



Avoiding the Backwards Slide Over Summer Break





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Critical Facts Everyone Should Know About Summer Learning Loss



- Students score lower on Standardized Tests at the end of summer vacation than they do at the beginning of summer vacation
 - While having a few months off for rest and relaxation might seem beneficial to students, it can actually have some serious consequences. The traditional long summer vacation often results in serious learning loss, something researchers have known for more than 100 years now. A century of study has shown that students routinely score lower on standardized tests at the end of summer vacation than they did just a few months earlier, with low-income and at risk students seeing the biggest drops. The exact groups so many schools are trying so hard to push to have better test scores.

Free resources for sale: www.kristasally.com

Critical Facts Everyone Should Know About Summer Learning Loss

- Students will lose about two months of math computational skills over the summer months.
 - When it comes to summer learning loss, math takes one of the biggest hits. On average, students lose about 2.6 months worth of grade level equivalency in mathematical computation skills during their summer break. With many schools struggling to meet state and federal standards in math, these kinds of losses aren't doing anything to help matters.
- Only 9.2% of America's 48 million students attend summer school.
 - Today, just under 10% of students nationwide participate in summer school or attend schools with non-traditional calendars. That means that more than 90% of students in America will be at risk for potentially damaging summer learning loss.

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Critical Facts Everyone Should Know About Summer Learning Loss

- Reading and Spelling Difficulties are also affected.
 - Math isn't the only subject that takes a knock over summer vacation. Losses in reading and spelling abilities may also occur, though income may play a significant role in how severe these losses are, or whether or not they occur at all. While middle-income students usually see a rise in reading performance during the summer months, lower-income students may lose two or more months worth of reading achievement. Students at all income levels, however, were likely to lose a month or more of spelling learning skills, the second highest loss in any area.
- Summer learning loss can follow students through high school, college and beyond.
 - Summer learning loss isn't a temporary phenomenon. Losses can accumulate over years, eventually resulting in students who perform below their grade level. Low-income students, those who lose the most time away from school, see the biggest impact, not only reporting lower test scores but higher drop-out rates and lower numbers of students who head to college.



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Critical Facts Everyone Should Know About Summer Learning Loss

- Parents play a key role in filling in the gaps over summer
 - When it comes to helping stanch summer learning loss, parents have a key role to play. Learning loss is much less pronounced, if there at all, in families that enrolled children in classes, took trips to local libraries, participated in reading programs, or took advantage of other, often free, learning opportunities. Numerous studies have shown that children have much better reading outcomes when parents are involved in learning about and helping their children with literacy.
- Many parents and students want to engage in summer learning programs but do not have access to them.
 - A 2010 report by the AfterSchool Alliance found that while only 25% of students were currently participating in summer learning programs, many more would like the opportunity to do so. A full 83% of parents supported spending public funds on summer learning programs and 67% of low-income parents said their children would enroll in a summer program if they could.



Free printable template: www.back2back.com

Critical Facts Everyone Should Know About Summer Learning Loss

- Research shows that teachers typically spend between four to six weeks re-teaching material that students have forgotten over the summer.
 - Summer learning loss isn't just bad for students, it also makes things more difficult for educators. In order to come back from losses caused by an extended time away from school, teachers must spend a month or more re-teaching or reviewing material students have already been taught. It goes without saying that this is a huge waste of valuable classroom time that could be better spent teaching students new material.



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Ideas for Students to Maintain Skills Over the Summer Months

• Reading

- Read to your child.
- Have your child read to you.
- Round Robin Reading
 - Take turns reading to each other.



Ideas for Students to Maintain Skills Over the Summer Months

• Reading

- Talk about what your child or you read.
- Have your child make a movie of what he/she is reading or of what is read to him/her.
- Have your child replay (tell about the movie they made in their heads and retell (tell the story in sequential order).
- Question for understanding...



Ideas for Students to Maintain Skills Over the Summer Months

• Reading

- What was your favorite part of the book?
- Who is your favorite character? Why?
- Where did the story take place?
- When did the story take place?
- If you could choose a character to be, who would it be? Why?



Ideas for Students to Maintain Skills Over the Summer Months

• Reading

- Choose vocabulary/difficult words from the story.
 - Discuss the meaning in student friendly terms.
 - Have the students picture the words.
 - Have your child put the word in their own sentence.



Ideas for Students to Maintain Skills Over the Summer Months

Reading: KPL Summer Program



Summer Reading - How to Succeed

1. Before you start, take a little time to make a plan. Think about what you want to read and how you will keep track of it. You can use a calendar or a checklist.
2. Read 20 minutes a day. It's important to read every day, even if it's just for a short time. You can read books, magazines, or even the newspaper.
3. Write down what you read. You can write a short summary of each book or just a few words about it. This will help you remember what you read and what you thought of it.
4. Share what you read with someone else. You can talk to your friends or family about the books you read. This will help you understand the books better and make them more fun to read.

Reading Log



Ideas for Students to Maintain Skills Over the Summer Months

• Access to books.

- It is important to give children access to a wide variety of books. Make a family trip to the local library and have everyone sign up for library cards. Kids will love the sense of importance and responsibility signing up for a card will give them as well.

• Books that match readers' ability levels and interests are key!

- Let them choose to read about topics that interest them. As their skills grow, make sure the books children read continue to challenge (not frustrate) them.

• Comprehension, as monitored and guided by an adult.

- This concept cannot be stressed enough. Read with your children! Encourage them to ask questions. Ask them questions about the characters and storylines to make sure they understand what is going on. Summarize chapters for them or ask them to summarize. Reread harder passages.



Websites for Skill Practice in Reading

- <http://www.jumpstart.com/parents/games/reading-games>
- <http://www.readers.com/blog/education/kids-online-reading-games/>
- <http://www.funenglishgames.com/readinggames.html>
- <http://mrnussbaum.com/readingpassageindex/>
- <http://classroom.jc-schools.net/basic/la-read.html>
- <https://www.mindmeister.com/173843166/free-learning-websites-for-elementary-students>



Ideas for Students to Maintain Skills Over the Summer Months

• Writing

For the Sports-Minded Kid

- "Through the Mail" is a method that encourages children to write to their favorite professional athletes in exchange for autographs. It's easy to find each team's address on the "team by team" tab of NFL's, MLB's, or almost any other sports site.
- I love the website [CardboardConnections](http://CardboardConnections.com). It contains a step-by-step approach for writing the best letter possible in order to get those autographs back. Through the Mail has been around for years and if you're the parent of a sports-minded kid, consider it a great option. Encourage your child to set a goal of four letters to improve their writing skills and to better their chances of getting an autograph in return.



Ideas for Students to Maintain Skills Over the Summer Months

• Writing

For the Budding Entrepreneur

- It is no secret that many successful entrepreneurs struggled in school, yet they found ways to leverage their strengths. I love the idea of encouraging children to start a business, no matter how small. And part of a successful business includes a written plan. The [Kidpreneur](http://Kidpreneur.com) website matches students with business coaches to help them develop and execute a business plan. Alternatively, the wildly popular book, [Lemonade Stand Millionaire](http://LemonadeStand.com) also teaches children of all ages an approach to follow their dreams.

How to keep
kids learning
all summer!



Ideas for Students to Maintain Skills Over the Summer Months

• Writing

• For Those Who Need to Hone Keyboarding Skills

- I'll never forget my sixth grade teacher Mrs. Cameron, who told us that one of the most important classes we could take in middle school was typing. She was right. The ability to type quickly saves time and reduces frustration. Students these days do not have the opportunity to take dedicated keyboarding classes. If your child is of the hunt and peck variety, consider a free online typing program this summer. I really like [123typing](#). Check up on your child periodically to be sure he is not looking at the keys as he types since this undermines the goal of being able to touch type.

123typing



Ideas for Students to Maintain Skills Over the Summer Months

• Writing

• For Those Thinking About College

- Does your child have a URL in his or her name? Many high schoolers purchase a domain using their first, middle, and last name to create a website of their experiences, awards, and activities. First, a domain in your name is very cool, but secondly, it allows students to have a portfolio of sorts that they can share with admissions officers as they're applying for college. Not every admissions department will take the time to review it, but the smaller ones will. It's a great way to get your child to record their activities as they go along instead of at the last minute when it comes to submitting applications.

SUMMER OF LEARNING



Ideas for Students to Maintain Skills Over the Summer Months

• Writing

• For the Social Butterfly

- Pen pals may seem like their from a bygone era, but they are alive and well. For a way to connect with pen pals, [International Pen Pal Friend World](#) has a host of options. The site matches kids with others throughout the world with similar interests.

• Backwards Planning for Summer Writing Assignments

- Lastly, most middle and high school students have writing assignments that they have to do. These are not optional; they're due at the start of school in the fall. The key to reducing procrastination is to first understand exactly what your child needs to complete, and then sit down with him or her to backwards plan. Backwards planning entails putting the due date on the calendar, and then breaking the project into small chunks leading up to the due date.



Ideas for Students to Maintain Skills Over the Summer Months

Math

K-5 Summer Math Incentive

The students who participate in the Summer Math Incentive program will receive a special certificate of achievement and a special prize. The prize will be determined by the number of problems completed and the accuracy of the answers. The prize will be awarded at the end of the summer.


XtraMath

The students who participate in the XtraMath program will receive a special certificate of achievement and a special prize. The prize will be determined by the number of problems completed and the accuracy of the answers. The prize will be awarded at the end of the summer.

Students will be working on the following problems:

1. Addition and Subtraction Facts
2. Multiplication and Division Facts
3. Fractions and Decimals
4. Geometry and Measurement

www.xtramath.org
(Walkthroughs, Answer Sheets, and Getting Started for Parents)




Ideas for Students to Maintain Skills Over the Summer Months

Math

Math

Use everyday life, every day. Parents can provide crucial assistance by demonstrating "mathematics in the normal course of life." Small children, for example, can make huge gains in number sense just by rolling dice, counting, and adding. An older child planning a birthday party can practice division concepts by arranging guests into groups of four, or by figuring out how many cookies will go around. To be sure, adds Sheldon, "maybe you don't want your child figuring out the interest on your unpaid credit card balance" but "you do want to see him do things like practice addition and subtraction by creating an allowance budget, going to market and comparing prices, or helping to make change." In short, he urges, everyday life can be as effective as any flashcard when it comes to building math skills that will last.

Math for Life




Ideas for Students to Maintain Skills Over the Summer Months

Math

Use everyday life, every day. Parents can provide crucial assistance by demonstrating "mathematics in the normal course of life." Small children, for example, can make huge gains in number sense just by rolling dice, counting, and adding. An older child planning a birthday party can practice division concepts by arranging guests into groups of four, or by figuring out how many cookies will go around. To be sure, adds Sheldon, "maybe you don't want your child figuring out the interest on your unpaid credit card balance" but "you do want to see him do things like practice addition and subtraction by creating an allowance budget, going to market and comparing prices, or helping to make change." In short, he urges, everyday life can be as effective as any flashcard when it comes to building math skills that will last.

Math for Life



Ideas for Students to Maintain Skills Over the Summer Months

• Math

- Question, question, and explore. "It's not that procedures and facts aren't important in math," but don't be lulled by a kid who just says, "Well, I just knew it." Even with very small kids, ask questions like "Okay, so how did you get that?" or "Well, I thought of it a different way. What about this?" Encourage young mathematicians to talk, talk, talk about their "math reasoning." And as they get older, don't hesitate to invite them to deepen and expand the problems themselves. "Let's say," says Shaughnessy, "that a kid correctly recites a math fact like $8 \div 2 = 4$. That's great, but now there's even more fun. Add some digits, for example, and ask 'What is $18 \div 2$? How about $18 \div 17$?' With approaches like this, mathematics comes alive as a process, not just a body of fact."



Ideas for Students to Maintain Skills Over the Summer Months

• Math

- Use flashcards. But use them to build understanding. True fluency with math facts Murata suggests, happens when students truly understand the concepts underlying each one. That's why, she explains, it's great to let kids explore math by counting objects, making drawings, or just counting with their fingers and toes. "Do plenty of that," she says, "and then when the kids start working equations, the learning goes much faster." So the next time you pull out a set of flashcards, plan to select at least one card a day and invite your child to make a "math story" about it. For a first grader, you might talk about how "Roger and his brother had three kids over to play. How many kids were there altogether now?" For an older elementary student, you can explore more complicated operations like division. "We are making 20 popicles," you might ask, "and five people are coming over. How many popicles can each one have?" Write down one of these a day for an entire summer, she suggests, and perhaps even create a "math facts story book" by the end!



