Assist at Assembly</li> <li>• Advisory</li> <li>• Sharing observations, findings and opinions</li> <li>• Public speaking—oral presentations to whole school, whole class and in groups</li> <li>• Class discussions—whole class and small group</li> <li>• Impromptu oral presentations</li> <li>• Sharing/Critiquing work</li> <li>• Read Aloud/Class shared read aloud</li> <li>• Buddy time</li> <li>• Show of Work</li> <li>• Plays and performances</li> <li>• Shakespeare</li> <li>• Student-led conferences</li> <li>• Guests and Greeters</li> <li>• Learning to respectfully disagree</li> <li>• Participate in middle school meetings</li> <li>• Mentoring responsibilities throughout the school</li> </ul> | <ul style="list-style-type: none"> <li>• Run and help plan Assembly</li> <li>• Advisory</li> <li>• Sharing observations, findings and opinions</li> <li>• Public speaking—oral presentations to whole school, whole class and in groups</li> <li>• Class discussions—whole class and small group</li> <li>• Impromptu oral presentations</li> <li>• Sharing/Critiquing work</li> <li>• Read Aloud/Class shared read aloud</li> <li>• Buddy time</li> <li>• Show of Work</li> <li>• Plays and performances</li> <li>• Shakespeare</li> <li>• Student-led conferences</li> <li>• Guests and Greeters</li> <li>• Thesis presentation</li> <li>• Graduation speeches</li> <li>• Learning to respectfully disagree</li> <li>• Run and participate in middle school meetings</li> <li>• Mentoring responsibilities</li> </ul> |

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|  |  |  | <p>throughout the school</p> <ul style="list-style-type: none"><li>• Planning and executing Empty Bowls and Oxfam Hunger Banquet</li><li>• Thesis presentation</li><li>• Graduation speeches</li></ul> |
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## Strategies & Competencies—Listening and Speaking

