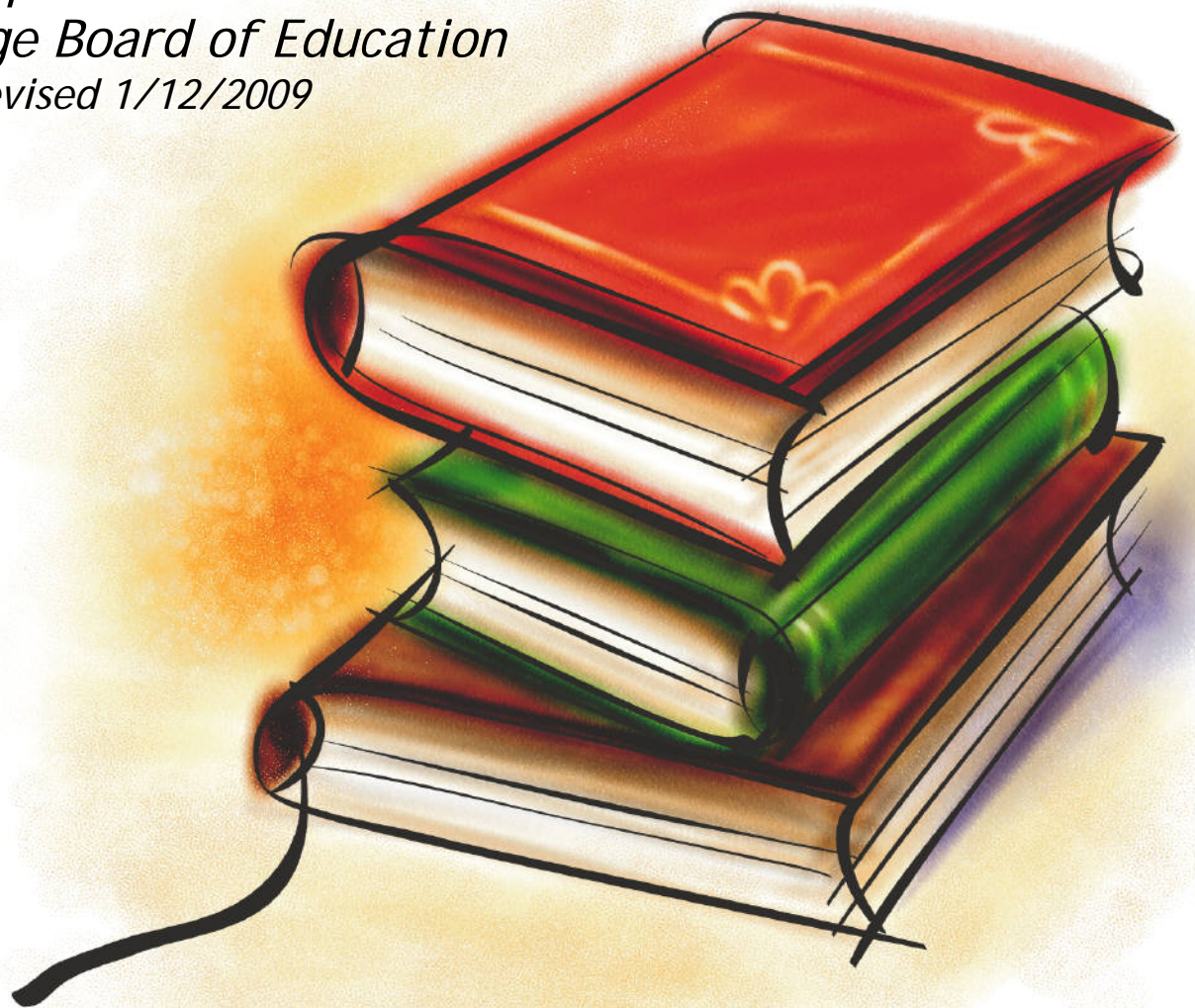


***HOLDREGE PUBLIC SCHOOLS  
DISTRICT #44***

***PreK-12 READING &  
LANGUAGE ARTS CURRICULUM***

*Adopted 8/14/2006  
Holdrege Board of Education  
Revised 1/12/2009*



# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Mission Statement*

The mission of the Holdrege Public School's Reading and Language Arts Curriculum is to provide students with equal opportunities to develop reading, writing, speaking, and listening strategies for success in life.

### *Belief Statements*

- Reading, writing, speaking, and listening are the foundation for a successful educational experience.
- Reading, writing, speaking, and listening are essential skills necessary for success in life.
- Reading, writing, speaking and listening lead to an awareness of and respect for cultural and individual diversity.

### *Purpose of K-12 Reading & Language Arts Curriculum*

1. To coordinate learning at different levels.
2. To serve as an organizational guide and give direction.
3. To ensure a variety of literature experiences.
4. To organize what and when different skills are taught.
5. To provide scope and sequence, a guide to learning objectives and goals.
6. To provide the users (teachers, students, parents, and the community) with an overview of the district goals.

## *Best Possible Outcomes for our Reading & Language Arts Curriculum*

1. Students will acquire reading and language arts skills and be able to apply them to practical situations in life.
2. Students' learning opportunities will be provided and enhanced.
3. Students will gain a clear understanding/tolerance of other cultures and ideas different from their own.
4. Students will be able to write for a variety of purposes and audiences.
5. Students will use correct sentence structure and grammar when writing.
6. Students will be able to orally present information to an audience.
7. Students will work towards integrating technology into reading and language arts.
8. Students, parents, teachers, administrators, and patrons will know what is expected of reading and language arts students in the Holdrege Public Schools.
9. Students' learning follows a scope and sequence from year to year, so higher levels of student learning can take place.
10. Teachers will be able to observe improvement in students' grades, motivation, and learning.
11. Goals will be met as students acquire reading, writing, listening, and speaking skills.
12. The curriculum guide should provide direction and accountability for current and new teachers so they know what is being taught and at what level.
13. The curriculum guide assures students will have the opportunity to learn all the skills and state standards within the curriculum to be a successful reader, writer, listener, and speaker.
14. The community will value and support life-long reading and language arts education.

## *Exit Outcomes*

*After 13 years in the Holdrege Reading and Language Arts Program:*

1. Students will read, understand, and analyze different genres.
2. Students will gather information using a variety of resources.
3. Students will use reading skills to continue life-long learning.
4. Students will learn the value of reading for pleasure, comprehension, and information.
5. Students will learn the value of writing for pleasure and communicating ideas or facts.
6. Students will use listening and speaking skills to continue life-long learning.
7. Students will use correct grammar when speaking and writing.
8. Students will become proficient in the "Nebraska Student Essential Learning's in Technology" .

## *Preschool* *Reading & Language Arts Objectives*

1. The students will listen to directions and conversations with understanding. The students will follow directions in sequence of actions. The students will listen to other and respond to feelings and expressed ideas. The students will demonstrate understanding of native and/or English languages for social interactions and program directions/activities.
2. The students will communicate needs, wants, or thoughts through words, gestures, actions, or expressions. The students will communicate for a variety of purposes. The students will use English or native language to share feelings and express ideas. The students will use new vocabulary that has been introduced.
3. The students will show knowledge of phonological awareness (the ability to hear and understand the different sounds of language). The students will progress in listening and telling differences in phonemes (smallest parts of sound in a spoken word). The students will recognize the connection between spoken and written words.
4. The students will demonstrate interest in and appreciation of reading-related activities. The students will increase knowledge about books and how they typically are read. The students will learn to sequence and predict a story.
5. The students will show an awareness of print as a form of meaningful communication. The students will understand that each spoken word can be written down and read.
6. The students will show an interest in early writing. The students will progress in the identification of letters. The students will recognize and/or write their own name on artwork or possessions.

## *Kindergarten* *Reading & Language Arts Objectives*

1. The students will make predictions based on the title, cover, and illustrations of stories and will also apply knowledge of the organization of print.
2. The students will retell, in their own words, stories in sequence (beginning, middle, and end) and will identify important story elements.
3. The students will demonstrate phonemic awareness of alphabet letters (31 sounds).
4. The students will listen and be a responsible member of the classroom.
5. The students will speak in clear, complete, coherent sentences using Standard English.
6. The students will recognize and name the lower and upper case alphabet letters.
7. The students will write (print) about experiences, stories, people, objects, and events.
8. The students will print neatly and correctly.

*First Grade*  
*Reading & Language Arts Objectives*

1. The students will use phonetic strategies to decode unknown words.
2. The students will be able to write about familiar experiences, people, objects, or events by the end of first grade.
3. The students will read and comprehend story vocabulary.
4. The students will demonstrate literal comprehension skills.
5. The students will demonstrate inferential and interpretive comprehension skills.
6. The students will develop knowledge of various study skills when reading and writing.

## *Second Grade* *Reading & Language Arts Objectives*

1. The students will identify, describe, and apply the “*Six Traits of Effective Writing*” (ideas, organization, sentence fluency, voice, word choice, and conventions) across a variety of writing formats using legible handwriting.
2. The students will be able to identify, describe, and apply the five steps of the writing process (prewriting, drafting, revising, proofreading, and publishing).
3. The students will develop writing skills and processes as they use a variety of forms to write for different audiences and purposes.
4. The students will be able to identify parts of speech.
5. The students will be able to identify, describe, and apply knowledge of the structure of the English language and Standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.
6. The students will develop their spelling and vocabulary skills.
7. The students will read and comprehend story vocabulary.
8. The students will use phonetic strategies to decode unknown words.
9. The students will preview stories to predict story events.
10. The students will comprehend the stories that they read.
11. The students will sequence events by separating them into beginning, middle, and end.