Daily Practice of Skills

- Awesome Math Tutorial and Practice Site! For Middle and High School
 - <https://sites.google.com/a/bvwd.org/mmsmathtools/fractions-decimals-parents/fractions>



- ❖ Math Facts
- ❖ Integers
- ❖ Order of operations
- ❖ Fractions, decimals and percents
- ❖ Measurement
- ❖ Ratio and Proportion

180
10
10
10
10

- ❖ Scientific Notation
- ❖ Rational and Irrational Numbers
- ❖ Algebra
- ❖ Geometry
- ❖ Statistics and Probability
- ❖ Logic Games



Websites for Skill Practice in Math

- <http://www.funbrain.com/math/index.html>
- <http://schools.khanacademy.org/post/53449079132/khan-academy-summer-math-review>
- <http://www.mathportal.org/>
- <https://www.buzzmath.com/>
- <http://www.mathplanet.com/>

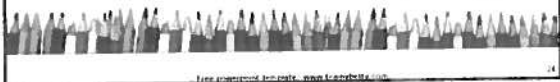
SUMMER
 $m A + \pi$
CHALLENGE



Websites for Skill Practice in All Subject Areas

- iReady for Grades 3-12
- http://www.summerskills.com/summerskillsbooks/math_books
- <http://blog.reallygoodstuff.com/11-free-reading-websites-for-kids/>
- <http://www.eriesd.org/cms/lib02/PA01001942/Centricity/Domain/16/Websites%20for%20summer%20practice.pdf>
- Compass Learning for Grades K-5

LEARN
NEW
Skills
Summer



Summer Reading Assignments

- Make sure that you know what your child's summer reading assignment is.
- Get your child's book early.
 - Possible book on CD/Audio versions
- Options for Summer Reading Assignments





SIXTH GRADE LANGUAGE ARTS CURRICULUM OVERVIEW

Reading: Literature

Key Ideas and Details

- Identify and understand types of literature: fiction, non-fiction, journalism, biography, fable, history, poetry, science fiction and mythology.
- Read to understand and draw logical inferences.
- Identify and understand themes.
- Identify other key elements (setting, plot, characters, conflict and resolution, foreshadowing, point of view and character analysis) of a story and how they affect one another.
- Identify author's purpose, main idea and supporting details, sequence of events and fact vs. opinion in a text.
- Analyze the interaction and development of characters and events.

Craft and Structure

- Review elements of figurative language.
- Interpret words and phrases to determine connotative and figurative meanings; analyze how word choices shape meaning.
- Determine meaning by context.
- Understand how point-of-view or purpose can shape content and style.

Reading: Informational Text

Key Ideas and Details

- Determine the main idea and inferences of a text.
- Determine how the ideas of an individual can affect events.

Craft and Structure

- Review elements of figurative language.
- Determine the impact of figurative and connotative language and inference.
- Determine meaning by context.
- Understand sequence of events and cause-effect.
- Identify and evaluate an author's point-of-view or purpose in a text.

Range of Reading

- Read and comprehend literary non-fiction.

Writing

Text Types and Purposes

- Employ the use of graphic organizing: story mapping, outlining, and Venn Diagrams.
- Understand the variety of purpose in writing: to inform, persuade or entertain.
- Understand the differences among and be able to produce examples of: persuasive, narrative and informational writing.
- Understand and produce different sentence types (declarative, imperative, interrogative, and exclamatory.)
- Maintain consistency in style and tone.

Persuasive/Argumentative Writing

- Create persuasive/argumentative writing with valid reasons and relevant evidence.
- Acknowledge opposing view and logically organize evidence.
- Show understanding of topic by using information from credible sources.
- Use words, phrases and clauses to demonstrate relationships between claims and evidence.
- Show ability to establish and maintain a formal style of writing.
- Create a logical conclusion that summarizes and supports the argument presented.

Curriculum (continued)

Explanatory /Informative Writing

- Demonstrate ability to develop a topic with facts, definitions, details and examples.
- Use strategies such as cause/effect and compare/contrast to inform.
- Use transition words to maintain cohesion and clarity among ideas and concepts.
- Use relevant vocabulary to support topic.
- Show ability to establish and maintain a formal style of writing.
- Create a conclusion that summarizes and supports the information/explanation presented.

Narrative Writing

- Create narrative to develop fictional or real experiences or events. Employ use of relevant, descriptive details.
- Establish a point of view and narrator for a story. Organize the sequence of the story so that it unfolds logically.
- Demonstrate the use of techniques such as dialogue, foreshadowing and description to develop characters and the story.
- Use transition words to maintain cohesion and clarity.
- Use words and phrases that contribute to the action and convey experiences and events.
- Create a conclusion in keeping with the narrative experiences or events.

Production and Distribution of Writing

- Create clear, coherent writing demonstrating style appropriate to the task, purpose and audience.
- Strengthen ability to use libraries and technology to ensure accuracy.
- Demonstrate ability to plan, draft, revise, edit and rewrite.
- Recognize and avoid run-on sentences and fragments.
- Recognize and avoid idioms and clichés when writing.
- Expand, reduce and combine sentences to improve readability.
- Establish a formal writing style.

Range of Writing

- Write often over extended time periods, allowing time for research, and within shorter time frames for a range of tasks (fiction, non-fiction, journalism, informational, mystery, personal narrative, journaling and poetry).

Language

Conventions of Standard English

- Demonstrate proper use of English grammar in writing and speech.
- Review and correctly use the eight parts of speech.
- Demonstrate an understanding of pronouns: case, antecedent, intensive, etc.
- Differentiate between common possessive pronouns and contractions.
- Identify difference between phrases and clauses and their function in specific sentences.
- Demonstrate proper use of punctuation, including: commas, colons, semi-colons, direct and indirect quotations and apostrophes.
- Demonstrate proper use of capitalization.

Vocabulary Development

- Determine unknown word meaning by context.
- Understand the concept of word origins and histories.
- Use and understand common Greek or Latin affixes and roots as a tool to decipher word meaning.
- Demonstrate the basic use of a dictionary and thesaurus to determine word origin, pronunciation, meaning and part of speech.
- Use synonyms and antonyms to help clarify word meaning.
- Read and use grade-appropriate vocabulary.
- Review spelling rules and review/learn commonly misspelled words.

Research and Study Skills

- Review study skills and test preparation.
- Review note taking, summarizing and organizing.
- Show knowledge of visual aids for gathering information (charts, graphs, outlines, etc.).

SEVENTH GRADE LANGUAGE ARTS

CURRICULUM OVERVIEW

Reading: Literature

Key Ideas and Details

- Support analysis of text by citing quotes and drawing inferences.
- Identify theme and determine its development throughout text; write summary of text.
- Identify elements (theme, setting, plot, characters, conflict and resolution, foreshadowing, point of view and character analysis) of a story and how they affect one another.
- Identify author's purpose, main idea and supporting details, sequence of events and fact vs. fiction in a text.
- Show ability to summarize, generalize and evaluate a text selection.

Craft and Structure

- Review elements of figurative language.
- Interpret the meaning of text/poetry from figurative and connotative language, and inference.
- Determine meaning by context.

Range of Reading and Level of Text Complexity

- Read a variety of text including biography, fiction, non-fiction, journalism articles, poetry, myths, fables, folktales and legends.

Reading: Informational Text

Key Ideas and Details

- Support analysis of text by citing quotes and drawing inferences.
- Determine the main idea of a text and write a summary.
- Determine how the ideas or actions of an individual affect events.
- Use SQ3R to understand and remember what was read.

Craft and Structure

- Review elements of figurative language.
- Determine the meaning of text when using figurative and connotative language and inference.
- Determine meaning by context.
- Identify an author's point of view or purpose in a text.

Range of Reading

- Read and comprehend literary non-fiction.

Writing

Text Types and Purposes

- Recognize the differences between writing to inform, persuade or entertain.
- Understand the differences among persuasive, narrative and informational writing and be able to produce examples of each.

Persuasive/Argumentative Writing

- Create persuasive/argumentative writing with clear reasons and relevant evidence.
- Acknowledge opposing view and logically organize evidence.
- Show understanding of topic by using information from credible sources.
- Use words, phrases and clauses to demonstrate relationships between claims and evidence.
- Show ability to establish and maintain a formal style of writing.
- Create a conclusion that summarizes and supports the argument presented.

Explanatory /Informative Writing

- Demonstrate ability to use strategies to organize information prior to writing (mapping, graphing, etc.).
- Demonstrate ability to develop a topic with facts, definitions, details and examples.
- Use strategies such as cause/effect and compare/contrast to inform.
- Use transition words to maintain cohesion and clarity among ideas and concepts.
- Use relevant vocabulary to support topic.
- Show ability to establish and maintain a formal style of writing.
- Create a conclusion that summarizes and supports the information/explanation presented.

Curriculum (continued)

Narrative Writing

- Create narrative to develop fictional or real experiences or events. Employ use of relevant, descriptive details.
- Establish a point of view and narrator for the story. Organize the sequence of the story so that it unfolds logically.
- Demonstrate the use of techniques such as dialogue, foreshadowing and description to develop characters and the story.
- Use transition words to maintain cohesion and clarity.
- Use words and phrases that contribute to the action and convey experiences and events.
- Create a conclusion in keeping with the narrative experiences or events.

Production and Distribution of Writing

- Create clear, coherent writing demonstrating style appropriate to the task, purpose and audience.
- Demonstrate ability to prewrite, draft, revise and edit.
- Demonstrate ability to write using main idea, supporting details, topic sentence and conclusion.
- Recognize and avoid run-on sentences and fragments.
- Recognize and avoid idioms and clichés when writing.
- Expand, reduce and combine sentences to improve readability.
- Demonstrate use of paragraph logic.

Range of Writing

- Write for a variety of purposes (business letter, journaling, journalism, poetry).

Language

Conventions of Standard English

- Demonstrate proper use of English grammar when writing or speaking.
- Review and correctly use the eight parts of speech.
- Show knowledge of: subject, predicate (verb), regular verbs, irregular verbs, active and passive voice, verb/noun agreement, adjective and adverb clauses, direct and indirect objects, prepositional phrases, pronoun case, participles, gerunds and infinitives.
- Demonstrate ability to differentiate: simple, compound, complex and compound-complex sentences.
- Identify difference between phrases and clauses and their function in specific sentences.
- Demonstrate proper use of punctuation, including: commas, colons, semi-colons, direct and indirect quotations and apostrophes.
- Demonstrate proper use of capitalization.
- Differentiate between common possessive pronouns and contractions.
- Show ability to express ideas without reliance on repetition or redundancy.

Vocabulary Acquisition and Use

- Determine unknown word meaning by context.
- Understand nuances of vocabulary through the use of connotation and denotation in reading and writing.
- Use and understand common Greek or Latin affixes and roots as a tool to decipher word meaning.
- Show knowledge about the use of resources (dictionary, thesaurus) to determine word meaning, pronunciation and part of speech.
- Use synonyms and antonyms to help clarify word meaning.
- Read and use grade-appropriate vocabulary.

Research and Study Skills

- Review study skills and test preparation.
- Review note taking, summarizing and organizing.
- Show knowledge of visual aids for gathering information (charts, graphs, outlines, timelines).

Kindergarten Language Arts Curriculum Overview

Reading: Literature

Key Ideas and Details

- Ask and answer questions about important details in a text.
- Retell familiar stories using details.
- Ask and answer questions about characters, settings and important events in a story.

Craft and Structure

- Use context to determine word meaning in a text.
- Recognize common types of text.
- Know the difference between the author and illustrator of a book and their roles.

Integration of Knowledge and Ideas

- Describe the connection between illustrations and the story in a book.
- Use illustrations and context to make predictions.
- Connect information in text to life experiences.
- Use prior knowledge to anticipate meaning and to make sense of text.

Reading: Informational Text

Key Ideas and Details

- Ask and answer questions about important details in a text.
- Describe the similarities and differences between two pieces of information in a text.

Craft and Structure

- Use context to determine word meaning in a text.
- Identify the front cover, back cover and title page of a book.
- Know the difference between the author and illustrator of a text and their roles.

Integration of Knowledge and Ideas

- Describe the connection between illustrations and text.
- Identify similarities and differences between two texts of similar subject matter.
- Use illustrations and context to make predictions.
- Connect information in a text to life experiences.
- Use prior knowledge to anticipate meaning and make sense of text.

Reading: Foundational Skills – Print Concepts

- Understand that printed materials provide information.
- Follow words from left to right, top to bottom, and page by page.
- Distinguish letters from words.
- Know that spoken words can be written with specific letters in a specific order.
- Recognize that sentences are made up of separate words.
- Understand that words in print are separated by spaces.
- Recognize and name all upper and lowercase letters of the alphabet.

- Identify and sort common words into basic categories.

Phonological Awareness

- Understand spoken words, syllables and 60 sounds (phonemes).
- Recognize and produce rhyming words.
- Demonstrate ability to count, pronounce, blend and segment syllables in spoken words.
- Use single-syllable words to blend and segment onsets and rimes.
- Isolate and pronounce beginning, middle and final sounds in three-phoneme words.
- Change individual sounds in simple, one-syllable words to make new words (word families).

Phonics and Word Recognition

- Read simple one-syllable and high-frequency words.
- Use kindergarten level phonics and analysis to decode words.
- Produce the primary sound of many of the most common sounds for all consonants.
- Demonstrate knowledge of long and short sounds of the five major vowels.
- Recognize the difference between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- Demonstrate the ability to read emergent-reader texts with understanding.

