

INTRODUCTION

Huron City Schools, in conjunction with the North Point Educational Service Center, is engaged in continuous evaluation of curriculum. The graded course of study of each subject is evaluated and revised, as necessary, reflecting changes in legislation and the Ohio State Board of Education and the Ohio Department of Education Academic Content Standards.

This document represents our answer to the charge placed upon us by the Ohio State Department of Education in developing a graded course of study for each subject in kindergarten through grade twelve reflecting the English Language Arts Academic and Content Standards. The purpose of the graded course of study is to represent our official statement of what will be taught in our language arts program throughout the school system. Thus, we commit our school personnel to the development and implementation of this graded course of study.

The Language Arts Course of Study provides teachers with opportunities to individualize, differentiate instruction, and grouping students according to their needs, interests and abilities.

Christine Standring, Ed.S.
Curriculum Director
Huron City Schools

DISTRICT MISSION AND BELIEFS

MISSION

The mission of the Huron City Schools, a system committed to academic excellence, is to guarantee that all students will reach their maximum potential, to be life-long learners who succeed in a global society by ensuring dedicated staff, an enriched environment, and a comprehensive and innovative curriculum in partnership with our community.

BELIEFS

The Huron City School District beliefs are:

- Learning is ongoing;
- Each individual has value with all rights and responsibilities;
- Honesty and integrity are essential to quality of life;
- All individuals are unique;
- The family is the primary influence in the life of a child;
- Positive home-school relations; and,
- Hard work, commitment, and discipline are important in achieving goals.

PRESCHOOL - GRADE 12 ENGLISH LANGUAGE ARTS

The English language arts academic content standards provide a set of clear and rigorous expectations for all students and provide teachers with clearly defined statements of what students should know and be able to do as they progress through school. The standards represent a research-based approach to literacy development, promote writing as a process and provide expectations for students to become effective communicators.

The ten standards that follow define high standards of literacy:

- Phonemic Awareness, Word Recognition and Fluency Standard
- Acquisition of Vocabulary Standard
- Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard
- Reading Applications: Informational, Technical and Persuasive Text Standard
- Reading Applications: Literary Text Standard
- Writing Process Standards
- Writing Applications Standard
- Writing Conventions Standard
- Research Standard
- Communication: Oral and Visual Standard

The first standard requires primary students to learn to identify and decode words and to develop the skills that become the foundation for independent reading. Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with peers and adults. The standards reflect the belief that reading and learning to read are problem-solving strategies that require the reader to apply strategies to make sense of written language and remain engaged with texts.

One of the important goals of reading is to gain information for purposes of learning new information, researching a project, making decisions or accomplishing a task. The standards also reflect the philosophy that by reading literary texts that represent a variety of authors, cultures and eras, students come to understand the human story.

The writing standards require students to become proficient in writing for different purposes and to recognize that writing is a process that includes the phases of prewriting, drafting, revising, editing and publication. Though the writing conventions standard is listed separately, it is assessed through written or oral contexts. In turn, students learn to use the grammatical structures of English to effectively communicate ideas in writing to express themselves. In addition to mastering skills in reading and writing, students are expected to

become effective communicators by speaking, listening and viewing. They learn to apply communication skills in increasingly sophisticated ways to deliver presentations and to respond to oral and visual presentations.

This set of ten standards does not neatly separate the curriculum into separate or discrete topics, as the content and processes described by the standards, benchmarks and indicators are interrelated. The following terms and definitions are used in this document.

Standard: A general statement of what all students should know and be able to do.

Benchmark: A specific statement of what all students should know and be able to do at a specified time in their schooling. Benchmarks are used to measure a student's progress toward meeting the standard. For purposes of this document, benchmarks are defined for reading at grades 3, 7, 10 and 12, and for writing at grades 2, 4, 7, 10 and 12.

Grade-level Indicators: A specific statement of knowledge that all students demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks.

OHIO'S K-12 ENGLISH LANGUAGE ARTS STANDARDS

Phonemic Awareness, Word Recognition and Fluency Standard

Students in the primary grades learn to recognize and decode printed words, developing skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

Acquisition of Vocabulary Standard

Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem-solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

Reading Applications: Informational, Technical and Persuasive Text Standard

Students gain information from reading for the purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build

text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

Reading Applications: Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

Writing Process Standard

Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

Writing Applications Standard

Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure their writing according to audience and purpose.

Writing Conventions Standard

Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purpose of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.

Communication: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.,

Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.