## *Third Grade* *Reading & Language Arts Objectives*

1. The students will use word recognition skills.
2. The students will apply study skills.
3. The students will develop an appreciation for literature through listening and reading.
4. The students will develop listening and speaking skills.
5. The students will use phonetic skills.
6. The students will demonstrate comprehension skills.
7. The students will demonstrate sentence structure/conventions skills in writing.
8. The students will write a paragraph.
9. The students will use correct grammar when speaking and writing.
10. The students will develop an understanding of different genre.

*Fourth Grade*  
*Reading & Language Arts Objectives*

1. The students will use word recognition skills.
2. The students will apply study skills.
3. The students will recognize literary forms and elements.
4. The students will comprehend what is read.
5. The students will develop an appreciation of literature.
6. The students will write a report from an outline with legible penmanship and correct conventions using nonfiction literature. Students will present their reports orally.
7. The students will write a narrative with legible penmanship and correct conventions.
8. The students will listen to a passage and take notes from a variety of forms of literature.
9. The students will be able to identify parts of speech.

## *Fifth Grade* *Reading & Language Arts Objectives*

1. The students will label and identify the structure of a story.
2. The students will identify and implement specific words correctly in text.
3. The students will compare and contrast different types of genres.
4. The students will locate information using resource skills from a variety of sources.
5. The students will select books for independent reading and will be evaluated.
6. The students will identify specific elements in a reading selection.
7. The students will understand and use correct sentence structure in the writing process.
8. The students will be able to identify nouns, verbs, adjectives, pronouns, conjunctions, and adverbs, subject, predicate and compound subjects and predicates in sentences.
9. The students will use correct spelling in all written work.
10. The students will be able to complete a writing assignment that emphasizes one of the *“Six Traits of Writing”*.
11. The students will become competent in oral communication.

## *Sixth Grade* *Reading & Language Arts Objectives*

1. The students will label and identify the structure of a story.
2. The students will implement specific words correctly in texts.
3. The students will compare and contrast different types of genres.
4. The students will locate information using resource skills from a variety of sources.
5. The students will select books for independent reading and will be evaluated.
6. The students will identify specific elements in a reading selection.
7. The students will become competent in oral communication.
8. The students will understand and use correct sentence structure in the writing process.
9. The students will be able to identify: nouns, verbs, pronouns, adjectives, adverbs, prepositional phrases, and conjunctions in sentences.
10. The students will be able to complete a writing assignment emphasizing one of the *“Six Traits of Writing”*.
11. The student will use correct spelling in all written work.

*Seventh Grade*  
*Reading & Language Arts Objectives*

1. The students will identify the components of black history.
2. The students will identify examples about vengeance and forgiveness between blacks and whites in the novel, *Words By Heart*.
3. The students will use vocabulary from a text.
4. The students will select, read, and test over independent reading material.
5. The students will know, understand, and apply the parts of speech.
6. The students will know, understand, and apply English mechanics and spelling.
7. The students will learn both elements of communication—speaking and listening.
8. The students will read to know and understand a variety of literary genres.
9. The students will be able to effectively communicate through “*Six Trait Writing*”.

*Eighth Grade*  
*Reading & Language Arts Objectives*

1. The students will be able to effectively communicate using the appropriate speech format for an identified purpose and audience.
2. The students will be able to identify and interpret various genres using the necessary decoding skills.
3. The students will be able to accurately identify and demonstrate grammatical and mechanical skills in their writing.
4. The students will be able to effectively communicate using the appropriate writing style for an identified purpose and audience.
5. The students will gain information via listening in a variety of settings and for a variety of purposes.

## *Ninth Grade* *Reading & Language Arts Objectives*

1. The students will learn, implement, listen to, and pronounce new or formal diction vocabulary words.
2. The students will learn to access factual information from a variety of sources.
3. The students will be able to identify and distinguish different genres such as novel, allegory, non-fiction, fiction, myth, short story, satire, science fiction, and fantasy.
4. The students will listen to, read, study, and comprehend selected literature.
5. The students will be able to communicate through writing.
6. The students will know, understand, and apply grammar/mechanical skills.
7. The students will be able to identify and understand elements of literature.
8. The students will give oral presentations.
9. The students will learn to apply study skills.

## *Tenth Grade* *Reading & Language Arts Objectives*

1. The students will understand the meaning and inference of words and phrases used in a specific text.
2. The students will be able to identify, understand, and distinguish between different poetic devices and literary elements.
3. The students will be able to identify, understand, and distinguish between different genre.
4. The students will recognize, understand, and apply Standard English conventions.
5. The students will access factual information from a variety of sources and relay this information without plagiarism.
6. The students will be able to communicate effectively through writing.
7. The students will understand what they read based on their ability to make inferences, draw conclusions, compare and contrast ideas, and relate these ideas to personal experiences.

**Basic English Grades 9-10**  
**Reading & Language Arts Objectives**

1. The students will learn, listen to, implement, pronounce, and use new vocabulary words.
2. The students will learn to access information from a variety of sources.
3. The students will listen to, study, read, and comprehend selected literature.
4. The students will be able to communicate through writing.
5. The students will know, understand, and apply grammar/mechanical skills.
6. The students will understand elements of literature.
7. The students will learn to use reading, writing, listening, and speaking in activities related to life skills.

## *Eleventh Grade* *Reading & Language Arts Objectives*

1. The students will be able to identify different elements of literature.
2. The students will access factual information from a variety of sources.
3. The students will understand meaning and inference of words found in a specific text, and learn new vocabulary words. They will understand homophones.
4. The students will understand what they read based on their ability to make inferences, draw conclusions, compare and contrast ideas, and relate these ideas to personal experiences.
5. The students will know, understand, and apply grammar and mechanical skills.

*Basic English Grades 11-12*  
*Reading & Language Arts Objectives*

1. The students will understand the elements of literature.
2. The students will apply conventions of Standard English to writing.
3. The students will be able to understand a reading, including multicultural selections, based on their ability to make inferences, draw conclusions, and compare and contrast.
4. The students will know, understand, and apply grammar and mechanical skills.
5. The students will learn, listen to, understand, and use new vocabulary words.
6. The students will learn to access information from a variety of sources.
7. The students will learn to use reading, writing, listening, and speaking in activities related to life skills.

## *Twelfth Grade* *Reading & Language Arts Objectives*

1. The students will analyze assigned literature by breaking down reading material into its component parts, to understand the organizational structure of types of literature to develop divergent conclusions by identifying motives, or causes, making inferences, and/or finding evidence to support generalizations.
2. The students will be able to identify different elements of literature.
3. The students will understand what they read based upon inferences, conclusions drawn, comparison and contrast of ideas, and use of context to find meaning.
4. The students will gather information and create a presentation for the class.
5. The students will be able to effectively communicate a persuasive point of view through writing.
6. After reading literary pieces from different genres, students will create their own piece of fiction.
7. The students will research information and compose a research paper.

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Preschool*

#### *Performance Objective*

The students will listen to directions and conversations with understanding. The students will follow directions in sequence of actions. The students will listen to other and respond to feelings and expressed ideas. The students will demonstrate understanding of native and/or English languages for social interactions and program directions/activities.

#### *Vignette - I want the student to learn...*

- to listen to directions and conversations with understanding.
  - Demonstrates understanding of the meaning of stories, songs, and poems
- to follow directions in sequences of actions.
  - Follows single and multi-step or complex directions
- to listen to others and respond to feelings and expressed ideas.
  - Responds to simple, direct, conversational sentences, either verbally or by alternative means.
- to demonstrate understanding of native and/or English languages for social interactions and program directions/activities.

#### *Sample Teaching Activity—The Child*

1. Follows directions from the adult such as, "Please go and wash your hands, then sit down at the table."
2. Retells main events of stories, and repeats familiar songs and poems.
3. Carries on a conversation with another person, either verbally or by alternative means that extends a thought or idea.
4. Listens to audio-taped or read stories and shows understanding through body language, pointing to pictures.

#### *Assessment—The Adult*

1. Builds upon children's comprehension skills by listening, responding and asking questions.
2. Greets children daily by name and with short conversation.
3. Pairs non-English speaking children with bilingual peers/adults.
4. Engages children in stories, songs, and poems.

#### *Exit Goals Met:*

*State Standards Met: 1.1.5, 1.2.1, 1.3.1*

#### *Materials Needed (S=school owned, T=teacher owned)—Environment Includes:*

- Stories, songs, words, games, and daily schedules in English and the languages of the non-English speaking children.
- Ways to assist children in the understanding of new vocabulary.

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Preschool*

#### *Performance Objective*

The students will communicate needs, wants, or thoughts through words, gestures, actions, or expressions. The students will communicate for a variety of purposes. The students will use English or native language to share feelings and express ideas. The students will use new vocabulary that has been introduced.

#### *Vignette - I want the student to learn...*

- to communicate needs, wants, or thoughts through words, gestures, actions, or expressions.
  - Uses sentences that include two or more separate ideas
  - Initiates interactions with adults and peers
- to communicate for a variety of purposes.
  - Attempts to solve problems with other children independently by communicating with them
  - Greets adults and peers
- to use English or native language to share feelings and express ideas.
- to use new vocabulary that has been introduced.

#### *Sample Teaching Activity—The Child*

1. Speaks clearly enough, or uses alternative communication methods, to be understood by others.
2. Asks questions to acquire more information.
3. Uses “please,” “thank you,” and “excuse me,” although often needs reminders.
4. Uses language for a variety of purposes (role playing, rhyming, using props, describing feelings, telling jokes, conversing, etc.).

#### *Assessment—The Adult*

1. Uses alternate modes of communication when needed (sign language, gestures, etc.).
2. Builds on children’s interests to introduce new vocabulary and ideas.
3. Asks open-ended questions throughout the day (questions that require more than a one-word answer).
4. Provides opportunities for children to engage in turn taking and dialogue in conversation.