| PreK 3   |  | PreK 4  |  | K-1   |  |   |  |
|--|--|---|--|---|--|---|--|
| <ul style="list-style-type: none"> <li>• Speaking in complete sentences</li> <li>• Remembering your audience</li> <li>• Articulation skills</li> <li>• Modeling of reading, presenting, acting</li> <li>• Voice modulation and speed</li> <li>• Projecting</li> <li>• Emoting</li> <li>• Posture</li> <li>• Staying on topic</li> <li>• Listening attentively</li> <li>• Listening with our body and eyes</li> <li>• Exhibiting patience</li> <li>• Hearing all points of view</li> <li>• Turn taking when speaking</li> <li>• Making sure everyone has a chance to speak.</li> <li>• Knowing the difference between a request and a demand</li> <li>• Filtering what is said out loud/being age appropriate</li> <li>• Being aware of the consequences of your words</li> </ul> |  | <ul style="list-style-type: none"> <li>• Speaking in complete sentences</li> <li>• Remembering your audience</li> <li>• Articulation skills</li> <li>• Modeling of reading, presenting, acting</li> <li>• Voice modulation and speed</li> <li>• Projecting</li> <li>• Emoting</li> <li>• Posture</li> <li>• Staying on topic</li> <li>• Listening attentively</li> <li>• Listening with our body and eyes</li> <li>• Exhibiting patience</li> <li>• Hearing all points of view</li> <li>• Turn taking when speaking</li> <li>• Making sure everyone has a chance to speak</li> <li>• Knowing the difference between a request and a demand</li> <li>• Filtering what is said out loud/being age appropriate</li> <li>• Being aware of the consequences of your words</li> </ul> |  | <ul style="list-style-type: none"> <li>• Speaking in complete sentences</li> <li>• Remembering your audience</li> <li>• Articulation skills</li> <li>• Modeling of reading, presenting, acting</li> <li>• Voice modulation and speed</li> <li>• Projecting</li> <li>• Emoting</li> <li>• Posture</li> <li>• Staying on topic</li> <li>• Listening attentively</li> <li>• Listening with our body and eyes</li> <li>• Exhibiting patience</li> <li>• Hearing all points of view</li> <li>• Turn taking when speaking</li> <li>• Making sure everyone has a chance to speak</li> <li>• Knowing the difference between a request and a demand</li> <li>• Filtering what is said out loud/being age appropriate</li> <li>• Being aware of the consequences of your words</li> </ul> |  |   |  |
| 2-3  |  | 4-5   |  | 6-7   |  | 8 <sup>th</sup>   |  |
| <ul style="list-style-type: none"> <li>• Speaking in complete sentences</li> <li>• Remembering your audience</li> <li>• Articulation skills</li> <li>• Modeling of reading, presenting, acting</li> <li>• Voice modulation and speed</li> <li>• Projecting</li> <li>• Emoting</li> <li>• Posture</li> <li>• Staying on topic</li> <li>• Listening attentively</li> <li>• Listening with our body and eyes</li> <li>• Exhibiting patience</li> <li>• Hearing all points of view</li> <li>• Turn taking when speaking</li> <li>• Making sure everyone has a chance to speak</li> <li>• Knowing the difference between a request and a demand</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Speaking in complete sentences</li> <li>• Remembering your audience</li> <li>• Articulation skills.</li> <li>• Modeling of reading, presenting, acting</li> <li>• Voice modulation and speed</li> <li>• Projecting</li> <li>• Emoting</li> <li>• Posture</li> <li>• Staying on topic</li> <li>• Listening attentively</li> <li>• Listening with our body and eyes</li> <li>• Exhibiting patience</li> <li>• Hearing all points of view</li> <li>• Turn taking when speaking</li> <li>• Making sure everyone has a chance to speak</li> <li>• Knowing the difference between a request and a demand</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Speaking in complete sentences</li> <li>• Remembering your audience</li> <li>• Articulation skills</li> <li>• Modeling of reading, presenting, acting</li> <li>• Voice modulation and speed</li> <li>• Projecting</li> <li>• Emoting</li> <li>• Posture</li> <li>• Staying on topic</li> <li>• Listening attentively</li> <li>• Listening with our body and eyes</li> <li>• Exhibiting patience</li> <li>• Hearing all points of view</li> <li>• Turn taking when speaking</li> <li>• Making sure everyone has a chance to speak</li> <li>• Knowing the difference between a request and a demand</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Speaking in complete sentences</li> <li>• Remembering your audience</li> <li>• Articulation skills</li> <li>• Modeling of reading, presenting, acting</li> <li>• Voice modulation and speed</li> <li>• Projecting</li> <li>• Emoting</li> <li>• Posture</li> <li>• Staying on topic</li> <li>• Listening attentively</li> <li>• Listening with our body and eyes</li> <li>• Exhibiting patience</li> <li>• Hearing all points of view</li> <li>• Turn taking when speaking</li> <li>• Making sure everyone has a chance to speak</li> <li>• Knowing the difference between a request and a demand</li> </ul> |  |

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| <ul style="list-style-type: none"><li>• Filtering what is said out loud/being age appropriate</li><li>• Being aware of the consequences of your words</li><li>• Analyzing</li><li>• Synthesizing</li><li>• Evaluating</li></ul> | <ul style="list-style-type: none"><li>• Filtering what is said out loud/being age appropriate</li><li>• Being aware of the consequences of your words</li><li>• Analyzing</li><li>• Synthesizing</li><li>• Evaluating</li></ul> | <ul style="list-style-type: none"><li>• Filtering what is said out loud/being age appropriate</li><li>• Being aware of the consequences of your words</li><li>• Being role models for younger students</li><li>• Analyzing</li><li>• Synthesizing</li><li>• Evaluating</li></ul> | <ul style="list-style-type: none"><li>• Filtering what is said out loud/being age appropriate</li><li>• Being aware of the consequences of your words</li><li>• Being role models for younger students</li><li>• Analyzing</li><li>• Synthesizing</li><li>• Evaluating</li></ul> |
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