Writing

Craft and Structure

- Write upper and lowercase letters of the alphabet.
- Record independently the letter names and sounds of the alphabet.
- Use phonetic knowledge when writing words.
- Write by moving from left to right, and from top to bottom.
- Use letters and phonetically spelled words to write about experiences, stories, people, objects or events.
- Use consonant-vowel-consonant patterns to create words.

Text Types and Purposes

- Demonstrate ability to generate ideas.
- Create illustrations which represent information.
- State an opinion or preference about a text or a book of the student's own creation by using a combination of illustration, dictating or writing.
- Supply details about an informative/explanatory text of the student's own creation by using a combination of illustrating, dictating and writing.
- Narrate a single event or series of events, in order, by using a combination of illustration, dictating or writing and provide reaction to what happened.

Kindergarten Language Arts Curriculum Overview (cont.)

Research to Build and Present Knowledge

- Collaborate with helper to produce a research and writing project.
- With a helper, recall information from past experiences or acquire new information from several sources to answer questions.

Speaking and Listening

Comprehension and Collaboration

- Discuss kindergarten topics and texts with a helper.
- Demonstrate understanding of orally presented text or information by answering or asking questions.

Presentation of Knowledge and Ideas

- Take turns in conversation.
- Retell an experience in logical sequence.
- Provide detailed description of familiar people, places, things and events.
- Include illustrations to descriptions in order to provide detail.
- Share information and ideas by speaking audibly in complete, coherent sentences.

Language

Conventions of Standard English

- Demonstrate correct usage of English grammar.
- Write upper and lower case letters of the alphabet.
- Correctly use frequently occurring nouns and verbs.
- Orally add /s/ or /es/ to form regular plural nouns.
- Correctly use and understand interrogatives (who, what, where, etc.)
- Correctly use the most commonly occurring prepositions.
- Use complete sentences and show ability to expand them.
- Recognize and name periods, question marks and exclamation points.
- Write a letter or letters for corresponding consonant and short-vowel sounds.
- Phonetically spell words using knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

- Use context to determine the meaning of unknown and multiple meaning words.
- Determine specific characteristics by analyzing and classifying objects.
- Understand frequently occurring verbs and adjectives by using the relationship of their opposites (antonyms).
- Use acquired words and phrases as a result of conversations and being read to.

Summer Skills Practice

The following list of websites can be used to help students practice and build skills over the summer. Don't forget to document your time on the green calendar!

Reading

(Kindergarten-2nd grade)

www.literacycenter.net Letters, numbers, shapes, words, and colors

www.starfall.com Phonics games and online interactive books

www.readingresource.net/websitesforkids.html
Reading games

www.pbskids.org/lions Great video clips and games for reading

www.roythezebra.com Includes guided reading stories and questions for before and after reading. Games and printables are also available. Website would be best used by both student and parent.

www.readingrockets.com Informational website for parents. Click *Parents* at the top.

www.internet4classrooms.com Click on *Grade-Level Help* to access activities

<http://www.storyplace.org> Reading activities and games

www.abcya.com Games sorted by grade level

www.runmoby.com Language, math, and vocabulary practice and games.

www.bookadventure.com Students can take quizzes, play games, and get help choosing books. (Students need to sign-up for a free membership).

Math (Kindergarten-2nd grade)

www.ixl.com Math site that includes skills broken down by grade level

www.internet4classrooms.com Click on *Grade-Level Help* to access activities

www.funbrain.com Math games

www.abcya.com Math games sorted by grade level

www.softschools.com Math games and printables

www.runmoby.com Language, math, and vocabulary practice and games.

www.xtramath.org Math practice and games- students will need to use their user names from school.

www.scienceacademy.com/bi/index.html Math practice and games for all areas of math.

Summer Skills Practice

The following list of websites can be used to help students practice and build skills over the summer. Don't forget to document your time on the green calendar!

Reading (2nd-8th grades)

www.bookadventure.com Games for Reading and Spelling

www.readingrockets.com Informational website for parents. Click *Parents* at the top.

www.internet4classrooms.com Click on *Grade-Level Help* to access activities

<http://library.thinkquest.org/4382/idiom.html> Website all about idioms.

www.myvocabulary.com Extra vocabulary help

www.studyisland.com Reading, language, and math skills practice. Use your school username and password. Able to practice skills for the grade level you will be entering in the fall.

www.abcya.com Games sorted by grade level

www.runmoby.com Language, math, and vocabulary practice and games.

<http://www.allline.org/> A directory of educational resources and links.

Math (2nd-8th grades)

www.aplusmath.com Various Games, flashcards, and printable worksheets

www.funbrain.com Math games

www.mathgoodies.com More advanced math skills for 4th- Junior High

www.mgs.whitesideroe.org Click on *Meet the Staff*. Go to Mr. Moore's Webpage. Here you will find a list of useful sites for Junior High Math students.

www.ixl.com Skills broken down by grade level

www.internet4classrooms.com Click on *Grade-Level Help* to access activities

www.studyisland.com Reading, language, and math skills practice. Use your school username and password. Able to practice skills for the grade level you will be entering in the fall.

www.runmoby.com Language, math, and vocabulary practice and games.

www.xtramath.org Math practice and games- students will need to use their user names from school.

www.scienceacademy.com/bi/index.html Math practice and games for all areas of math.

How to Read Aloud with Your Children

Reading aloud is the foundation for literacy development. It provides children with a demonstration of phrased, fluent reading, as well as fueling the desire to have a love for reading. In addition, a read-aloud can introduce new vocabulary, concepts, and text structures in context, allowing children to experience the joys of reading. Effective read-aloud experiences contribute to literacy development, by exposing students to the power of language.

- **Choose books appropriate to children's interests**

By selecting books that cater to your children's specific interests like soccer, horses, or dinosaurs, you can help them become engaged in reading. They will also be more likely to explore similarly themed books independently. In that sense, reading might not seem like a chore, but could be viewed as a tool that can help your children gain more understanding about a specific subject or hobby.

- **Read books that are relevant to your children's developmental, emotional and social levels**

Children need to be exposed to a wide range of stories and books in order to see how characters handle fears, interests, and concerns that are similar to their own.

Reading stories that your children can relate to helps them make connections to their own life experiences, other books they have read, and universal concepts such as bullying, friendship, and achieving goals.

- **Stop periodically to ask thoughtful questions**

Keep your children engaged while reading aloud by occasionally stopping to ask open-ended questions about what is happening in the story. Be sure to follow-up on their answers by asking, "Why do you think that?" as an additional way to create a continual dialogue about the books that you are reading together.

- **Read with animation and expression**

You can help bring the story alive when reading aloud to your children when you read with animation. Using voices to differentiate between different characters and reading in a lively and animated tone can help your children become more interested in the story and continue reading stories in the future.

- **Connect the read-aloud to your children's school and independent reading**

In your children's academic career, they may be asked to connect and relate ideas from one story to another. Reading stories around a specific topic that your children are studying in school can help them begin the process of comparing and contrasting stories.



20 Things to Do Before and After You Read to Your Children

To help encourage your children's critical thinking, we have compiled twenty activities to do with your children to help flex their mental muscles.

Before You Read

1. Story Predictions

Based on the book's title and brief summary, have your children infer what the book is about and what they think will happen to the main character(s). Once the book is finished, don't forget to review their answers.



2. Word Sort

Before reading the book to your children, select a few words that may be difficult for them to understand or would give them an idea of what the story is about. Have your children sort the words by alphabetical order, nouns, verbs and adjectives. As an extra step, see if they can form sentences based on the words you have selected.

3. Look at the Cover Art

Spend time reviewing and looking at the picture art in the story before you read to your children. While looking at the pictures, be sure to ask them to share their own thoughts about what is happening in the pictures and what they think will happen in the book.

4. Read Aloud

If you are reading the story to multiple children, determine which child will begin reading and alternate reading between the two readers until the story is completed.

5. Questions

Compose a list of questions that will be answered while reading the story (such as the main character's last name, hobbies, pets etc.). While reading the story to your children, have them write down their answers to the questions. Once the story has been completed, review the questions and answers.



After You Read

6. Business Card Book

After your children read a book, ask your children to summarize the book in a sentence or two on paper the size of business cards. Once your children have written enough business cards, share them with your family and friends. Ask them which book seems the most interesting based on the business cards.

7. Write to the Author

Have your children compose letters to the author of the book. Make sure they include what they liked or disliked about the story. Once they have finished, be sure to send or email the letter to the author or publisher.

8. Make a Map

Have your children create a map of the book's settings. Be sure that the map includes important places in the story.

9. Write a Book Preview

Have your children write about the most interesting parts of the books to encourage family and friends to read it. Stage a book preview night with your family and have your children vote on the book to read for that evening based on the previews.

10. Create a Timeline

Create a timeline of all of the important events that happen in the story.

11. Watch the Movie Version

For books that have been turned into movies or vice versa, have your children watch the movie version after reading the book. Then compare and contrast how the movie and book versions were similar and different.

12. What If?

With your children discuss how the book would have been different if the characters were a different gender, race, age etc.

13. Character Analysis

Ask your children what the main characters are like and how similar and different they are to other characters.

14. Write a Biography

Have your children write a biography of the character that interests them the most.

15. What Happens Next?

Have your children write an epilogue in which they explain what happens to the characters next.

16. Book Revisions

Have your children rewrite a part of the story that they didn't like. As an extra activity, make sure they explain how this change would affect the rest of the story.

17. Fictional Friends

Ask your children to share which of the characters they would like to be friends with. Be sure to have them explain why and what types of activities they could do together.

18. Book Review

Have your children write a brief review of the book, highlighting what they liked about the book and why they would or would not recommend this story to others.

19. That Was Then, This is Now

After reading the book, have your children create a before and after list to compare and contrast the ways that the characters or the setting has changed over the course of the story.

20. Re-telling the Story

After reading the story, have your children re-tell the story in chronological order as a group. Be sure to review and clarify any confusing parts of the story.

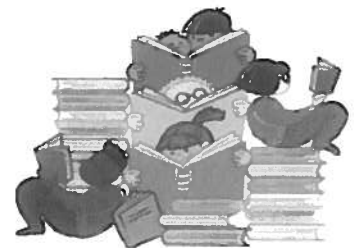


Encouraging Children to Read for Enjoyment

Do your children read for enjoyment? It is a fact that reading is an important skill for children's future success, and studies show that children who read for enjoyment are more successful in school and life. Many parents work hard to encourage their children to read, but sometimes it can be a challenge.

Here are some suggestions to help make reading for your child enjoyable and a learning experience, too.

- A great way to motivate children to read is by suggesting a book series. There are many series to consider, like: *Clifford*, *the Big Red Dog*, *The Magic School Bus* and *The Chronicles of Narnia*. Once a child's interest is discovered in a certain series, another similar book series or author can usually be found.
- Start a Family Book Club. Bring friends and family together with children of the similar reading ability and common interests, and read a book together. It's a good way for children to practice expressing ideas in a group setting. A book club also teaches children to listen and respect different points of views.
- Reading programs at the local library are a great way to get kids to read. There are also a variety of reading programs in the form of contests, sweepstakes or giveaway such as **Scholastic Summer Reading Challenge** and **Barnes & Noble Summer Reading**.
- Encourage all forms of reading. It's not so important what children read as long as they read daily. Even reading the instructions for a game or assembly directions for a model airplane is still reading.
- Think about the interests your children have in the way of activities and hobbies, and have reading materials about those subjects available. Children are more willing to read if they can select something that interests them, than if they have to read something that has been assigned to them.
- Keep newspapers and magazines in reach of your children. Read news events like sports, entertainment and local happenings, and discuss them with your children. Your child will begin to recognize the fact that reading is a part of everyday life that provides useful and interesting information.
- Children may be more interested in magazines that are published for younger audiences. There are many to choose from. Check out these links for children's magazines and teens magazines.
- Visit your local library. Show your children how to search for a book of their choice. Teach your children how to ask the librarian for assistance in finding a book or suggestions for new books.
- Lead by example. Let your children see you reading and they will recognize that reading is important to you, too.



- Read together and discuss. Read the books your children are reading. This demonstrates to your children that what they're reading is important to you. It offers a chance to talk about the book, and can improve the lines of communication between parent and child.
- Read aloud to your children, even if they can read independently. It is important for adults to read to children and model what fluent readers do. Show children how you pause for punctuation and change your voice to accentuate the meaning of a text. Fluency bridges word recognition and comprehension. It allows students time to focus on what the text is saying and concentrate on comprehension. Non-fluent readers spend more time decoding and often have to read the same passage over several times to attain comprehension.
- Always have some reading material with you when you are running errands or traveling. Reading can help ease boredom for your children when waiting in traffic or at the doctor's office.
- Expand on your children's reading experiences. If they read about dinosaurs, visit a local museum. If they see a movie based on a book, suggest they read the book and compare the two.
- Play word games with your children like Scrabble, word search, word scramble and crossword puzzles to strengthen reading comprehension skills.