#### *Exit Goals Met:*

*State Standards Met: 1.1.1, 1.1.4, 1.1.5, 1.2.1, 1.3.1*

#### *Materials Needed (S=school owned, T=teacher owned)—Environment Includes:*

- A variety of activity centers that encourage children to interact and communicate with adults and peers.
- Props, books, materials and manipulatives for telling and retelling events and stories, etc.

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Preschool*

#### *Performance Objective*

The students will show knowledge of phonological awareness (the ability to hear and understand the different sounds of language). The students will progress in listening and telling differences in phonemes (smallest parts of sound in a spoken word). The students will recognize the connection between spoken and written words.

#### *Vignette - I want the student to learn...*

- to show knowledge of phonological awareness (the ability to hear and understand the different sounds of lang.).
  - Recognizes matching sounds and rhymes in familiar words, games, songs, stories, and poems
  - Spontaneously repeats songs, rhymes and chants, and creates nonsense words
- to progress in listening and telling differences in phonemes (smallest parts of sound in a spoken word)
  - Identifies words that begin with the same sound
- to recognize the connection between spoken and written words.
  - Shows growing ability to hear and discriminate separate syllables in words
  - Isolates beginning and ending sounds of printed or spoken words

#### *Sample Teaching Activity—The Child*

1. Listens to two words and determines whether or not they rhyme.
2. Notices that several words or names begin with the same sound (Marcus, Maria, Matthew, etc.).
3. Claps hands for each syllable in words.
4. Plays with sounds to create new words.

#### *Assessment—The Adult*

1. Provides opportunities for children to hear sounds in their native language.
2. Gives children the opportunity to repeat sounds in their names and other words.
3. Draws children's attention to the separate sounds of spoken language through playful songs, games, and rhymes.
4. Models appropriate language, communication, reading and writing.
5. Provides literacy rich environment.

#### *Exit Goals Met:*

*State Standards Met: 1.1.1, 1.1.2, 1.1.5*

#### *Materials Needed (S=school owned, T=teacher owned)—Environment Includes:*

- Children's music and a place where children may listen to a variety of story and sound tapes.
- Many books, pictures, and visual examples of written words, as well as those that are non-print based.

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Preschool*

#### *Performance Objective*

The students will demonstrate interest in and appreciation of reading-related activities. The students will increase knowledge about books and how they typically are read. The students will learn to sequence and predict a story.

#### *Vignette - I want the student to learn...*

- to demonstrate interest in and appreciation of reading-related activities.
  - Shows interest when stories are read
  - Relates events in story to own knowledge and experience
- to increase knowledge about books and how they typically are read.
  - Holds book right side up
  - Turns pages front to back
  - Knows specific words related to books such as author and illustrator
- to learn to sequence and predict a story.
  - Picture reads: tells about the story from the pictures on the cover or in the book

#### *Sample Teaching Activity—The Child*

1. Asks people to read stories, signs, and notes.
2. Answers questions about a story that has been read or repeats parts of the story.
3. Chooses a favorite book.
4. Pretends to read book titles/simple stories.
5. Tells stories to others, real and imaginary.

#### *Assessment—The Adult*

1. Provides print rich environment and reads to children, both individually and as a group.
2. Places books and signs/posters in all interest areas on topics that are relevant.
3. Reads books with rich descriptive vocabulary, exploring and extending children's understanding of the meaning of new words.
4. Talks about the author and illustrator when introducing a story.
5. Assists children in relating stories to events in their own lives and in making predictions.

#### *Exit Goals Met:*

*State Standards Met: 1.1.3, 1.1.4, 1.1.5, 1.2.1, 1.3.1*

#### *Materials Needed (S=school owned, T=teacher owned)—Environment Includes:*

- Opportunities to look at books and become familiar with their use.
- Many types of children's books, references, pictures and posters.

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Preschool*

#### *Performance Objective*

The students will show an awareness of print as a form of meaningful communication. The students will understand that each spoken word can be written down and read.

#### *Vignette - I want the student to learn...*

- to show an awareness of print as a form of meaningful communication.
  - Follows the print on the page, moving eyes from left to right and top to bottom (uses finger under print)
  - Identifies some letters and numbers
  - Recognizes and begins to write own name
  - "Reads" familiar environmental print (logos, posters, signs, etc.)
- to understand that each spoken word can be written down and read.

#### *Sample Teaching Activity—The Child*

1. Asks people to read stories, signs or notes.
2. Reads several words or a few simple phrases or sentences.
3. Points to words using a left to right progression when "reading" picture books.
4. Picks out and labels specific letters from their name when looking at book titles or program labels.
5. Wants to read stories to others.

#### *Assessment—The Adult*

1. Writes children's explanations or labels on projects, artwork, block constructions, etc.
2. Encourages children to help read the job chart, program rules, and daily schedule.
3. Encourages children's interest and their attempts to copy or write their own name.

#### *Exit Goals Met:*

*State Standards Met: 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.6, 1.1.7*

#### *Materials Needed (S=school owned, T=teacher owned)—Environment Includes:*

- Books and writing tools, from crayons to computers, in each area of play.
- Easily accessible writing center filled with a wide variety of materials (books, children's names, signs, children's artwork and stories, labels, alphabet charts, pencils, markers, etc.)

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Preschool*

#### *Performance Objective*

The students will show an interest in early writing. The students will progress in the identification of letters. The students will recognize and/or write their own name on artwork or possessions.

#### *Vignette - I want the student to learn...*

- to show an interest in early writing.
  - Uses scribbles, shapes or pictures to represent specific thoughts, ideas, stories
- to progress in the identification of letters.
  - Identifies some letters and numbers
  - Uses pretend writing in play as a purposeful activity
- to recognize and/or write own name on artwork or possessions.

#### *Sample Teaching Activity—The Child*

1. Uses magnetic letters or other alphabet materials to form own name.
2. Labels a drawing with several randomly placed, letter-like shapes.
3. Copies letters from signs and labels posted around the room.

#### *Assessment—The Adult*

1. Displays children's names on artwork, cubbies and all personal supplies.
2. Models the use of writing and drawing in everyday activities.
3. Promotes literacy related play activities and respects children's attempts at writing.
4. Provides opportunities for children to express their thoughts and ideas through the developmental stages of scribbles to conventional print.
5. Displays the alphabet at child's eye level.

#### *Exit Goals Met:*

*State Standards Met: 1.1.1, 1.1.2, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.2.1*

#### *Materials Needed (S=school owned, T=teacher owned)—Environment Includes:*

- Writing materials to encourage children's attempts at writing.
- Books and writing tools, from crayons to computers, in each area of play.

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Kindergarten*

#### *Performance Objective*

The students will make predictions based on the title, cover, and illustrations of stories and will also apply the knowledge of the organization of print.

#### *Vignette - I want the student to learn...*

- to identify the front cover, back cover, and title page of the book
- to follow pages sequentially when looking at or reading a book
- to follow words from left to right and top to bottom on a printed page.
- to identify what an author and illustrator do.
- to describe what they think the story might be about.
- to distinguish between letters and words.

#### *Sample Teaching Activity*

1. Read a variety of books—fiction, nonfiction, biographies, informational, poetry, and folk tales
2. Demonstrate proper reading techniques
3. Use a pointer stick or sliding window
4. Class participation—reading chair
5. Dramatization
6. Library video about parts of a book and how to treat it
7. Picture walk prior to reading—predict

#### *Assessment*

Quarterly individual assessments  
Individual participation  
Observation

*Exit Goals Met: 3, 4*

*State Standards Met: 1.1.3, 1.1.4*

*Materials Needed (S=school owned, T=teacher owned)*

Big books- S  
Pointer stick & sliding window- S, T  
Books- S, T  
Author's chair- S or T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Kindergarten*

#### *Performance Objective*

The students will retell in their own words, stories in sequence (beginning, middle, and end) and will identify important story elements.

#### *Vignette - I want the student to learn...*

- to identify main character, setting, and events.
- to distinguish between truth and make believe literature.
- to listen and retell a story.
- to provide in their own words, the meaning of some vocabulary words.
- to identify how literary selections relate to their lives.
- to share information.

#### *Sample Teaching Activity*

1. Thematic Big Book activities
2. Puppet shows
3. Dramatization
4. Center activities such as diorama
5. Flannel boards
6. Story boards and sentence strips with pictures
7. Class books with pictures
8. Enrichment activities from reading series
9. Read and explain own writing with drawings
10. Read favorite books

#### *Assessment*

Quarterly individual assessments  
Group participation  
Observation

*Exit Goals Met: 3, 4*

*State Standards Met: 1.1.4, 1.1.5*

*Materials Needed (S=school owned, T=teacher owned)*

Big books- S	Library selections- S
Puppets- S	Story journals- S
Flannel boards- S	<i>Compass</i> and other computer stories- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Kindergarten

#### *Performance Objective*

The students will demonstrate phonemic awareness of alphabet letters (31 sounds).

#### *Vignette - I want the student to learn...*

- to identify sounds of alphabet letters.
- to demonstrate the use of 31 sounds when looking at alphabet cards.
- to say the initial sound of picture words.
- to separate and blend sounds to read sight words by the end of the kindergarten year.

#### *Sample Teaching Activity*

1. Shared Reading (Big Books)
2. Use a word wall
3. Kinesthetic letter and word tubs
4. Phonemic awareness/phonics games
5. BRAG books (student picture journals)
6. *Compass* and other computer activities
7. Recorded songs
8. Bring an object from home that begins with the sound we are studying
9. Sight word flash cards—drill and practice—use them to make own sentences
10. LiPS activities

#### *Assessment*

Quarterly individual assessments  
Group participation  
Observation

*Compass* results  
Pre & Post LAC assessments (LiPS)  
Reading/phonics workbooks

*Exit Goals Met: 2, 3*

*State Standards Met: 1.1.1, 1.1.2*

#### *Materials Needed (S=school owned, T=teacher owned)*

Word wall- T	Brag books- S	Phonics workbooks- S
Records & tapes- T, S	Letter & word tubs- S	Phonics games- S
Puppets- S	<i>Compass</i> & other computer games- S	
Objects from home- T	LiPS materials (magnetic trays, mouth pics, etc.)- S	

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Kindergarten*

#### *Performance Objective*

The students will listen and be a responsible member of the classroom.

#### *Vignette - I want the student to learn...*

- to follow one and two-step oral directions.
- to attend to speakers, teachers, and classroom discussion.
- to attend to presentations and demonstrations.
- to identify a purpose for listening.
- to ask for clarification when messages don't make sense.

#### *Sample Teaching Activity*

1. Provide purposeful reasons for listening
2. Model appropriate listening
3. Engage in frequent conversations
4. Provide directions with one-and two-step directions
5. Provide opportunities where children are required to listen (speakers, story-time, programs)

#### *Assessment*

Teacher observation

*Exit Goals Met: 2, 3*

*State Standards Met: 1.3.1*

*Materials Needed (S=school owned, T=teacher owned)*

Storybooks- S, T  
Videos & CD's- S, T

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Kindergarten

#### *Performance Objective*

The students will speak in clear, complete, coherent sentences using Standard English.

#### *Vignette - I want the student to learn...*

- to share information and opinions.
- to ask questions.
- to describe people, places, things, location, size, color, shape, and action.
- to recite short poems, rhymes and songs.
- to relate experiences in a logical sequence and tell creative stories.
- to describe or explain new information in their own words.
- to use increasingly complex vocabulary and language structures in their own speech.
- to contribute to classroom discussions.
- to use the conversational skills of taking turns and staying on topic.
- to use appropriate voice level and intonation when speaking or reading aloud.

#### *Sample Teaching Activity*

1. Model appropriate use of Standard English
2. Role playing
3. Teacher read stories
4. Model and discuss questioning
5. Poems, songs, rhymes
6. Use stories and pictures to have student practice describing
7. Individual opportunities to share information in groups and one-to-one

#### *Assessment*

Quarterly individual assessments  
Teacher observation

*Exit Goals Met: 3*

*State Standards Met: 1.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Storybooks- S, T  
Poems, songs, rhymes- S, T  
Pictures- S, T

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Kindergarten

#### *Performance Objective*

The students will recognize and name the lower and upper case alphabet letters.

#### *Vignette - I want the student to learn...*

- to identify 26 lower and upper case letters.
- to recognize alphabet letters at the beginning and ending of words.

#### *Sample Teaching Activity*

1. Use picture cards for each letter
2. Create own alphabet books
3. Make alphabet take-home books
4. Read letter sound books
5. Manipulatives for each letter
6. Oral tapes of stories
7. Puppets
8. Trace letters (example- sand or finger paint)
9. Letter games
10. Bring objects from home for each letter

#### *Assessment*

Quarterly individual assessments	Practice books
Individual participation	
Teacher observation	

*Exit Goals Met: 3*

*State Standards Met: 1.1.2, 1.1.6, 1.1.1*

*Materials Needed (S=school owned, T=teacher owned)*

Student word books- S	Word cards- S	Object tubs- S
Letter sound reading books- S	Puzzles- S	Cut & paste booklets- S
Computer games ( <i>Compass</i> )- S	Basal reading series- S	Tapes/CD's- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Kindergarten

#### *Performance Objective*

The students will write (print) about experiences, stories, people, objects, and events.

#### *Vignette - I want the student to learn...*

- to communicate effectively through composition (writing).
- to use correct spelling of familiar words.
- to print their full names correctly.
- to demonstrate organization and voice in their writing (*Six Traits*).

#### *Sample Teaching Activity*

1. Dictate stories
2. Illustrate stories
3. Student-made books
4. Journals
5. Tracing sheets
6. Writing prompts

#### *Assessment*

Quarterly individual assessments  
Practice pages  
Teacher observation

Journal & story assessment  
*Six Trait Writing* assessment

*Exit Goals Met: 3, 4*

*State Standards Met: 1.1.7, 1.1.5*

*Materials Needed (S=school owned, T=teacher owned)*

Journals- S  
Student made books- S  
Tracing sheets- S

Writing & drawing paper- S  
Workbooks- S  
Reproducibles- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Kindergarten

#### *Performance Objective*

The students will print neatly and correctly.

#### *Vignette - I want the student to learn...*

- to use appropriate starting points and strokes.
- to use left to right, top to bottom progression.
- to use uppercase and lowercase letters with recognizable accuracy and comfort.

#### *Sample Teaching Activity*

1. Handwriting workbooks and worksheets
2. Tracing activities
3. Tactile writing activities (sand, pudding, etc.)
4. Modeling

#### *Assessment*

Quarterly individual assessments  
Practice books and sheets  
Teacher observation

*Exit Goals Met: 3*

*State Standards Met: 1.1.1, 1.1.6*

*Materials Needed (S=school owned, T=teacher owned)*

Workbooks & reproducibles- S  
Tactile products (sand paper, sand, pudding, shaving cream, etc.)- S, T  
Handwriting Without Tears (slates, wood pieces, work mats)- S  
Tactile letters- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### First Grade

#### *Performance Objective*

The students will use phonetic strategies to decode unknown words.

#### *Vignette - I want the student to learn...*

- to recognize initial consonants in words.
- to recognize final consonants in words.
- to identify short and long vowel patterns in words.
- to recognize initial and final blends in words.
- to recognize initial and final digraphs in words.

#### *Sample Teaching Activity*

1. Use letter cards, word cards to form words
2. LIPS Activities
3. Marker board instruction
4. Practice page activity

#### *Assessment*

Teacher observation  
LAC test  
Practice book pages

*Exit Goals Met: 1, 2, 3, 4, 6, 7*

*State Standards Met: 1.1.1, 1.1.2*

*Materials Needed (S=school owned, T=teacher owned)*

Textbooks, teacher guide- S	Marker boards- S
Practice books- S	
Word cards- S, T	

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *First Grade*

#### *Performance Objective*

The students will be able to write about familiar experiences, people, objects, or events by the end of first grade.

#### *Vignette - I want the student to learn...*

- to communicate effectively through writing.
- to correct spelling.
- to correct grammar.
- to use correct capitalization.
- to incorporate the *Six Traits of Writing*.
- to print uppercase and lowercase letters with correct form: starting points and strokes, left to right, top to bottom progression.

#### *Sample Teaching Activity*

1. Practice books: grammar, handwriting, spelling
2. Spelling games
3. Marker boards
4. Manipulative activities
5. LIPS

#### *Assessment*

Skills tests  
Weekly spelling tests  
*Daily Language Review*

*Exit Goals Met: 1, 2, 3, 4, 5, 7*

*State Standards Met: 1.1.6, 1.1.7*

*Materials Needed (S=school owned, T=teacher owned)*

Marker boards- S  
Manipulatives- S  
Practice books and skills- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### First Grade

#### *Performance Objective*

The students will read and comprehend story vocabulary.

#### *Vignette - I want the student to learn...*

- to use prior knowledge to recognize story vocabulary.
- to identify story vocabulary through the use of illustration.
- to define story vocabulary in the context of the story.
- to be able to identify and read high frequency sight words identified in the story.

#### *Sample Teaching Activity*

1. Act out vocabulary words
2. Use transparencies to introduce words
3. Practice book pages
4. Picture dictionaries created by students

#### *Assessment*

Picture dictionary	Skills test
Practice book	
Teacher observation	

*Exit Goals Met: 3, 1, 2, 4*

*State Standards Met: 1.1.1*

*Materials Needed (S=school owned, T=teacher owned)*

Paper- S	Transparencies- S
Crayons- S	Anthologies- S
Practice book- S	

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *First Grade*

#### *Performance Objective*

The students will demonstrate literal.

#### *Vignette - I want the student to learn...*

- to use illustrations to comprehend story events.
- to retell and summarize stories that have been read.
- to identify story settings, story elements including setting, characters, and plot.
- to identify main idea and story details of reading selection.
- to sequence events by separating stories into beginning, middle, and end.

#### *Sample Teaching Activity*

1. Draw story map
2. Retell story by illustrations
3. Practice pages
4. Overhead

#### *Assessment*

Teacher observation  
Practice pages  
Skills test

*Exit Goals Met: 1, 2, 3, 4, 5, 7*

*State Standards Met: 1.1.4, 1.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Practice pages & skills pages- S  
Overhead- S  
Paper, crayons- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *First Grade*

#### *Performance Objective*

The students will demonstrate inferential and interpretive comprehension skills.

#### *Vignette - I want the student to learn...*

- to explain cause/effect in stories.
- to predict story endings after listening to story beginnings.
- to distinguish between reality and fantasy.
- to compare and contrast various aspects and characters of the story.
- to draw valid conclusions after reading/listening to a story.
- to identify main ideas and supporting details of a reading passage.

#### *Sample Teaching Activity*

1. Venn diagram to compare/contrast
2. Practice pages
3. Overhead
4. Class discussion
5. Story mapping

#### *Assessment*

Teacher observations  
Practice pages  
Skills test

*Exit Goals Met: 1, 2, 3, 4, 5, 7*

*State Standards Met: 1.1.4, 1.1.5, 1.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Practice pages, skills pages, and tests- S  
Overhead- S  
Paper, crayons, pencils- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *First Grade*

#### *Performance Objective*

The students will develop knowledge of various study skills when reading and writing.