Children are motivated to read when they find the reading experience to be pleasurable. If your children's reading experience is interesting, your children will have fun while learning. Your children learn about a lot of things from you, and if you want your children to be motivated about reading, you will need to be, too.



Help your child become a better **READER**

Questions to ask your child while reading
fiction text.



- Who is the main character?
- What is the setting in the story? Does the setting change?
- What was the problem in the story and how was it solved?
- Did the character change during the story? How?
- How are you like the main character? How are you different?
- What do you predict will happen next in the story?
- Why do you think the author chose this title for the story?
- Do you like the title of the story? Why or why not?
- Can you think of a different title for the story?
- Which character from the story would you choose to be your friend? Why?
- Which part of the story was the most exciting? Why?
- Did you like the end of the story? Why or why not?
- Which parts in the story could really happen? Which parts could not really happen?

Reading With Your Child



When You Think You're Done, You've Just Begun!

Get the conversation started!!

After enjoying a book with your child, whether he reads to you, or you read to him, continue the experience by asking:

- * What did you notice about the story?
- * Does this book remind you of anything?
- * What have you been wondering as you read?
- * Does this book make you think of anything else you've read?
- * What was your favorite part?
- * Were there any parts that surprised you?
- * What are you going to read next?

-Adapted from Johnson and Keier, "Catching Readers Before They Fall"

• Graphics by Thistle Girl

After Reading With Your Child

When You Think You're Done, You've Just Begun!
After enjoying a book with your child, whether he reads to you, or you read to him, continue the experience by asking:

- * How did the story make you feel?
- * What did you like or dislike about the story?
- * Does the story remind you of any other story?
- * What were you wondering as you read?
- * Does this book make you think of anything else you've read?
- * What was your favorite part?
- * Were there any parts that surprised you?
- * What are you going to read next?

- Adapted from Johnson and Keier, "
Catching Readers
Before They Fall"
- Graphics by Thistle Girl



Reading with your child

Twenty minutes a day is all it takes to build key reading skills. Here are seven ways to build a better reader from birth to age five!

1. Create reading rituals and read together every day
2. Snuggle up close with a book
3. Talk about the pictures and ask questions
4. Share different kinds of books
5. Read with expression
6. Read favourite books again and again
7. Record yourself reading and play it on car trips or as an alternative to television



*'good readers are made
on the lap of a parent'*



When I'm reading, my brain is switched on and ticking over!

PREDICTING



"What's going to happen next?"
"I bet I know what he's going to do when..."

CONNECTING



There are 3 levels of connecting

- Connecting to things in my own life. Eg. 'When the same thing happened to me, I...
- Connecting to things I've read or seen elsewhere. Eg. 'This reminds me of that world where...
- Connecting to things I know about the world. Eg. 'I saw the same thing happen on the news last night.'

QUESTIONING

Questions can be 'fat' or 'skinny'
Who? What? Where?
How? When? Why?

VISUALIZING



Creating pictures in your head based on what's happening in the writing is one of the most powerful ways of understanding what's going on and getting deeper meaning and enjoyment from reading.

INFERRING



Inferring is about reading between the lines; hearing what the author is saying even if they haven't directly written it. Inferring is an important skill, not just in reading text but in reading other people's tone of voice and body language!

DETERMINING IMPORTANCE



As we read, switched on brains pick up what bits are the most important. This is especially useful for reading non fiction texts. We pick out key words. We identify fact and opinion. We work out which parts are more important than others.

SUMMARIZING



Our brains can sum up what's happened in the story, or what information the text has given us. We can use our own words to describe this.

SYNTHESIZING



Synthesizing is about adding what you've read, to all the knowledge that's already in your brain and coming up with a better understanding of a particular topic.

How can I help my child with **MATH**?

Count your steps as you take
a walk. Count by 1's, 2's, 5's,
and 10's.

Give your child story
problems to try and
solve. Have your child
explain how to solve
the problem.

Let your child help you cook. Cooking
involves a lot of counting and measuring.

Help your child
learn math
vocabulary.

Give your child
coins to practice
counting money.

Have children point
out patterns they
find.

Show your child
that math is in our
everyday lives.

These Journal Writing Prompts Will Encourage Kids to Develop Their Composition Skills

Students can choose prompts that are of high interest to them to complete over the summer months. The goal is practice their writing skills, enjoy writing and to be creative!

They can draw a picture that illustrates the prompt they chose too!

1. Write about going back to school after summer vacation.
2. Write a thank you note to a friend who gave you onion and garlic-flavored chewing gum.
3. Draw an imaginary constellation. Write a story such as ancient people might have told about it.
4. Describe a real made-up dream or nightmare.
5. Write about your favorite childhood toy.
6. Write out the best or the worst day of your life.
7. Finish this thought: if I could change one thing about myself (if you can't think of anything, you might want to consider telling how you got to be perfect!)
8. If and when I raise children, I'll never...
9. I have never been more frightened than when...
10. Persuade a friend to give up drugs.
11. Five years from now, I will be...
12. Write about a day you'd like to forget.
13. Invent and describe a new food.
14. Describe an event that changed your life forever, or make up and describe an event that would change your life forever.
15. Describe someone who is a hero to you and explain why.
16. Write about a time in your life when you struggled with a choice and made the right one.
17. Imagine yourself in a different century and describe an average day in your life.
18. Which character from a book would you most like to meet and why?
19. Three goals I have set for myself are...
20. What would you do if 300 mice had just gotten out of their cages in a pet shop where you worked?
21. What would you do if you were locked inside your favorite department store overnight?
22. What would you do if you woke up one morning to find yourself invisible?
23. What would you do if you were able to communicate with animals?
24. What would you do if you could travel into the future?
25. What would you do if you could travel into the past?
26. What would you do if someone just gave you \$1 million?
27. What would you do if all the electricity in the world just stopped?
28. What would you do if you could travel free anywhere in the world?
29. What would you do if the dinner served to you in a fancy restaurant came with a fly in the mashed potatoes?
30. Write a list of at least 50 things that make you feel good.
31. Describe the perfect day. Put in as many details as you can. Make it a possible day, not a "dream day."

32. Who is the person from history that you would most like to meet and talk to? Why? What would you like to ask?
33. Who is the person from literature that you would most like to meet and talk to? Why? What would you like to ask?
34. Compile a list of words that describe you as a child. Compile a second list that describes you as you are now. How are these lists the same? How are they different?
35. Compile a list of inanimate or animate objects to which you might compare yourself metaphorically. (I am a windmill. I change direction or my thoughts whenever someone talks to me...)
36. Tell about what triggers anger in you or someone else.
37. Invent a monster and describe it. Tell where it lives, what it eats, and what it does.
38. What is your favorite kind of weather? Why?
39. What is the best book you have ever read? Why did you like it? Did reading the book change you in any way? What way?
40. Write about what you didn't do this weekend.
41. Think about an incident that happened to you and exaggerate in the telling. Make it into a tall tale.
42. If you were ruler of the world, what things would you banish absolutely for all time (rain on weekends, eggplant, and so forth)? Make a list. Use your imagination.
43. If you could go back in time anywhere and "anywhen," where/when would you go and why?
44. What law would you like to see enacted which would help people? How would it help?
45. What commercial on TV do you dislike beyond all others? What about it is particularly annoying to you?
46. Design some gadget, machine, building, or other creation that might enrich the future. What does it look like? What does it do? How does it function? In what ways might it benefit people?
47. What current fashion in clothing do you particularly like or dislike? Explain.
48. Convince someone why music or art or computers are important in your life. Make them appreciate your viewpoint.
49. If you had \$100,000, how would you spend it?
50. Be a building you know well. Talk about your life and memories.
51. You are to tell a person from a distant planet or from another era what pollution is. Make that person understand what causes it and why it is bad.
52. If you could do something that you never have done before, what would it be? Why would you want to do it?
53. Begin a list of questions that you'd like to have answered. They may be about the future or the past.
54. What do you consider your greatest accomplishment to date and why?
55. Write one characteristic or habit about yourself that you like and describe it. Or write about one thing you don't like about yourself.
56. What is your hobby? Why do you enjoy it?
57. If you could go somewhere where you've never gone before, where would you go and why?
58. What's, if anything, would you be willing to fight or even die for? Explain your answer.

59. If you could change one thing about the world, what would it be? Why would you make this change?
60. Is there a machine you feel you could not live without? Explain.
61. Write about what you think you will be like and what you will be doing 10 years or 20 years from now.
62. Did you ever stick up for someone?
63. Describe your neighborhood bully.
64. Write about a baby-sitting experience.
65. Describe a great fort you built for a great game you played as a child.
66. Write about an enemy who eventually became your friend.
67. Write about a time you cheated and got caught.
68. Write about a privilege you earned.
69. Write about the stray animal you brought home.
70. Did you ever send away for something that turned out to be a disappointment? (Or order something over the Internet)
71. What is it like to go shopping with your mother?
72. Write about a time you performed in front of an audience.
73. Write about a difficult decision you had to make.
74. Write about learning to skate, to ride a bike, to climb a tree, or to turn a cart wheel.
75. Did you ever get lost in a strange town?
76. Were you ever locked in or out? What did you do?
77. What was it like to spend your first night away from home?
78. What was it like to come back home after a long vacation?
79. Write about a disappointment.
80. Write about something minor that turned into a big deal.
81. Did you ever win or lose a contest? Tell the story about what happened.
82. Write about something you desperately wanted when you were younger.
83. Did you ever know someone who had "everything"?
84. Right about the time as a child played in one of the following: treehouse, a cornfield, a construction site, a junkyard, an abandoned house or barn, a stream, a cemetery, a swamp, a pasture, railroad tracks.
85. Did your mom or dad ever make you wear something you hated?
86. Write about a time you were talked into something and you regretted it.
87. Were you ever in a helicopter, limousine, racecar, hot-air balloon, submarine, or horse-drawn carriage?
88. Did you ever forget something really important? What happened as a result?
89. Write about an experience in a hospital.
90. Were you ever accused of something that you didn't do?
91. Write about a disastrous trip or vacation.
92. Were you ever given a responsibility that you couldn't handle?
93. Were you ever in a fire, flood, tornado, or hurricane?
94. Describe the best concert you ever attended.
95. Write about a window you broke or something valuable you lost.
96. Did you ever catch fireflies? Crickets? Frogs? Snakes?
97. Write about a time you tried to help and ended up making things worse.
98. Did you ever break an important promise?
99. Write about moving to another city or neighborhood.
100. Describe an outdoor game you used to play in the summer time.

101. Write about building sand castles or mud pies.
102. Did you ever meet a famous person?
103. Write about mowing the lawn, burning leaves, or weeding the garden.
104. Describe the club you organized as a kid.
105. Describe a car or bicycle accident you were in.
106. Write about being a misfit.
107. Write about a day spent in another country.
108. Write about a time you out-smarted someone.
109. Write about going shopping for new clothes.
110. Did you ever turn someone in or tell on someone and feel bad about it later?
111. Imagine that you are an animal in the zoo. What type of animal are you? How do you feel about being caged? How do you feel about people that visit and watch you?
112. Write about a time your parents embarrassed you.
113. Describe learning something from a friend.
114. Write about a time you gave someone good advice.
115. Write about the funniest thing that ever happened to you.
116. If you had to escort a visitor from outer space for a 30-minute tour of your community, where would you begin and end?
117. Be a grape that becomes a raisin: describe how it feels to shrink, to shrivel, to become dry and wrinkled.
118. Be an icicle that becomes water. Describe how it feels to be cold and firm and full of beautiful crystals but only to melt and lose your shape.
119. You go to the store with your parents and baby brother. Your parents go into a store and tell you to watch your brother. You take your eyes off your brother for just a minute and you can't find him. You...
120. I really hate it when my mother/father/sibling...
121. What if the use of robots in school becomes a workable reality?
122. What would you pack in your suitcase if you could not go home again?
123. You have just met an alien from another planet. He wishes to take a student back to his planet. Convince him you would be the perfect specimen for him to take.
124. If you could change one law, what law would it be and how would you change it?
125. How forgiving are you when a friend lets you down? Explain. Give an example.
126. What if you were named principal for the week? What would you do?
127. If you could only speak twenty words for the rest of your life, what words would head your list and why?
128. It started out as an unusual Monday morning, when I...
129. As I approached the deserted house at the end of the road, I saw...
130. Do you think girls are raised differently from boys? If so, in what ways?
131. Do you think you are treated differently because you are a boy or girl?
132. Do you think men and women are equal in today's society? Why or why not?
133. Do you think a woman will be President of the United States in the near future?
134. Two men or women have it easier in our culture? If so, why do you think so?
135. Have you ever wished you were either older or younger? What would you consider to be the benefits? The problems?
136. Describe what you think of as the typical mother.
137. Describe what you think of as the typical father.
138. Do you think women should take men's last names when they marry? Why or why not?
139. Would you rather have a brother or sister? Why?

140. Describe a fight you had with your mother. Now tell it from her point of view.
141. Write a short biography of your mother.
142. Write a short biography of your father.
143. Visualize a time when your mother was laughing. Recall a time when you two shared a good laugh over something.
144. Write a physical description of your mother. Write as if you were looking at a movie rather than a photograph.
145. Concentrate on a particular habit that your mother has and write about it.
146. If you had three wishes, what would they be? (Do not ask for three more wishes)
147. What is something special and/or different about you? Why do you think it is special or different?
148. Write about two things that your family has taught you.
149. Write about some of the things that you worry about.
150. Describe a happy memory of your family.
151. How do you know someone loves you, even if he or she doesn't say it?
152. Name one thing you like about yourself and why you like it.
153. Imagine yourself as a teacher. What type of student would you like to teach and why?
154. Name and describe a teacher who made a difference in your life. What did that teacher do that was so special?
155. What makes you proud to be an American?
156. Describe the one thing that gives you the most comfort.
157. If you could be a character in any book, TV show, or movie, who would you be and why?
158. If you had to work in any store at your favorite mall, which store would it be and why?
159. Describe the most difficult thing about being your age.
160. Describe one possession that means the most to you.
161. Who is the most important role model in your life?
162. Describe your best personality trait.
163. If you could study one subject in school that wasn't offered, what would it be and why?
164. If you had a chance to live anywhere you could, where would it be and why?
165. Write about the pros/cons of year-round school or a four-day school week.
166. Write about your favorite sport.
167. Is the school year too long? Too short? Why?
168. What does your summer usually consist of?
169. Who should be paid more, professional athletes or teachers? Why or why not?
170. What class do you enjoy the most and why?
171. Write about the worst fight you ever had with a friend.
172. If you had only one month to live, what would you do?
173. Describe your dream house.
174. Who is your favorite person to be with? Why?
175. What would be your ideal job when you grow up? Explain.
176. If you could guest star on any TV show, what would it be and why?
177. What do you think your life will be like in 10 years? 20 years?
178. Describe how you would manage your own radio or TV station.
179. What is your definition of success?

Summer Learning: Why It Matters

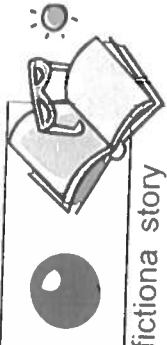
Over the summer, most children lose some of the skills and knowledge they gained during the school year. This decline is called “summer learning loss” or “the summer slide,” and the children most affected are those in families with the fewest financial resources. More than 4 out of 5 children from economically disadvantaged communities lose reading skills over the summer. Students who lose reading ability over the summer rarely catch up. By the end of fifth grade, some students have lost up to three years’ worth. As the years pass, the losses pile up. Students who lag significantly behind their peers are more likely to drop out of school later on. The good news is that parents and community members can address the problems related to summer learning loss. Here are some ways they can do so.

Problem	Solution
If children don’t read over the summer, they lose reading skills.	ABCs of Summer Reading <ul style="list-style-type: none"> • Access to books. • Books should interest the child and match his or her ability. • Comprehension should be monitored by an adult who asks questions: “What do you think that means?” “Describe what happened in your own words.” “Give me one word that tells what the story is about.”
Parents don’t always know how to tell if a book is at the right reading level for their child.	Five-Finger Rule <ul style="list-style-type: none"> • Ask the child to read 100 words from a book. • Have the child raise one finger every time a word is too hard to figure out. • If more than five fingers are raised, it might be a good idea to pick a different book.
Math skills often decline over the summer.	Summer Math Adds Up <ul style="list-style-type: none"> • Start summer program planning early. • Build in math-related learning experiences that complement what’s taught during the school year. • Involve parents. Researcher Harris Cooper finds that small, individualized programs with parental involvement are associated with greater effectiveness.
Summer access to technology benefits low-income children less than higher-income children.	P-G-A Technology Tour <ul style="list-style-type: none"> • Programs should challenge children to use technology for creative projects and problem solving. • Guidance in how to navigate online to find information, high-interest learning activities, and so forth, is needed. • Adult support helps ensure that children don’t get frustrated, give up, and resort to less-challenging activities such as playing online games.
Children in economically disadvantaged families have fewer opportunities for summer enrichment than other children.	Community Action <ul style="list-style-type: none"> • Program providers and community leaders can work with the media and parents to share research findings about why strategically planned, structured summer learning experiences are so important for children. • Summer learning programs can enlist support from partners, funders and decision makers.

Note: This information is based on research compiled in a series of [Research Briefs](#) from the National Summer Learning Association. Additional ideas and resources for preventing summer learning loss are available from the U.S. Department of Education. Please visit the webpage [Read Where You Are](#).

Summer Reading & Writing Bingo

Name: _____



B		I		N		G	
I read a Newberry book. Title: _____ Date _____ Parent Initials _____	I read 2 Caldecott books. Date _____ Parent Initials _____	I read 5 picture books. Date _____ Parent Initials _____	I read three books aloud to a younger boy or girl. Date _____ Parent Initials _____	I read a fiction story about two friends. Date _____ Parent Initials _____			
I read two books by the same author. Title: _____ Date _____ Parent Initials _____	I read a historical fiction book. Title: _____ Date _____ Parent Initials _____	I read for 60 minutes straight without a break. Title: _____ Date _____ Parent Initials _____	I read outside for at least 30 minutes. Title: _____ Date _____ Parent Initials _____	I read 5 stories on an e-reader this summer. Title: _____ Date _____ Parent Initials _____			
I checked a book out of the public library. Title: _____ Date _____ Parent Initials _____	I wrote a poem that was funny or serious. (attach) Date _____ Parent Initials _____	I finished my summer reading packet. Date _____ Parent Initials _____	I read a book that is part of a series. Title: _____ Date _____ Parent Initials _____	I drew a picture illustrating a favorite part of a book I read. (attach) Date _____ Parent Initials _____			
I read a non-fiction book. Topic: _____ Date _____ Parent Initials _____	I read a book by an author we read aloud in class. Author: _____ Date _____ Parent Initials _____	I read at least 10 poems from a poetry book. Title: _____ Date _____ Parent Initials _____	I read a biography. Title: _____ Date _____ Parent Initials _____	I made a recipe from a cookbook. Recipe: _____ Date _____ Parent Initials _____			
I read a fantasy or science fiction book. Title: _____ Date _____ Parent Initials _____	I read a kid's magazine. Title: _____ Date _____ Parent Initials _____	I wrote a new ending to a book I read. (attach) Title: _____ Date _____ Parent Initials _____	I wrote a letter to a relative in another city, state or country. Date _____ Parent Initials _____	I wrote a postcard to my teacher telling her about a book I read. Date _____ Parent Initials _____			

Read and write your way to a "BINGO" and return for a prize!



Summer Learning Contract

My name: _____

The name of the adult who's helping me meet my goals this summer (Dad, Mom, Stepdad, Grandma, etc.):

This past year in school, I did a really good job at:

This summer I would like to work on the following skills:

	The skills I am going to work on:	Who thinks I should work on this skill? (A parent? A teacher? Me?)	Why is this skill important for me to learn?
1			
2			
3			

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Sign on the Dotted Line

_____ agrees to work as hard as he or she can
to reach the goals of this contract.

Signed: _____ Date: _____

_____ agrees to help this kid as much as is
necessary to reach these goals and especially to come up with the BIG PRIZE!

Signed: _____ Date: _____

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Here are some ways that I'd like to learn these skills.

(for example, you might like to learn by creating a game, a puppet show, a book for a young child, a Powerpoint® presentation, a webstie, etc.)

1. _____

2. _____

3. _____

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Summer Ideas to Build Skills



1. Read Every Day

• The Research

- At the middle school level, reading four to five books over the summer has a positive impact on fall reading achievement comparable to attending summer school (Kim, 2004).

• Suggestions

- Take your kids to the library often and let them choose which books to check out. Listen to books on tape. Subscribe them to a magazine. Take turns reading to each other. Allow your kids to stay up a half hour later at night as long as they're reading.

2. Use Math Every Day

• The Research

- The largest summer learning losses for all children occur in mathematical computation, an average of 2.6 months (Cooper, 1996).



• Suggestions

- Practice the multiplication tables by making each point in a basketball game worth 7 points (or 8 or 9). Ask your kids to make change at the drive-thru. Show your child how to go to [Cool Math](#) to play math games. Make up math word problems in the car and at the dinner table.

3. Get Outside and Play



• The Research

- Intense physical activity programs have positive effects on academic achievement, including increased concentration; improved mathematics, reading, and writing test scores; and reduced disruptive behavior (Journal of School Health 1997).

• Suggestions

- Find ways to ensure your child is active for 60 minutes each day. Have him or her walk the neighbor's dog, go swimming, play badminton or soccer, take walks, or go for family bike rides. Look for safe, fun ways to play outside together year-round. Go to [Family Corner Magazine](#) and [PBS Parents](#) for more ideas.

4. Write Every Week



• The Research

- More freshmen entering degree-granting postsecondary institutions take remedial writing courses than take remedial reading courses (NCES 2003).

• Suggestions

- Ask your child to write a weekly letter to his or her grandparents, relatives, or friends. Encourage him to keep a summer journal. Have her write the family's grocery list. Organize a secret pal writing project for adults and kids at your church or in your community.

5. Do a Good Deed

• The Research

- Students learn better and "act out" less when they engage in activities to aid in their social-emotional development, such as community service (The Collaborative for Academic Social and Emotional Learning, 2004).



• Suggestions

- Encourage your child to help out neighbors or friends. He or she can volunteer with a local group or complete a service learning project. Suggest that your child set aside part of his allowance for charity.

Summer is upon us once again, and parents are beginning to plan for their children's days without a school schedule. Dreams of days filled with family, friends, freedom and laughter are in students' heads as they say goodbye to another school year. However, a nonacademic summer can cause students at every grade level to digress two to three months in their academic skills. Half an hour to an hour set aside daily can help students close learning gaps and perform at higher levels during the upcoming school year. Summer is an ideal time for students of all ages to strengthen their academic skills while still having plenty of time left over for summer activities.

1. Make Time for Learning

- Set aside time for your student to read each day during the summer break - 15 to 30 minutes per day is all it takes! During the summer, students have more time to read for enjoyment, which also offers a great opportunity to preserve and strengthen their reading skills. Your summer activities should include taking your children or teenagers to the public library to check out books of interest and/or any summer reading groups they'd like to join.
- A great way to track how much reading your child is doing during the summer months is a tally on your regular activities calendar. This will help keep the daily reading time from being overlooked because of other summer activities -- and we know there are many!
- Parents of students reading *below* grade level should read with their children in order to assist with sounding out words they might not be able to decode themselves. In addition, keep a dictionary or online source close by to help students figure out those words by using the phonetic spelling provided.



2. Learn and Practice Affixes

- Children and teens of all grade levels can improve their reading and spelling skills by learning affixes. Most multi-syllable words include prefixes and suffixes added to a base word. You can find a list of affixes and their meanings in a dictionary or in many online sources. To make this practice appealing, turn it into a game! Students can create flashcards of prefixes and suffixes. On the reverse side of each affix flash card, they should write the meaning. All children love guessing games and can point out what they think the affix means. You can also use this game to help them learn new vocabulary words.



3. Develop Math Skills

- Though it may not seem fun to them at the time, working on just three to four math problems per day during the summer can prevent students' mathematical skills from getting rusty. They can look at it as a daily challenge that they must complete, or a daily "to-do" to proudly check off their calendar. Parents can purchase a math workbook for their child's academic level at most bookstores. Working on just a few problems daily (or more, if your child enjoys math) can help students of all ages close the gaps in their math skills, preserve what they learned during the previous school year, and prepare for the next.



4. Improve Reading Comprehension

- To help your children better understand what they're reading, consider offering them a reading comprehension workbook to work on several minutes daily. These can be found at teacher supply stores or many online outlets. Students of all grades and ability levels can benefit scholastically by working with material that offers self-quizzes and high-interest stories. This practice helps develop their fact-retaining and inference-making skills.

5. Review and Build Grammar Skills

- Review the past grade level's grammar concepts, and begin to work on the next school year's concepts. During the summer, students benefit from weekly reviews or pre-learning two to four lessons. Find workbooks geared to their grade or skill level, and encourage them to check their work using the answer key provided. Even if they make mistakes on their answers (and who doesn't make mistakes?), finally filling in the correct answers will reinforce their grammar skills.



6. Encourage Creative Writing

- Creative writing is a great way to improve your children's written language skills while giving them a fun and imaginative activity during the summer! Have your student write a creative paragraph each week. As a parent, you can help by assisting him or her with choosing a "topic" (such as a family vacation, special outing or holiday memory) to write a paragraph about. Students can also benefit from using a thesaurus and changing several common words to more interesting words. This will make their writing more interesting *while* learning great new words at the same time.



"Even the wisest
mind has
something yet
to learn."