#### *Vignette - I want the student to learn...*

- how to read and gather information from maps.
- to recognize and use parts of a book—book cover, title page, author, illustrator, table of contents.
- to read charts, lists, and graphs.
- graphic organizers: story maps, word webs, Venn diagrams.
- to read and gather information from diagrams.
- to read news articles—magazines and newspapers

#### *Sample Teaching Activity*

1. Practice books with activities
2. Transparencies
3. Students create charts, diagrams, story maps

#### *Assessment*

Skills pages  
Skills tests

*Exit Goals Met: 1, 2, 3, 4, 5, 6, 7*

*State Standards Met: 1.1.3*

*Materials Needed (S=school owned, T=teacher owned)*

Practice books and skills pages and lists- S  
Transparencies- S  
Paper, crayons, pencils- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Second Grade*

#### *Performance Objective*

The students will identify, describe, and apply the *"Six Traits of Effective Writing"* (ideas, organization, sentence fluency, voice, word choice, and conventions) across a variety of writing formats using legible handwriting.

#### *Vignette - I want the student to learn...*

- Students will brainstorm ideas for various writing forms.
- Students will organize paragraphs with a topic sentence, supporting details, and conclusion.
- Students will write fiction and nonfiction forms.
- Students will apply spelling, grammatical, and punctuation rules to their writing.
- Students will try to begin sentences with various words and use a thesaurus for redundant words.

#### *Sample Teaching Activity*

Students will write in the following forms, both fiction and nonfiction:

- a) ABC Picture dictionary
- b) American portrait biographies
- c) "All About Me" stories
- d) Descriptive paragraph
- e) Friendly letter
- f) Poetry
- g) Add-on story
- h) Fables

#### *Assessment*

Teacher observation  
Rubrics  
Curriculum assessments

*Exit Goals Met: 2, 5, 7*

*State Standards Met: 4.2.1, 4.2.2, 4.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

Textbooks- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Second Grade*

#### *Performance Objective*

The students will be able to identify, describe, and apply the five steps of the writing process (prewriting, drafting, revising, proofreading, and publishing).

#### *Vignette - I want the student to learn...*

- Students will brainstorm topics for various writing formats.
- Students will write a sloppy copy.
- Students will revise and proofread their papers and those of peers.
- Students will publish a final copy of their writing.
- Students will be introduced to proofreader's symbols for capitalization, punctuation, and spelling.

#### *Sample Teaching Activity*

Students will brainstorm topics for their ABC picture dictionaries. Then after choosing the best topic, they will come up with words for at least 15 letters of the alphabet. Next, they will write a sentence for each word and draw a picture to go with it. Then, as a class, we will pass each page around. The students will read the sentence looking for spelling or grammatical errors. Finally, any corrections will be made before binding it and making a cover for the book.

#### *Assessment*

Rubric

*Exit Goals Met: 2, 5, 7*

*State Standards Met: 4.2.1, 4.2.2, 4.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

*Write Away* texts- S  
Paper- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Second Grade*

#### *Performance Objective*

The students will develop writing skills and processes as they use a variety of forms to write for different audiences and purposes.

#### *Vignette - I want the student to learn...*

- Students will write fictional forms including poetry, add-on story, fables, etc.
- Students will write nonfiction forms including, but not limited to, ABC picture dictionary, "All About Me" story, descriptive paragraph, American portrait biography, and/or research paragraph.

#### *Sample Teaching Activity*

During our habitat unit in science, students will research an Arctic animal of their choice on the internet. After researching four questions about the animal, they will write a nonfiction paragraph that has a main idea sentence, at least four supporting details, and a conclusion.

#### *Assessment*

Teacher observation  
Rubric

*Exit Goals Met: 2, 4, 5, 7, 8*

*State Standards Met: 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5*

*Materials Needed (S=school owned, T=teacher owned)*

Textbooks—*Write Away (R-7) McMillan/McGraw Hill*- S  
Computers- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Second Grade

#### *Performance Objective*

The students will be able to identify parts of speech.

#### *Vignette - I want the student to learn...*

- Students will be able to identify and use nouns and pronouns.
- Students will be able to identify and use action verbs.
- Students will be able to identify a linking verb in a simple sentence.
- Students will be able to identify and use adjectives.

#### *Sample Teaching Activity*

Students will be introduced to adjectives with a fun gumball activity. Give each pair of students a few gumballs. Then, give them 2-3 minutes to think of as many words as they can to describe what the gumballs look and feel like. Then, allow them to chew the gumballs and describe how they taste and smell. Write the words on circles and put on the gumball machine bulletin board. This serves as a great reminder for students.

#### *Assessment*

Teacher observation  
Test  
Workbook

*Exit Goals Met: 2, 5, 6, 7*

*State Standards Met: 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5*

*Materials Needed (S=school owned, T=teacher owned)*

Workbooks- S  
Tests- S  
Gumballs- S  
Circles for bulletin board- T, S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Second Grade*

#### *Performance Objective*

The students will be able to identify, describe, and apply knowledge of the structure of the English language and Standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.

#### *Vignette - I want the student to learn...*

- Students will identify and use periods, exclamation points, question marks, and commas (city and state, date and year, series).
- Students will discriminate between fragments and sentences.
- Students will apply knowledge of conventions in *Daily Language Review* or *Daily Oral Language*.
- Students will apply the general spelling patterns when writing.

#### *Sample Teaching Activity*

Students will participate in daily language activities to find errors in conventions and grammar.

#### *Assessment*

Teacher observation  
Daily language workouts  
Curriculum assessments

*Exit Goals Met: 7, 5*

*State Standards Met: 4.2.1, 4.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

Textbooks- S  
Workbooks- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Second Grade*

#### *Performance Objective*

The students will develop their spelling and vocabulary skills.

#### *Vignette - I want the student to learn...*

- Students will apply phonics skills and patterns to spelling new words.
- Students will use "Have-a-go-at-it" sheets to guess possible spelling of words, *MacMillan McGraw Hill*, *Write-Away* program, high frequency words, and spelling dictionary/"have-a-go-at-it" word form from their writing activities folders.
- Students will increase their vocabulary through the word of the day during opening activities and through vocabulary from the reading curriculum.

#### *Sample Teaching Activity*

Students will learn new vocabulary through vocabulary word boxes. Students will draw pictures to show the meanings that match the words. Students will put this in a writing journal.

#### *Assessment*

Spelling tests

*Exit Goals Met: 2, 6, 7, 5*

*State Standards Met: 4.2.1, 4.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

"Have-a-go-at-it" sheets- T  
Journals- S  
Dictionaries- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Second Grade

#### *Performance Objective*

The students will read and comprehend story vocabulary.

#### *Vignette - I want the student to learn...*

- Students will use prior knowledge to recognize story vocabulary.
- Students will identify story vocabulary through the use of illustrations.
- Students will define story vocabulary in context of the story.

#### *Sample Teaching Activity*

1. Draw each vocabulary word in a picture
2. Act out some of the vocabulary words
3. Put vocabulary words in sentences orally
4. Use overhead transparencies to introduce words
5. Practice book pages
6. Retell meanings of vocabulary words to a partner

#### *Assessment*

Picture dictionary pages	Skills test
Teacher observation	
Practice book	

*Exit Goals Met: 3, 4, 6, 7*

*State Standards Met: 4.1.1, 4.1.2*

*Materials Needed (S=school owned, T=teacher owned)*

Paper & pencil- S	Anthology materials- S
Practice book- S	
Transparencies- S	

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Second Grade

#### *Performance Objective*

The students will use phonetic strategies to decode unknown words.

#### *Vignette - I want the student to learn...*

- Students will recognize and identify short and long vowels.
- Students will recognize and identify initial and final digraphs.
- Students will recognize and identify initial, medial, and final blends.
- Students will recognize and identify r-controlled vowels.
- Students will recognize and identify syllable division.
- Students will recognize and identify contractions.
- Students will recognize and identify prefixes and suffixes.

#### *Sample Teaching Activity*

1. Marker board instruction
2. Word family work
3. Worksheets
4. Practice book
5. Poem time

#### *Assessment*

Teacher observation  
Practice book  
Worksheets

Skills test

*Exit Goals Met: 3*

*State Standards Met: 4.1.1, 4.1.2*

*Materials Needed (S=school owned, T=teacher owned)*

Anthology materials- S  
Paper and pencil- S  
Marker boards- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Second Grade*

#### *Performance Objective*

The students will preview stories to predict story events.

#### *Vignette - I want the student to learn...*

- Students will look at the story illustrations to predict the next event or the outcome of the story.
- Students will read with pauses to predict the next event.
- Students will look at the story print (type) to predict the story events.

#### *Sample Teaching Activity*

1. Look at the story illustrations so that the students can orally predict events in the story.
2. The teacher initially reads the story with pauses so that the students can orally express or write their predictions.
3. Look at the story print (type) to predict the story events.

#### *Assessment*

Teacher observation  
Student's writing  
Anthology

*Exit Goals Met: 3, 4, 6*

*State Standards Met: 4.1.3*

*Materials Needed (S=school owned, T=teacher owned)*

Anthology- S  
Paper & pencil- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Second Grade

#### *Performance Objective*

The students will comprehend the stories that they read.

#### *Vignette - I want the student to learn...*

- to use cause and effect to explain stories.
- to use visualizing skills to comprehend.
- to compare and contrast stories that are read.
- to recognize details and facts that are read.
- to generalize and classify stories.

#### *Sample Teaching Activity*

1. Use story mapping to retell the story
2. Use story rings to orally retell the story
3. Retell the story in written form
4. Make Venn-diagrams
5. Use character clusters
6. Practice book

#### *Assessment*

Teacher observation  
Story maps  
Student's writing

Practice book  
Skills test

*Exit Goals Met: 3, 4, 6, 7*

*State Standards Met: 4.1.3, 4.1.7*

*Materials Needed (S=school owned, T=teacher owned)*

Paper & pencil- S  
Practice book- S  
Story rings- S

Anthologies- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Second Grade

#### *Performance Objective*

The students will sequence events by separating them into beginning, middle, and end.

#### *Vignette - I want the student to learn...*

- to list the story's beginning, three middle events, and ending.
- to summarize the story by putting events in order.

#### *Sample Teaching Activity*

1. Students use story mapping to retell the beginning, three middle events, and the ending.
2. Students write story events in order after reading it.
3. Students use story rings to help them retell story events.
4. Practice book

#### *Assessment*

Teacher observation  
Story map  
Student's writing

Practice book  
Skills test

*Exit Goals Met: 3, 5, 7*

*State Standards Met: 4.1.3*

*Materials Needed (S=school owned, T=teacher owned)*

Paper & pencil- S  
Story rings- S  
Practice book- S

Anthologies- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Third Grade

#### *Performance Objective*

The students will use word recognition skills.

#### *Vignette - I want the student to learn...*

- to recognize, read, define, and use vocabulary words.

#### *Sample Teaching Activity*

1. Students are given a word list.
2. Students look up words in glossary or dictionary.
3. Students will write the words in a sentence.
4. Students will select a word from a word box.
5. Students will read their written sentence to the class leaving the word space blank.
6. Class members will orally choose the correct word to fill in the blank.

#### *Assessment*

Teacher and student assessment

*Exit Goals Met:* 2, 3

*State Standards Met:* 4.1.1, 4.1.2, 4.1.3

*Materials Needed (S=school owned, T=teacher owned)*

Word list- T  
Word cards- T  
Dictionaries/glossaries- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Third Grade*

#### *Performance Objective*

The students will apply study skills.

#### *Vignette - I want the student to learn...*

- to read and apply: the skills of using a table of contents and an index.

#### *Sample Teaching Activity*

1. Students will use social studies textbook.
2. The students will be given oral directions to find Unit 1, Chapter 2, Lesson 3.
3. They will stand up and call out the page number on which the lesson is found.
4. The class will turn to the correct page.
5. As the class follows along while reading the lesson, the students will be given a topic to look up in the index.
6. The students will copy the index entry onto an index card.

#### *Assessment*

Teacher assessment

*Exit Goals Met: 2, 3*

*State Standards Met: 4.1.4, 4.1.7, 4.4.1*

*Materials Needed (S=school owned, T=teacher owned)*

Social studies textbooks- S  
Index cards- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Third Grade*

#### *Performance Objective*

The students will develop an appreciation for literature through listening and reading.

#### *Vignette - I want the student to learn...*

- to establish a personal preference for reading material.
- to respond to written and oral literature.
- to differentiate between and accept cultures through literature.

#### *Sample Teaching Activity*

1. Students are assigned a book.
2. Students will read the book in a small group.
3. Students will locate several assigned vocabulary words within the story.
4. Students will discuss several questions about the story.
5. Students will illustrate their favorite part of the story.
6. Students will present and explain their illustration to the class.

#### *Assessment*

Teacher and student discussion

#### *Exit Goals Met: 6*

*State Standards Met: 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.8, 4.2.1, 4.3.1, 4.3.2, 4.4.1*

#### *Materials Needed (S=school owned, T=teacher owned)*

Trade books- S  
Handouts- T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Third Grade*

#### *Performance Objective*

The students will develop listening and speaking skills.

#### *Vignette - I want the student to learn...*

- to listen to short stories.
- to display understanding of what they have heard.
- to develop speaking skills through classroom presentations.

#### *Sample Teaching Activity*

1. Listening activities/comprehension questions
2. Paraphrase the listening activity
3. Show-and-share
4. Reports
5. Storytelling

#### *Assessment*

Tests  
Storytelling  
Reports

*Exit Goals Met: 6*

*State Standards Met: 4.4.1, 4.3.2*

*Materials Needed (S=school owned, T=teacher owned)*

Handouts- T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Third Grade*

#### *Performance Objective*

The students will use phonetic skills.

#### *Vignette - I want the student to learn...*

- to use phonics and word structures to read.
- to identify prefixes, base-words, and suffixes in words.

#### *Sample Teaching Activity*

1. Students will be given a list of words.
2. Students will locate the base word in each word on the handout.
3. Students will categorize each word under corresponding prefix or suffix heading.
4. Students will write a sentence selecting one word from each prefix/suffix category.

#### *Assessment*

Teacher assessment

*Exit Goals Met: 3*

*State Standards Met: 4.1.1, 4.1.2*

*Materials Needed (S=school owned, T=teacher owned)*

Handouts- T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Third Grade*

#### *Performance Objective*

The students will demonstrate comprehension skills.

#### *Vignette - I want the student to learn...*

- to identify purpose for reading, recall prior knowledge, and preview illustrations and heading to make predictions.
- to answer literal, inferential/interpretive, and critical questions.

#### *Sample Teaching Activity*

1. Students will use story from reading textbook.
2. Students will preview illustrations and new vocabulary words.
3. Students will be given two comprehension questions prior to listening to the story on CD.
4. Following hearing the story, the class will discuss the comprehension questions.
5. Students will be given a handout of comprehension questions to answer in writing.

#### *Assessment*

Peer assessment  
Teacher-student assessment

*Exit Goals Met: 1, 2, 3, 4*

*State Standards Met: 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.6, 4.1.7, 4.3.1*

*Materials Needed (S=school owned, T=teacher owned)*

Textbooks- S  
Handouts- T  
CD- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Third Grade*

#### *Performance Objective*

The students will demonstrate sentence structure/conventions skills in writing.

#### *Vignette - I want the student to learn...*

- to identify and use correct capitalization, punctuation, and spelling.
- to identify and use the parts of speech correctly.

#### *Sample Teaching Activity*

1. Students will be given five vocabulary words from the weekly reading story.
2. Students will use each vocabulary word correctly in a written sentence.
3. Students will use correct conventions in their sentences.
4. Students will make any necessary corrections on their sentences.

#### *Assessment*

Teacher assessment

*Exit Goals Met: 5, 7*

*State Standards Met: 4.2.1, 4.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

Handout- T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Third Grade*

#### *Performance Objective*

The students will write a paragraph.

#### *Vignette - I want the student to learn...*

- to identify and use correct conventions in writing.
- to use the parts of speech correctly.
- to use a variety of strategies to generate ideas.
- to write a paragraph on a topic.
- to revise to improve organization, content, word choice, voice, and sentence fluency.
- to use established criteria to evaluate their own writing.

#### *Sample Teaching Activity*

1. Students will choose a special person about whom to write.
2. Students will create a web to generate ideas.
3. Students will formulate their ideas into sentences.
4. Students will organize their sentences into paragraph form.
5. Students will present their paragraphs to the class.
6. Students will make an illustration in card form.
7. Students will deliver their paragraphs and cards to their special person.

#### *Assessment*

Teacher and student discussion  
Teacher assessment

*Exit Goals Met: 5, 6, 7*

*State Standards Met: 4.2.1, 4.2.2, 4.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

Art supplies- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Third Grade*

#### *Performance Objective*

The students will use correct grammar when speaking and writing.

#### *Vignette - I want the student to learn...*

- to identify and use the parts of speech correctly when speaking and writing.
- to use a variety of strategies to generate ideas.
- to write a paragraph on a topic.
- to revise to improve organization, content, word choice, voice, and sentence fluency.
- to use established criteria to evaluate their own writing.

#### *Sample Teaching Activity*

1. Students will select an animal on which to report as part of our animal unit in science.
2. Students will create a web to generate ideas.
3. Students will formulate their ideas into sentences.
4. Students will organize the sentences into paragraph form.
5. Students will present their reports to the class.

#### *Assessment*

Teacher and student discussion  
Teacher assessment

*Exit Goals Met: 5, 6, 7*

*State Standards Met: 4.3.2, 4.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Resource materials- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Third Grade*

#### *Performance Objective*

The students will develop an understanding of different genre.

#### *Vignette - I want the student to learn...*

- to distinguish among common forms of literature.
- to identify characteristics of different genre.

#### *Sample Teaching Activity*

1. Students will view a video of a fable.
2. Students will discuss the animal characters and the moral of the fable.
3. Students will listen to a fable read by the teacher.
4. Students will discuss the animal characters and the moral of the fable.
5. Students will independently read a fable and identify the animal characters and the moral of the fable.

#### *Assessment*

Teacher and student discussion

*Exit Goals Met: 1*

*State Standards Met: 4.1.5*

*Materials Needed (S=school owned, T=teacher owned)*

Video- S  
Book of fables- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fourth Grade*

#### *Performance Objective*

The students will use word recognition skills.

#### *Vignette - I want the student to learn...*

- to recognize, read, use and define multiple meaning words.

#### *Sample Teaching Activity*

1. Students are assigned a partner or small group.
2. Each group draws a multiple meaning card from the cards provided.
3. Each group is given approximately 5 minutes to think and list as many meanings for their word as they can.
4. Students should look up their assigned word in the dictionary and continue to add definitions to their list, if time permits.
5. When time is up, each group shares their definitions with the class.
6. Class members add any definitions (they can think of) that were not given.
7. Students sketch possible pictures to go with their definitions of their word.
8. Students make up sentences to go with each picture.

#### *Assessment*

Teacher and student discussion

*Exit Goals Met: 2, 3*

*State Standards Met: 4.1.1, 4.1.2, 4.1.3, 4.1.4*

*Materials Needed (S=school owned, T=teacher owned)*

Word cards- T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fourth Grade*

#### *Performance Objective*

The students will apply study skills.