-George Satayana

7. Focus on Specific Skills

- Pinpoint the subjects your child had the most trouble learning the previous school year, and make sure to fit in some practice in these areas. Summer is an *ideal* time to set aside just 15 to 30 minutes a day for helping your student on areas of difficulty. Again, use every resource available to you! Parents are not helpless when it comes to their child's education. Online resources and teacher supply stores offer a wide variety of learning materials, workbooks, computer games, and other types of games to reinforce and strengthen scholastic skills. Students may wish to play learning games with their friends to help make the time fly by and make learning more fun.
- Over the summer, students and parents who practice the above tips can see great strengthening and improvement in scholastic skills, and avoid digressing two to three months in learning. Summer learning can be fun *and* challenging at the same time. Students may find learning to be more fun as they become more capable of meeting scholastic challenges and overcoming any learning weaknesses. By implementing a summer plan and igniting your child's passion for learning, he or she can enjoy a renewed sense of academic self-esteem and dignity -- wonderful benefits of learning not to be "counted out."





Reinforce Math Skills Using:



- **A Deck of Cards.** The card game “War” provides an ideal means of solidifying basic math facts. Begin by removing all face cards and placing the pile face down on the table. Players pick two cards each, then add, subtract or multiply the two numbers together (depending on the skill you’re practicing). The high scorer collects all played cards.
- **A Soccer Ball.** Use a permanent marker to randomly fill the hexagonal sections of a soccer ball with the numbers 0-10 (repeating the numbers until covered); Throw the ball to your child and have him add, subtract or multiply the numbers closest to each thumb. See how many times you can toss the ball back and forth without making a mistake.
- **A Basketball Hoop.** Keep those basic math facts in all star shape with a slam dunk competition. Every time your child answers a math question correctly let him take a shot. Offer a small prize when he reaches a designated number of points.
- **Beads and String.** Fractions can make a fashion statement with some string and colored beads. Challenge your child to make a necklace that is $\frac{1}{2}$ blue or $\frac{1}{4}$ red. Or have her design her own beaded jewelry and figure out its fractional composition.
- **M&M’s.** Give your child a math story problem and have her “act it out” using the colorful candies. i.e. I had six M&M’s and my dad gave me eight more, how many do I have now? I had twelve M&M’s and my mom ate seven, how many are left? (I have to admit to favoring subtraction story problems when M&M’s are involved — for obvious reasons.)
- **Loose change.** Challenge your kids to grab a handful of coins, estimate the value and then count out the exact amount. Offer a 10% prize for close guesses.





Reinforce Language Arts Skills Using:



- **A Wooden Block.** Write the words who, what, where, when, why and how on each face of a block. After reading a book or chapter with your child, take turns rolling the block and asking and answering story-related question beginning with the word on top. i.e. Who are the characters in the story? Where do they live?
- **Magazines and Comic Books.** Even kids who cringe at the thought of reading a book cover to cover jump at the chance to flip through comics and magazines. Sneak in extra reading practice by stocking up on kid-friendly periodicals
- **Shaving Cream.** Cover a tabletop with plastic wrap and make a gooey shaving cream palette where little fingers can practice letters, spelling words and handwriting.
- **Mad Libs.** These wacky fill-in the blank activities provide a fun and effective way to reinforce parts of speech. (And remember booger is a nouns).
- **A Timer.** Designate a few times a week as Family D.E.A.R. time (Drop Everything and Read). Set the timer for 20 or 30 minutes of silent literary bliss.
- **Index Cards.** Write the letters of a mystery word on blank index cards; scramble them up and have kids try to decode the secret word.
- **Blank Paper.** Let kids create their own unique stationery using stickers, stamps and colorful markers, then put it to good use by writing letters to grandparents and friends.
- **Sidewalk Chalk.** Writing your spelling words on plain old paper may be snooze city, but the scrawling them across the driveway is a totally different story. Chalk up the mess to academic advancement and let the rain take care of the clean up.



SIXTH GRADE LANGUAGE ARTS

CURRICULUM OVERVIEW

Reading: Literature

Key Ideas and Details

- Identify and understand types of literature: fiction, non-fiction, journalism, biography, fable, history, poetry, science fiction and mythology.
- Read to understand and draw logical inferences.
- Identify and understand themes.
- Identify other key elements (setting, plot, characters, conflict and resolution, foreshadowing, point of view and character analysis) of a story and how they affect one another.
- Identify author's purpose, main idea and supporting details, sequence of events and fact vs. opinion in a text.
- Analyze the interaction and development of characters and events.

Craft and Structure

- Review elements of figurative language.
- Interpret words and phrases to determine connotative and figurative meanings; analyze how word choices shape meaning.
- Determine meaning by context.
- Understand how point-of-view or purpose can shape content and style.

Reading: Informational Text

Key Ideas and Details

- Determine the main idea and inferences of a text.
- Determine how the ideas of an individual can affect events.

Craft and Structure

- Review elements of figurative language.
- Determine the impact of figurative and connotative language and inference.
- Determine meaning by context.
- Understand sequence of events and cause-effect.
- Identify and evaluate an author's point-of-view or purpose in a text.

Range of Reading

- Read and comprehend literary non-fiction.

Writing

Text Types and Purposes

- Employ the use of graphic organizing: story mapping, outlining, and Venn Diagrams.
- Understand the variety of purpose in writing: to inform, persuade or entertain.
- Understand the differences among and be able to produce examples of: persuasive, narrative and informational writing.
- Understand and produce different sentence types (declarative, imperative, interrogative, and exclamatory.)
- Maintain consistency in style and tone.

Persuasive/Argumentative Writing

- Create persuasive/argumentative writing with valid reasons and relevant evidence.
- Acknowledge opposing view and logically organize evidence.
- Show understanding of topic by using information from credible sources.
- Use words, phrases and clauses to demonstrate relationships between claims and evidence.
- Show ability to establish and maintain a formal style of writing.
- Create a logical conclusion that summarizes and supports the argument presented.

Curriculum (continued)

Explanatory /Informative Writing

- Demonstrate ability to develop a topic with facts, definitions, details and examples.
- Use strategies such as cause/effect and compare/contrast to inform.
- Use transition words to maintain cohesion and clarity among ideas and concepts.
- Use relevant vocabulary to support topic.
- Show ability to establish and maintain a formal style of writing.
- Create a conclusion that summarizes and supports the information/explanation presented.

Narrative Writing

- Create narrative to develop fictional or real experiences or events. Employ use of relevant, descriptive details.
- Establish a point of view and narrator for a story. Organize the sequence of the story so that it unfolds logically.
- Demonstrate the use of techniques such as dialogue, foreshadowing and description to develop characters and the story.
- Use transition words to maintain cohesion and clarity.
- Use words and phrases that contribute to the action and convey experiences and events.
- Create a conclusion in keeping with the narrative experiences or events.

Production and Distribution of Writing

- Create clear, coherent writing demonstrating style appropriate to the task, purpose and audience.
- Strengthen ability to use libraries and technology to ensure accuracy.
- Demonstrate ability to plan, draft, revise, edit and rewrite.
- Recognize and avoid run-on sentences and fragments.
- Recognize and avoid idioms and clichés when writing.
- Expand, reduce and combine sentences to improve readability.
- Establish a formal writing style.

Range of Writing

- Write often over extended time periods, allowing time for research, and within shorter time frames for a range of tasks (fiction, non-fiction, journalism, informational, mystery, personal narrative, journaling and poetry).

Language

Conventions of Standard English

- Demonstrate proper use of English grammar in writing and speech.
- Review and correctly use the eight parts of speech.
- Demonstrate an understanding of pronouns: case, antecedent, intensive, etc.
- Differentiate between common possessive pronouns and contractions.
- Identify difference between phrases and clauses and their function in specific sentences.
- Demonstrate proper use of punctuation, including: commas, colons, semi-colons, direct and indirect quotations and apostrophes.
- Demonstrate proper use of capitalization.

Vocabulary Development

- Determine unknown word meaning by context.
- Understand the concept of word origins and histories.
- Use and understand common Greek or Latin affixes and roots as a tool to decipher word meaning.
- Demonstrate the basic use of a dictionary and thesaurus to determine word origin, pronunciation, meaning and part of speech.
- Use synonyms and antonyms to help clarify word meaning.
- Read and use grade-appropriate vocabulary.
- Review spelling rules and review/learn commonly misspelled words.

Research and Study Skills

- Review study skills and test preparation.
- Review note taking, summarizing and organizing.
- Show knowledge of visual aids for gathering information (charts, graphs, outlines, etc.).

SEVENTH GRADE LANGUAGE ARTS

CURRICULUM OVERVIEW

Reading: Literature

Key Ideas and Details

- Support analysis of text by citing quotes and drawing inferences.
- Identify theme and determine its development throughout text; write summary of text.
- Identify elements (theme, setting, plot, characters, conflict and resolution, foreshadowing, point of view and character analysis) of a story and how they affect one another.
- Identify author's purpose, main idea and supporting details, sequence of events and fact vs. fiction in a text.
- Show ability to summarize, generalize and evaluate a text selection.

Craft and Structure

- Review elements of figurative language.
- Interpret the meaning of text/poetry from figurative and connotative language, and inference.
- Determine meaning by context.

Range of Reading and Level of Text Complexity

- Read a variety of text including biography, fiction, non-fiction, journalism articles, poetry, myths, fables, folktales and legends.

Reading: Informational Text

Key Ideas and Details

- Support analysis of text by citing quotes and drawing inferences.
- Determine the main idea of a text and write a summary.
- Determine how the ideas or actions of an individual affect events.
- Use SQ3R to understand and remember what was read.

Craft and Structure

- Review elements of figurative language.
- Determine the meaning of text when using figurative and connotative language and inference.
- Determine meaning by context.
- Identify an author's point of view or purpose in a text.

Range of Reading

- Read and comprehend literary non-fiction.

Writing

Text Types and Purposes

- Recognize the differences between writing to inform, persuade or entertain.
- Understand the differences among persuasive, narrative and informational writing and be able to produce examples of each.

Persuasive/Argumentative Writing

- Create persuasive/argumentative writing with clear reasons and relevant evidence.
- Acknowledge opposing view and logically organize evidence.
- Show understanding of topic by using information from credible sources.
- Use words, phrases and clauses to demonstrate relationships between claims and evidence.
- Show ability to establish and maintain a formal style of writing.
- Create a conclusion that summarizes and supports the argument presented.

Explanatory /Informative Writing

- Demonstrate ability to use strategies to organize information prior to writing (mapping, graphing, etc.).
- Demonstrate ability to develop a topic with facts, definitions, details and examples.
- Use strategies such as cause/effect and compare/contrast to inform.
- Use transition words to maintain cohesion and clarity among ideas and concepts.
- Use relevant vocabulary to support topic.
- Show ability to establish and maintain a formal style of writing.
- Create a conclusion that summarizes and supports the information/explanation presented.

Curriculum (continued)

Narrative Writing

- Create narrative to develop fictional or real experiences or events. Employ use of relevant, descriptive details.
- Establish a point of view and narrator for the story. Organize the sequence of the story so that it unfolds logically.
- Demonstrate the use of techniques such as dialogue, foreshadowing and description to develop characters and the story.
- Use transition words to maintain cohesion and clarity.
- Use words and phrases that contribute to the action and convey experiences and events.
- Create a conclusion in keeping with the narrative experiences or events.

Production and Distribution of Writing

- Create clear, coherent writing demonstrating style appropriate to the task, purpose and audience.
- Demonstrate ability to prewrite, draft, revise and edit.
- Demonstrate ability to write using main idea, supporting details, topic sentence and conclusion.
- Recognize and avoid run-on sentences and fragments.
- Recognize and avoid idioms and clichés when writing.
- Expand, reduce and combine sentences to improve readability.
- Demonstrate use of paragraph logic.

Range of Writing

- Write for a variety of purposes (business letter, journaling, journalism, poetry).

Language

Conventions of Standard English

- Demonstrate proper use of English grammar when writing or speaking.
- Review and correctly use the eight parts of speech.
- Show knowledge of: subject, predicate (verb), regular verbs, irregular verbs, active and passive voice, verb/noun agreement, adjective and adverb clauses, direct and indirect objects, prepositional phrases, pronoun case, participles, gerunds and infinitives.
- Demonstrate ability to differentiate: simple, compound, complex and compound-complex sentences.
- Identify difference between phrases and clauses and their function in specific sentences.
- Demonstrate proper use of punctuation, including: commas, colons, semi-colons, direct and indirect quotations and apostrophes.
- Demonstrate proper use of capitalization.
- Differentiate between common possessive pronouns and contractions.
- Show ability to express ideas without reliance on repetition or redundancy.

Vocabulary Acquisition and Use

- Determine unknown word meaning by context.
- Understand nuances of vocabulary through the use of connotation and denotation in reading and writing.
- Use and understand common Greek or Latin affixes and roots as a tool to decipher word meaning.
- Show knowledge about the use of resources (dictionary, thesaurus) to determine word meaning, pronunciation and part of speech.
- Use synonyms and antonyms to help clarify word meaning.
- Read and use grade-appropriate vocabulary.