#### *Vignette - I want the student to learn...*

- to read and interpret: maps, graphs, diagrams, charts, timelines, classification, and categories.

#### *Sample Teaching Activity*

1. Students will be given a map of Holdrege.
2. They will use it to answer questions on: map key or legend, directions, scale of miles, and coordinates.

#### *Assessment*

Teacher and student discussion  
Worksheet

*Exit Goals Met: 2, 3*

*State Standards Met: 4.1.4*

*Materials Needed (S=school owned, T=teacher owned)*

Holdrege map- T  
Worksheet & answer key- T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fourth Grade*

#### *Performance Objective*

The students will recognize literary forms and elements.

#### *Vignette - I want the student to learn...*

- to recognize figurative language (simile, metaphor, and idiom).

#### *Sample Teaching Activity*

1. Discuss idiom strategies
2. Invite students to find idioms in conversation and favorite books to share with the class.
3. Practice by having student's journal their understanding of an idiom.
4. Draw the literal meaning of their understanding of an idiom and write a caption that includes the idiom.
5. Students share with the class.

#### *Assessment*

Teacher and student discussion

*Exit Goals Met: 3, 4*

*State Standards Met: 4.1.1, 4.1.2, 4.1.3*

*Materials Needed (S=school owned, T=teacher owned)*

Handout- T  
English book (handbook section p. 442)- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Fourth Grade

#### *Performance Objective*

The students will comprehend what is read.

#### *Vignette - I want the student to learn...*

- to compare and contrast.

#### *Sample Teaching Activity*

1. The teacher will orally read the story Owl Moon to the class.
2. Students will use the owl fact sheet and the encyclopedia to fill in a compare and contrast chart on the great horned owl and the elf owl.

#### *Assessment*

Teacher and student discussion

*Exit Goals Met: 2, 3, 4*

*State Standards Met: 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.7, 4.1.8*

*Materials Needed (S=school owned, T=teacher owned)*

Compare and contrast chart- T  
Owl fact sheet- T  
Owl Moon by Jane Yolen- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fourth Grade*

#### *Performance Objective*

The students will develop an appreciation of literature.

#### *Vignette - I want the student to learn...*

- to establish a personal preference for reading material.
- to respond to written and oral literature on a personal level.
- to differentiate between and accept cultures through literature.

#### *Sample Teaching Activity*

1. A scheduled silent reading time is provided.
2. Students are allowed to read with partners or in small groups.
3. Students read and discuss with the teacher their books on a regular basis (character, vocabulary, etc.).
4. Students write a short summary of their book.
5. They also make a visual such as a diorama to share with the class.
6. Students read their summaries and present their visual to the class.
7. The class discusses the book, summary, and visual.

#### *Assessment*

Teacher and student discussion  
Teacher and student graded presentations using the STARS rubric

*Exit Goals Met: 1, 2, 3, 4*

*State Standards Met: 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.8, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.4.1*

*Materials Needed (S=school owned, T=teacher owned)*

Trade books- S  
Handouts and visuals- T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fourth Grade*

#### *Performance Objective*

The students will write a report from an outline with legible penmanship and correct conventions using nonfiction literature. Students will present their reports orally.

#### *Vignette - I want the student to learn...*

- to read nonfiction material.
- to take notes on a web.
- to transfer notes to an outline form.
- to write a report.
- to use check off sheet to self assess work.

#### *Sample Teaching Activity*

1. Students read and take notes using webs and outlines.
2. Students write a report from their outline on a desert animal as part of the social studies unit on the Southwest Region.

#### *Assessment*

Self assess  
Teacher and peer assess  
State test

*Exit Goals Met: 2, 6*

*State Standards Met: 4.3.2, 4.3.1, 4.2.5, 4.2.2, 4.1.3*

*Materials Needed (S=school owned, T=teacher owned)*

Outline forms- T  
Report check off sheets- T

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Fourth Grade

#### *Performance Objective*

The students will write a narrative with legible penmanship and correct conventions.

#### *Vignette - I want the student to learn...*

- to organize a narrative story showing a beginning, middle, and end.
- to use the *Six Traits of Writing*.

#### *Sample Teaching Activity*

1. Students are given a writing prompt that reflects a story they've read (either from their reading book or a trade book).
2. Students write a narrative following the format of the state writing test.

#### *Assessment*

Self assess  
Peer assess  
Teacher ass

State writing test

*Exit Goals Met: 5*

*State Standards Met: 4.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

Story from basal (*Mc Graw*) or trade books- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fourth Grade*

#### *Performance Objective*

The students will listen to a passage and take notes from a variety of forms of literature.

#### *Vignette - I want the student to learn...*

- to listen to a video for information.
- to listen to classmates for information.
- to listen to the teacher for information.
- to take notes on a note taking sheet.
- to answer questions from notes.

#### *Sample Teaching Activity*

1. Students view and listen to a video on Native American tribes from each region of the United States, and take notes.

#### *Assessment*

Stars test

*Exit Goals Met: 2*

*State Standards Met: 4.4.1*

*Materials Needed (S=school owned, T=teacher owned)*

ESU video- S  
Note taking sheet- T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fourth Grade*

#### *Performance Objective*

The students will be able to identify parts of speech.

#### *Vignette - I want the student to learn...*

- to identify and use action verbs, helping verbs, and linking verbs.
- to identify and use nouns and pronouns.
- to identify and use adjectives and adverbs.

#### *Sample Teaching Activity*

1. Students will be introduced to using strong verbs by filling in a story with at least three verbs each time a verb is needed.
2. Then, students select their best verb out of each set of three.
3. Next, students share their best story.

#### *Assessment*

Teacher and peer observation and discussion

*Exit Goals Met: 5*

*State Standards Met: 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5*

*Materials Needed (S=school owned, T=teacher owned)*

Form of a story with the verbs missing and blanks for the students to fill in- T  
Textbook- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Fifth Grade

#### *Performance Objective*

The students will label and identify the structure of a story.

#### *Vignette - I want the student to learn...*

- to identify the traits of story characters.
- to discriminate between metaphors and similes.
- to identify personification in text.
- to identify story elements (e.g. foreshadowing, plot, climax, conclusion, etc.).
- to differentiate between fiction and non-fiction.
- to explain idioms exaggeration.

#### *Sample Teaching Activity*

1. Fill out character-trait chart or web
2. Story map
3. Worksheets
4. Videos
5. *Compass Learning* activities

#### *Assessment*

Quiz  
Mid-Level check point  
End of level tests

*Compass Learning* post test

*Exit Goals Met: 3*

*State Standards Met: 8.1.4*

*Materials Needed (S=school owned, T=teacher owned)*

Student reading textbooks- S  
Basal reader resource kit- S  
*Compass Learning* computer program- S

Resource materials- T

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Fifth Grade

#### Performance Objective

The students will identify and implement specific words correctly in text.

#### Vignette - I want the student to learn...

- to use suffixes and prefixes correctly.
- to identify root words.
- to label synonyms, antonyms, and complete analogies.
- to use context clues to identify meanings.
- to classify words.

#### Sample Teaching Activity

1. Matching/fill-in-the-blank worksheets
2. Look up words in the glossary and write the definitions
3. Use words in sentences of their own
4. Games
5. Crossword puzzles
6. Listening activities
7. Vocabulary charts and overheads
8. *Compass Learning* paths

#### Assessment

Quizzes  
Mid-Level checkpoint  
End of level test

*Compass Learning* tests  
Write sentences  
Mid-level vocabulary review

*Exit Goals Met: 3*

*State Standards Met: 8.1.1, 8.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

Student reading textbooks- S  
Basal reader resource kit- S  
*Compass Learning* computer program- S

Resource material- T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fifth Grade*

#### *Performance Objective*

The students will compare and contrast different types of genres.

#### *Vignette - I want the student to learn...*

- to read and study: plays, myths and legends, folktales and tall tales, biographies and autobiographies, science fiction, fantasies, poetry and novels.
- to analyze how a selection can reflect period, ideas, customs, and outlooks of a people living in a particular time in history.

#### *Sample Teaching Activity*

1. Lists exaggerations on a chart
2. Writes tall tales, poems
3. Group activities
4. Videos
5. Oral literature
6. Readers' Theater technique activities (oral reading of plays)
7. Compare and contrast books and stories with videos

#### *Assessment*

Teacher made test	Teacher observation
Book report	
Accelerated Reader Tests	

*Exit Goals Met: 1, 3*

*State Standards Met: 8.1.3, 8.1.7*

*Materials Needed (S=school owned, T=teacher owned)*

Student reading textbooks- S  
Basal reader resource kit- S  
Selected novels to be read to the class- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Fifth Grade

#### Performance Objective

The students will locate information using resource skills from a variety of sources.

#### Vignette - I want the student to learn...

- to find and use specific information from: maps, charts, graphs, diagrams, dictionaries, encyclopedias, timelines, newspapers, glossaries, CD Roms, Internet, periodicals, almanacs, and indexes.
- to use parts of a book to find information.
- to use information to produce a report or develop a product.
- to use an electronic catalog.

#### Sample Teaching Activity

1. Worksheets
2. Use library resources and technology
3. *Compass Learning* paths

#### Assessment

Teacher observation  
Mid-Level check point  
End of level tests

*Compass Learning* post test  
Textbook resources

*Exit Goals Met: 2, 3*

*State Standards Met: 8.1.1, 8.1.2, 8.1.5*

*Materials Needed (S=school owned, T=teacher owned)*

Student reading textbooks- S  
Basal reader resource kit- S  
*Compass Learning* computer program- S

Reference books- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Fifth Grade

#### *Performance Objective*

The students will select books for independent reading and will be evaluated.