Research and Study Skills

- Review study skills and test preparation.
- Review note taking, summarizing and organizing.
- Show knowledge of visual aids for gathering information (charts, graphs, outlines, timelines).

Kindergarten Language Arts Curriculum Overview

Reading: Literature

Key Ideas and Details

- Ask and answer questions about important details in a text.
- Retell familiar stories using details.
- Ask and answer questions about characters, settings and important events in a story.

Craft and Structure

- Use context to determine word meaning in a text.
- Recognize common types of text.
- Know the difference between the author and illustrator of a book and their roles.

Integration of Knowledge and Ideas

- Describe the connection between illustrations and the story in a book.
- Use illustrations and context to make predictions.
- Connect information in text to life experiences.
- Use prior knowledge to anticipate meaning and to make sense of text.

Reading: Informational Text

Key Ideas and Details

- Ask and answer questions about important details in a text.
- Describe the similarities and differences between two pieces of information in a text.

Craft and Structure

- Use context to determine word meaning in a text.
- Identify the front cover, back cover and title page of a book.
- Know the difference between the author and illustrator of a text and their roles.

Integration of Knowledge and Ideas

- Describe the connection between illustrations and text.
- Identify similarities and differences between two texts of similar subject matter.
- Use illustrations and context to make predictions.
- Connect information in a text to life experiences.
- Use prior knowledge to anticipate meaning and make sense of text.

Reading: Foundational Skills – Print Concepts

- Understand that printed materials provide information.
- Follow words from left to right, top to bottom, and page by page.
- Distinguish letters from words.
- Know that spoken words can be written with specific letters in a specific order.
- Recognize that sentences are made up of separate words.
- Understand that words in print are separated by spaces.
- Recognize and name all upper and lowercase letters of the alphabet.

- Identify and sort common words into basic categories.

Phonological Awareness

- Understand spoken words, syllables and 60 sounds (phonemes).
- Recognize and produce rhyming words.
- Demonstrate ability to count, pronounce, blend and segment syllables in spoken words.
- Use single-syllable words to blend and segment onsets and rimes.
- Isolate and pronounce beginning, middle and final sounds in three-phoneme words.
- Change individual sounds in simple, one-syllable words to make new words (word families).

Phonics and Word Recognition

- Read simple one-syllable and high-frequency words.
- Use kindergarten level phonics and analysis to decode words.
- Produce the primary sound of many of the most common sounds for all consonants.
- Demonstrate knowledge of long and short sounds of the five major vowels.
- Recognize the difference between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- Demonstrate the ability to read emergent-reader texts with understanding.

Writing

Craft and Structure

- Write upper and lowercase letters of the alphabet.
- Record independently the letter names and sounds of the alphabet.
- Use phonetic knowledge when writing words.
- Write by moving from left to right, and from top to bottom.
- Use letters and phonetically spelled words to write about experiences, stories, people, objects or events.
- Use consonant-vowel-consonant patterns to create words.

Text Types and Purposes

- Demonstrate ability to generate ideas.
- Create illustrations which represent information.
- State an opinion or preference about a text or a book of the student's own creation by using a combination of illustration, dictating or writing.
- Supply details about an informative/explanatory text of the student's own creation by using a combination of illustrating, dictating and writing.
- Narrate a single event or series of events, in order, by using a combination of illustration, dictating or writing and provide reaction to what happened.

Kindergarten Language Arts Curriculum Overview (cont.)

Research to Build and Present Knowledge

- Collaborate with helper to produce a research and writing project.
- With a helper, recall information from past experiences or acquire new information from several sources to answer questions.

Speaking and Listening

Comprehension and Collaboration

- Discuss kindergarten topics and texts with a helper.
- Demonstrate understanding of orally presented text or information by answering or asking questions.

Presentation of Knowledge and Ideas

- Take turns in conversation.
- Retell an experience in logical sequence.
- Provide detailed description of familiar people, places, things and events.
- Include illustrations to descriptions in order to provide detail.
- Share information and ideas by speaking audibly in complete, coherent sentences.

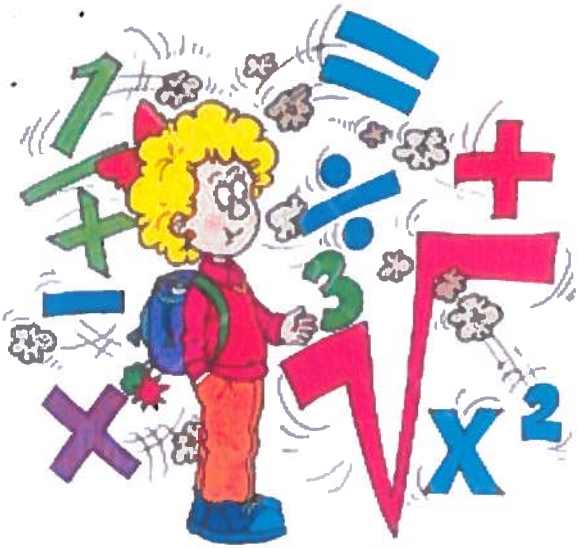
Language

Conventions of Standard English

- Demonstrate correct usage of English grammar.
- Write upper and lower case letters of the alphabet.
- Correctly use frequently occurring nouns and verbs.
- Orally add /s/ or /es/ to form regular plural nouns.
- Correctly use and understand interrogatives (who, what, where, etc.)
- Correctly use the most commonly occurring prepositions.
- Use complete sentences and show ability to expand them.
- Recognize and name periods, question marks and exclamation points.
- Write a letter or letters for corresponding consonant and short-vowel sounds.
- Phonetically spell words using knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

- Use context to determine the meaning of unknown and multiple meaning words.
- Determine specific characteristics by analyzing and classifying objects.
- Understand frequently occurring verbs and adjectives by using the relationship of their opposites (antonyms).
- Use acquired words and phrases as a result of conversations and being read to.



Helping your child during the summer.

It is important for students to review math concepts and processes during the summer.

WHY should I have my child do Summer Math?

- Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. (Cooper, 1996).
- Intentional practice of math skills will help students reach mastery of required material and increase their ability to use facts and operations easily and accurately (fluency).
- It will help to reinforce and build upon prior knowledge.
- Time spent working on mastery, reinforcement, and enrichment will benefit all students.
- It is important is for students to have fun with mathematical concepts and explore how they use math daily.

HOW do I help my child?

- Set up experiences that will enable your child to use mathematical thinking and problem solving
- Use everyday experiences such as going to the grocery store, counting money, and comparing prices

Websites to Explore

Funbrain – Visit the math arcade and test your skills at a variety of math tasks. (www.funbrain.com)

Set Game Daily Puzzle – A new puzzle each day based on the game, SET. (www.setgame.com)

A Plus Math – games, printables and more (www.aplusmath.com)

Multiplication Games (www.multiplication.com)

<http://www.mathplayground.com>

Bedtime Math – A daily math problem with 3 different difficulty levels (www.bedtimemath.com)

Calculation Nation - Fun Games from the National Council of Teacher's of Mathematics

(www.calculationnation.nctm.org)

Math Mysteries – Solve a variety of math related mysteries (<http://teacher.scholastic.com/maven/>)

Place Value

A concrete-pictorial-abstract approach is used throughout Math in Focus. Students use place value blocks, chips, charts, and strips to create an association between the physical representation of numbers, the number symbol, and the number name.

To find out more visit: [Place Value](#)

Model Drawing -- Bar Models

Model drawing, or bar modeling, is a systematic method of representing word problems and number relationships. It is used in the program beginning in Second Grade. Children are taught to use rectangular bars to show the relationship between known and unknown quantities.

To find out more, please visit: [Model Drawing](#)

To try some sample problems, please visit: [Thinking Blocks](#)

Great Math Books to Read:

12 Ways to Get to 11 by Eve Merriam

Math Curse by Jon Scieszka

Math Fables by Greg Tang

Divide and Ride, Super Sand Castle Saturday,

Too Many Kangaroo Things to Do, Polly's Pen Pal all by Stuart Murphy

Amanda Bean's Amazing Dream by Cindy Neuschwander

Counting on Frank by Rod Clement

Guinness Book of Records by Time Inc.

One Odd Day by Doris Fisher and Dani Sneed

1st Grade Language Arts Curriculum Overview

Reading: Literature

Key Ideas and Details

- Ask and answer questions about the details of a text.
- Retell stories using details and proper sequence.
- Describe characters, settings, events, problems and resolutions in a text.
- Ask and answer *who, what, where, when, why, how* questions.

Craft and Structure

- Identify print that carries different messages.
- Identify point of view in text.

Integration of Knowledge and Ideas

- Use illustrations to interpret elements of a text such as characters, setting and events.
- Compare and contrast important points in two texts on a similar topic.
- Use "Before, During and After" as a reading strategy.

Range of Reading and Level of Text Complexity

- Read and answer questions about a variety of texts (narratives, expository, poetry).

Reading: Informational Text

Key Ideas and Details

- Ask and answer questions about the details of a text.
- Recall key details of a text.
- Ask and answer *who, what, where, when, why, how* questions.
- Compare, contrast and draw conclusions between details in a text.
- Compare and contrast important points in two texts on a similar topic.
- Use graphic organizing (story map, KWL, and Venn Diagram as a reading strategy).

Craft and Structure

- Determine word meaning by asking questions.
- Use title, table of contents, headings, captions and graphs to gather information.

Comprehension in a Variety of Texts

- Identify beginning, middle and end of a story.
- Predict, confirm and draw conclusions while reading.
- Differentiate cause from effect.
- Distinguish non-fiction from fiction and fact from opinion.
- Draw conclusions.
- Summarize to demonstrate understanding.
- Make connections between personal experience and text.
- Use inference for character understanding.
- Develop alternate ending for a fictional story.

Reading: Foundational Skills

Print Concepts

- Match oral word to printed word.
- Identify print that carries different messages.
- Identify different features of a sentence (capitalization, ending punctuation).

Phonological Awareness

- Isolate initial, medial and final sounds in single-syllable words.
- Distinguish between long and short vowel sounds in spoken one-syllable words.
- Add, delete and change target sounds to change words.
- Orally blend individual sounds to produce one-syllable words.
- Form rhyming words including consonant blends.
- Show understanding of word families.
- Understand and form contractions.

Phonics and Word Recognition

- Review common consonant digraphs.
- Review long vowel sounds using final -e and vowel teams.
- Review that every syllable must include a vowel.
- Break two-syllable words into single syllables.
- Review irregularly spelled words.

Fluency

- Read with purpose, understanding, rate and accuracy.
- Self-correct and confirm words by using context.
- Recognize high frequency words.

Writing

Text Types and Purposes

- Write informative/explanatory text supplying details.
- Write narrative with details and properly sequenced events.
- Write responses to reading.
- Construct personal correspondence.
- Use writing process – prewriting (graphic organizers), writing, drafting, revising, editing proofreading and presenting.
- Make connections text to text, text to self, text to world.

Speaking

Comprehension and Collaboration

- Retell a story or relate personal experience in logical sequence with details.
- Follow directions.

Presentation of Knowledge and Ideas

- Describe people, places, things and events clearly.
- Clarify ideas through illustration.

1st Grade Language Arts Curriculum Overview (cont.)

Language

Conventions of Standard English

- Use conventional standards of English when speaking and writing.
- Print all capital and lower case letters.
- Understand common, proper and possessive nouns.
- Use personal, possessive and indefinite pronouns.
- Understand basic verb tense for past, present and future.
- Review adjectives, conjunctions, articles and demonstratives.
- Review basic capitalization rules.
- Review basic punctuation – periods, questions marks, exclamation marks.
- Use conventional spelling rules for common and irregularly spelled words.
- Write in complete sentences and identify and correct incomplete sentences.

Vocabulary Acquisition and Use

- Use context clues to determine unknown word meanings.
- Use knowledge of prefixes and suffixes to arrive at unknown word meanings.
- Use knowledge of individual words to determine meaning of compound words.
- Categorize and classify words.
- Define words by their key attributes.
- Show knowledge of antonyms and synonyms.
- Show knowledge of basic dictionary skills.
- Use vocabulary and phrases learned through being read to and through conversation.

2nd Grade Language Arts Curriculum Overview

Reading: Literature

Key Ideas and Details

- Ask and answer *who, what, where, when, why, how* questions.
- Describe how characters in a story react to the events within the story.

Craft and Structure

- Describe how the beginning and ending of a story introduce and conclude the action within the storyline. Understand overall story structure.
- Recognize differing points of view of characters in a story. Use different speaking voices when reading dialog.

Integration of Knowledge and Ideas

- Use illustrations and words in a text to understand characters, setting and plot.

Range of Reading and Level of Text Complexity

- Read and answer questions about a variety of texts (poems, fiction, non-fiction, narratives and expository writings).

Reading: Informational Text

Key Ideas and Details

- Ask and answer *who, what, where, when, why, how* questions.
- Determine the main idea of a text and its supporting details.
- Make connections within a text between a series of events or steps in a process.

Craft and Structure

- Determine word meaning from context.
- Use captions, bold print, glossaries, etc. in a text to obtain information.
- Identify the main idea and author's purpose in a text.

Integration of Knowledge and Ideas

- Explain how illustrations or diagrams help to clarify text.
- Understand and explain how supportive details help the author make specific points in a text.
- Compare and contrast important points in two texts on a similar topic.
- Employ graphic organizing (KWL, Venn Diagram) as a reading strategy.

Range of Reading and Level of Text Complexity

- Read and comprehend information in grade-appropriate text.

Comprehension in a Variety of Texts

- Predict, confirm and draw conclusions while reading.
- Differentiate cause from effect.
- Distinguish non-fiction from fiction, and fact from opinion.

- Use "Before, During and After" as a reading strategy.

Reading: Foundational Skills

Phonics, Word Recognition and Decoding

Review the following:

- long and short vowel sounds in single-syllable words
- sound/spelling correspondence of consonants, blends, beginning and ending digraphs
- sound/spelling correspondence of common vowel teams
- common prefixes and suffixes
- rhyming words including consonant blends
- compound words
- antonyms/synonyms
- word families / onset and rime
- segmenting words into syllables and isolating sounds
- adding, deleting and changing target sounds to change words
- high frequency words
- common 2nd grade irregularly spelled words
- context clues

Fluency

- Read with understanding and purpose.
- Read orally with accuracy, appropriate rate and expression.
- Self-correct and confirm word recognition.

Writing

Text Types and Purposes

- Write an opinion piece with a topic, introduction, supportive reasoning and a conclusion. Use linking words.
- Write an informative piece with a topic, an introduction, supportive reasoning and a conclusion.
- Write a narrative piece with details and descriptive actions, thoughts and feelings, and a conclusion.
- With a helper, use the writing process (prewriting, drafting, revising, editing and proofreading).
- Use graphic organizers for writing.

Research to Build and Present Knowledge

- Answer questions by acquiring information from provided sources.
- Use recall to answer questions.

Speaking and Listening

Comprehension and Collaboration

- Discuss 2nd grade related topics and texts with a helper.
- Recall and retell information obtained from a text read aloud.
- Ask and answer questions for clarification about what the helper reads or says.

2nd Grade Language Arts Curriculum Overview (cont.)

Presentation of Knowledge and Ideas

- Recall and retell stories or experiences using complete, understandable sentences, logical sequence and details.

Language

Conventions of Standard English

- Correctly use irregular plural nouns in speaking and writing.
- Correctly use past tense irregular verbs when speaking and writing.
- Correctly use adjectives and adverbs when speaking and writing.
- Expand and manipulate simple sentences into compound sentences.
- Identify and use periods, commas, question marks, and exclamation points.
- Correctly use an apostrophe to form contractions.
- Use rules of capitalization for geographic names, holidays, proper names, etc.
- Use beginning dictionaries for help in spelling.

Knowledge of Language

- Use proper conventions of English when writing, reading, or speaking.

Vocabulary Acquisition and Use

- Use context clues to arrive at unknown word meanings.
- Use knowledge of prefixes and suffixes to arrive at unknown word meanings.
- Use knowledge of individual words to determine meaning of compound words.
- Use glossaries and dictionaries to find word meanings.

3rd Grade Language Arts Curriculum Overview

Reading: Literature

Key Ideas and Details:

- Answer questions as they pertain to a specific text.
- Answer questions about characters' motivations and traits.
- Recognize story elements (characters, settings, plot, conflict, resolution and theme).

Craft and Structure:

- Determine the difference between literal and nonliteral words and phrases.
- Review parts of a text such as Table of Content and chapter headings.
- Distinguish own point of view (opinion).
- Identify the author's purpose.

Integration of Knowledge and Ideas:

- Interpret illustrations to give clarity to the text.
- Compare and contrast two texts on a similar topic.
- Determine the who, what, where, when, and why and how in a story.

Range of Reading and Complexity of Text:

- Read and answer questions about a variety of texts (poems, biographies, stories, maps, menus, newspaper and magazine articles, bus schedules).

Reading: Informational Text

Key Ideas and Details:

- Answer specific questions about a text to demonstrate understanding.
- Determine the main idea of a text and list the details that support that main idea.

Craft and Structure:

- Determine the meaning of domain-specific words in a subject area.
- Determine the meaning of specific words on a topic (literal and nonliteral).

Integration of Knowledge and Ideas:

- Interpret information in illustrations and maps to help understand the text.
- Compare and contrast details and key points in two texts on the same topic.
- Employ reading strategies such as SQR3 and Before, During and After reading.
- Range of Reading and Complexity of Text:
- Read stories, biographies, and science and technology pieces, maps.

Reading: Foundational Skills

Phonics and Word Recognition:

- Decode words while applying phonics and word analysis skills.
- Review and identify the most common prefixes and suffixes.
- Read and write the most common irregularly spelled words.
- Decode multi-syllable words.

Fluency:

- Read poetry with accuracy and expression.
- Use context clues for understanding.

Writing

Texts and Purposes:

- Write an opinion piece and provide reasons that support the opinion and provide a concluding statement.
- Write with a variety of purposes: business letter, note taking, questionnaire, etc.
- Write pieces based on fact and on opinion.
- Use a web to write a text or story.
- Write to persuade, inform or entertain.
- Review how to locate information in a library when doing research.

Production and Distribution of Writing:

- Develop and strengthen writing by revising and editing.

Speaking and Listening

Presentation of Knowledge and Ideas

- Practice speaking about topics in a clear manner.
- Review steps for a successful presentation.

Language

Conventions of Standard English

- Review the functions of nouns, pronouns, verbs, adjectives and adverbs in sentences.
- Review regular and irregular plural nouns.
- Review regular and irregular verbs.
- Review and form correct verb tenses.
- Practice correct subject-verb agreement use in sentences.
- Choose the correct form of comparative and superlative adjectives and adverbs.
- Use coordinating conjunctions.
- Write simple, compound and complex sentences.
- Practice proper capitalization.
- Practice correct usage of commas.
- Use the correct form of possessives and distinguish them from non-possessives.

3rd Grade Language Arts Curriculum Overview (cont.)

- Review word families.
- Practice adding correct suffixes to base words.
- Review syllable patterns and ending rules.
- Review reference materials.
- Write the correct contraction when given two words.
- Change nouns from singular to plural including irregular plural nouns.
- Review homographs.
- Review synonyms and antonyms.
- Review compounds words.

Vocabulary Acquisition and Use:

- Use context clues to find word meaning.
- Determine new words when adding prefixes and suffixes.
- Interpret figurative language.
- Use a dictionary to determine word meaning.

4th Grade Language Arts Curriculum Overview

Reading: Literature

Key Ideas and Details:

- Draw inferences from a text.
- Identify a theme using the details in the text.
- Summarize a text.
- Describe a character, setting or an event in a story using details from the story.
- Draw conclusions based on details in the story.
- Identify story elements (characters, setting, plot, conflict, resolution, theme).
- Use SQ3R when reading a text.
- Identify foreshadowing in a text and what it tells the reader.

Craft and Structure:

- Use context clues to determine the meaning of a word.
- Identify elements of a poem.
- Identify verb tense in a text.

Integration of Knowledge and Ideas:

- Compare and contrast two stories with the same theme.

Range of Reading and Level of Text Complexity:

- Read stories, biographies, poems, factual science texts and journals.

Reading: Informational Text

Key Ideas and Details:

- Draw inferences from a text.
- Use details and examples to explain a text.
- Summarize a text.
- Explain ideas in an historical or a scientific text.

Craft and Structure:

- Describe problem/solution, cause/effect in a text.
- Determine the meaning of domain-specific words in a text.

Integration of Knowledge and Ideas:

- Interpret information using graphs and maps to bring clarity to the text.
- Use evidence to support points in a text.
- Compare and contrast information from two texts on the same topic.
- Explain how reasons and evidence support points in a text.
- Interpret graphs to help understand a text.

Range of Reading and Level of Text Complexity:

- Read and comprehend nonfiction, science and informational texts.

Reading: Foundational Skills

Phonics and Word Recognition:

- Apply word analysis skills and phonics to decode words.
- Decipher unfamiliar words by identifying the root word and its affixes.

Fluency:

- Read prose and poetry with expression.
- Use context to help with word recognition.

Writing

Text Types and Purposes:

- Determine the difference between fact and opinion
- Write informative text using facts and details, and provide a concluding statement.
- Write a narrative using descriptive details and conclusion.
- Write a persuasive paragraph stating opinion, listing supporting ideas and drawing a conclusion.
- Describe a character listing his/her character traits.

Production and Distribution of Writing:

- Use the writing process (prewriting, drafting, revising and editing) to strengthen writing.
- Use adverbs, adjectives and transition words to enhance writing.
- Gather information from different sources to write about a chosen topic.

Speaking and Listening

Presentation of Knowledge and Ideas:

- Present a play with multiple people reading different parts.
- Understand and use onomatopoeia in each speaking role.

Language

Conventions of Standard English:

- Use relative pronouns.
- Identify and use prepositions and prepositional phrases.
- Identify and correct sentence fragments and run-on sentences.
- Differentiate between commonly confused words.
- Review capitalization rules and correct capitalization errors.
- Identify sentences that need quotation marks and correct comma placement.
- Identify and use coordinating conjunctions in sentences.

4th Grade Language Arts Curriculum Overview (cont.)

- Identify nouns, verbs, adjectives, adverbs and direct objects.
- Review and write singular and plural possessive nouns and pronouns.
- Identify the meaning of a homograph by using it in a sentence.
- Review spelling rules when adding word endings.
- Review rules for the division of syllables.

Vocabulary Acquisition and Use:

- Use context clues for clarity of word meaning.
- Add affixes to root words and understand how the addition changes the meaning of the word.
- Identify similes and metaphors in a text and interpret their meanings.
- Explain the meanings of common adages and proverbs in a text.
- Provide antonyms and synonyms to given words.

5th Grade Language Arts Curriculum Overview

Reading: Literature

Key Ideas and Details

- Draw inferences by citing quotes from a text.
- Identify theme in a story.
- Compare and contrast information.
- Use SQR3 to understand and remember what was read.

Craft and Structure

- Review the elements of figurative language. Determine the meaning of the text when using figurative language.

Range of Reading and Level of Text Complexity

- Read a variety of text including biography, fiction, non-fiction, historical fiction, newspaper articles and poetry.

Reading: Informational Text

Key Ideas and Details

- Quote from a text to explain and draw inferences.
- Identify two main ideas in a text and give supporting details for each.
- Explain the relationship between two characters in an historical fiction text.

Craft and Structure

- Determine the meaning of domain-specific words in a text.

Integration of Knowledge and Ideas

- Review the multiple sources available from which to draw information.
- Show how the author uses evidence to support points in a text.

Range of Reading and Level of Text Complexity

- Read a variety of text including biography, fiction, non-fiction, historical fiction, newspaper articles and poetry.
- Read short paragraphs about each of the 50 states that tell for what each is famous.
- Write the postal abbreviation for each state.

Reading: Foundational Skills

Phonics and Word Recognition

- Review and correctly use commonly confused and misspelled words.
- Review and correctly use commonly confused words and contractions.

- Learn the meanings of common affixes to help determine word meaning.

Fluency

- Use context to self-correct word recognition.

Writing

Text Types and Purposes

- Recognize the difference between writing to inform, persuade or entertain.
- Identify whether written statements are fact or opinion.

Production and Distribution of Writing

- Review and use steps (gathering information, note taking, writing an outline, writing a rough draft, revising and editing, writing final draft with conclusion) to write an informative text.
- Write a journal using "starter sentences" to jump start entry ideas.
- Write a paragraph that contains a topic sentence, supporting details, and a conclusion.
- Use a Venn diagram as writing preparation.
- Write an alternative ending for a fiction story.

Research to Build and Present Knowledge

- Show how the author uses evidence to support points in a text.

Range of Writing

- Write for a variety of purposes (business letter, friendly letter, journal, research paper).

Language

Conventions of Standard English

- Review and correctly use the eight parts of speech.
- Rewrite incorrect verb tenses in a sentence as necessary.
- Use correlative conjunctions in a sentence.
- Review and use commas in a variety of ways (lists, introductory clauses, to offset words).
- Correctly use commonly confused words.

Knowledge of Language

- Expand, combine and reduce sentences to improve on readability and appeal to reader interest.
- Practice using analogies to understand the relationship between words and ideas.

5th Grade Language Arts Curriculum Overview (cont.)

Vocabulary Acquisition and Use

- Use common root words and affixes to determine word meaning.
- Review types of reference materials available for a variety of purposes.
- Interpret figurative language.
- Explain the meanings of common adages.
- Find the synonyms and antonyms of given words.
- Compare and use homophones and homographs in sentences.
- Review contractions.
- Review the rules of apostrophe use in singular and plural possessive nouns.