#### *Vignette - I want the student to learn...*

- to critique books that they have selected.
- to use the Accelerated Reader to check for comprehension.
- to summarize what the book is about with classmates.
- to appreciate reading as a leisure activity.

#### *Sample Teaching Activity*

1. Book reports and projects
2. Oral presentations
3. Group sharing
4. Videos
5. Teacher reads aloud to class

#### *Assessment*

Accelerated Reader tests  
Teacher observation  
Rubrics

*Exit Goals Met: 4*

*State Standards Met:*

*Materials Needed (S=school owned, T=teacher owned)*

Library books- S	Videos- T
Student owned books	Accelerated reader- S
Teacher resource books- T	

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Fifth Grade

#### Performance Objective

The students will identify specific elements in a reading selection.

#### Vignette - I want the student to learn...

- to read and identify details/facts.
- to interpret correct sequence.
- to differentiate between main idea and supporting details.
- to predict outcomes/draw conclusions while reading.
- to identify fact/opinion in text.
- to label cause and effect.
- to identify the author's purpose and point-of-view.
- to make inferences.
- to develop a summary.

#### Sample Teaching Activity

1. Story mapping
2. Questions at end of story
3. Worksheets
4. Discussion
5. *Compass Learning* activities

#### Assessment

Accelerated Reader tests  
End-of-level tests  
Mid-level checkpoint

Discussion questions  
*Compass Learning* tests

*Exit Goals Met: 3*

*State Standards Met: 8.1.1, 8.1.7*

*Materials Needed (S=school owned, T=teacher owned)*

Student reading textbook- S  
Basal reader resource kit- S  
*Compass Learning* program- S

Accelerated Reader program- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fifth Grade*

#### *Performance Objective*

The students will understand and use correct sentence structure in the writing process.

#### *Vignette - I want the student to learn...*

- to use correct letter formation in penmanship.
- to capitalize sentences correctly.
- to punctuate sentences correctly.
- to combine sentences into compound sentences.
- to use correct subject/verb agreement.
- to use proofreading and editing skills.

#### *Sample Teaching Activity*

I dictate sentences to students and they write on their paper using correct handwriting, spelling, and punctuation. I may have them circle all the nouns in the sentences. Of course the students proofread and edit their sentences before turning them in.

#### *Assessment*

Teacher-made test  
Teacher observation  
Textbook resources

*Exit Goals Met: 7*

*State Standards Met: 8.2.1, 8.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

Textbook- S  
Teacher resource books- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fifth Grade*

#### *Performance Objective*

The students will be able to identify nouns, verbs, adjectives, pronouns, conjunctions, and adverbs, subject, predicate and compound subjects and predicates in sentences.

#### *Vignette - I want the student to learn...*

- to locate each part of speech in sentences.
- to write sentences of their own using each part of speech correctly.

#### *Sample Teaching Activity*

I have the students write their own sentences using different parts of speech. I then combine the student sentences and put them on a transparency and together as a class we locate and label the parts of speech.

#### *Assessment*

Teacher-made tests  
Worksheets  
Textbook resources

Teacher observation

*Exit Goals Met: 7*

*State Standards Met: 8.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Textbook- S  
Teacher resource books- S  
Worksheets- S, T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fifth Grade*

#### *Performance Objective*

The students will use correct spelling in all written work.

#### *Vignette - I want the student to learn...*

- to understand the importance of correct spelling in writing.
- to use the dictionary to check the spelling of words they don't know how to spell.
- to take pride in their spelling ability (Spelling Bee).
- spelling rules and exceptions.
- to understand the relationship between letters and sounds.

#### *Sample Teaching Activity*

When we take the weekly spelling test, I have the students write the spelling word in a sentence they make up. The sentence must be a complete thought, with capital letters, ending punctuation, and the spelling word must be used correctly in the sentence. This checks their understanding of the word as well as how they spell it; this method also helps them practice sentence structure.

#### *Assessment*

Weekly tests  
Worksheets

*Exit Goals Met: 2*

*State Standards Met: 8.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Teacher resources- S  
Worksheets- T, S  
Reading series: supplemental materials- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fifth Grade*

#### *Performance Objective*

The students will be able to complete a writing assignment that emphasizes one of the “*Six Traits of Writing*”.

#### *Vignette - I want the student to learn...*

- to know and understand what each of the “*Six Traits of Writing*” are.
- to be able to apply the grading rubric on sample writing papers.
- to write a one-page assignment using the specific trait we are studying using correct sentence structure, grammar, spelling, and penmanship.
- to share aloud the writing assignment with the class.

#### *Sample Teaching Activity*

I use samples of each writing trait and allow the students to “grade” (using the rubric) each sample according to their understanding of the trait we are studying. They give reasons for their “grade” and this helps me to check their understanding of that trait.

#### *Assessment*

Teacher observation  
Rubric

*Exit Goals Met: 5, 7, 2, 1*

*State Standards Met: 8.2.2, 8.2.1, 8.2.4, 8.2.3, 8.2.5*

*Materials Needed (S=school owned, T=teacher owned)*

*Six Trait Writing* teacher resource books and packets- S  
*Six Trait Writing* charts- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Fifth Grade*

#### *Performance Objective*

The students will become competent in oral communication.

#### *Vignette - I want the student to learn...*

- to focus on the teacher/speaker.
- to follow directions given by teacher/speaker.
- to understand that listening is a skill.
- to take notes and answer questions while listening.
- to organize note-cards for an oral presentation.
- to read or give an oral presentation to the class.

#### *Sample Teaching Activity*

I have my students read the level book to go along with a story in reading, provide them with discussion questions, and then allow them to get with their group to discuss the story and questions.

#### *Assessment*

Discussion questions  
Teacher observation  
Rubrics

*Exit Goals Met: 6, 7*

*State Standards Met: 8.3.1, 8.3.2, 8.4.1*

*Materials Needed (S=school owned, T=teacher owned)*

Student reading textbook- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Sixth Grade

#### *Performance Objective*

The students will label and identify the structure of a story.

#### *Vignette - I want the student to learn...*

- to differentiate between fiction and non-fiction.
- to identify story elements (e.g. foreshadowing, plot, climax, and conclusion).
- to identify personification in text.
- to discriminate between metaphors and similes.
- to identify the traits of story characters.

#### *Sample Teaching Activity*

1. Videos
2. Worksheets
3. Webbing
4. Charting
5. Illustrate
6. Follow character traits through a book
7. *Compass Learning*

#### *Assessment*

Quizzes

End of book test

Projects

*Compass Learning* post tests

*Exit Goals Met: 3*

*State Standards Met: 8.1.4*

*Materials Needed (S=school owned, T=teacher owned)*

Basal reader resource kit- S  
Student reading textbook- S  
Challenge reading books- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Sixth Grade

#### *Performance Objective*

The students will implement specific words correctly in texts.

#### *Vignette - I want the student to learn...*

- to label synonyms, antonyms, and complete analogies.
- to use context clues to identify meanings.
- to use suffixes and prefixes correctly.
- to identify the root word.
- to classify words.

#### *Sample Teaching Activity*

1. Matching and fill-in-the-blank worksheets
2. Work of the week
3. Complete and create crossword puzzles
4. Vocabulary charts/overheads
5. Skills sheets- Analogies
6. *Compass* "Learning Paths"

#### *Assessment*

Quizzes *Compass Learning* post tests  
Unit test  
Write their own sentences using specific vocabulary words

*Exit Goals Met: 3*

*State Standards Met: 8.1.1, 8.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

Basal reader resource kit- S  
Student reading textbook- S  
Overhead projector- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Sixth Grade

#### Performance Objective

The students will compare and contrast different types of genres.

#### Vignette - I want the student to learn...

- to read and study: poetry, novels, fantasy, science fiction, biography, autobiography, folk tales, tall tales, myths, legends, and plays.
- to analyze how a selection can reflect period, ideas, customs, and outlooks of a people living in a particular time in history.

#### Sample Teaching Activity

1. Videos
2. Write poems
3. Oral reading of plays
4. Movies "Sounder" and "Helen Keller"—compare and contrast books or stories with movies.
5. Memorize a student selected poem, and recite it with props.
6. Research people and historical events from a given time period.
7. Respond to ideas of a historical time before and after reading a book.
8. SRA individualized for comprehension.

#### Assessment

Book reports	SRA self-checking	Worksheets
Teacher observation	Book tests	
End-of-year-writing a book using one of the genres studied		

*Exit Goals Met: 1, 3*

*State Standards Met: 8.1.3, 8.1.7*

*Materials Needed (S=school owned, T=teacher owned)*

Basal reader resource kit- S	Student reading textbook- S
Movies- "Sounder", "Helen Keller"- S	
Video "Stories and Poems of Long Ago"—PBS series- T	

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Sixth Grade

#### Performance Objective

The students will locate information using resource skills from a variety of sources.

#### Vignette - I want the student to learn...

- to use the parts of a book to find information.
- to find specific information from: charts, maps, graphs, dictionaries, CD ROM, encyclopedias, timelines, newspapers, and glossaries.
- to use reference materials such as periodicals, almanacs, indexes, encyclopedias.
- to use the electronic catalog.

#### Sample Teaching Activity

1. Student workbooks
2. Worksheets
3. Classroom resources
4. Library resources
5. "GEO Adventures" to read maps
6. "Question of the Day" relating to use of resources
7. Compass Learning "paths"
8. Create own map

#### Assessment

Textbook resources	Compass Learning post-test
Teacher observation	Unit test
Rubric assessment for maps	Compass Learning progress report

Exit Goals Met: 2, 3

State Standards Met: 8.1.1, 8.1.2, 8.1.5

Materials Needed (S=school owned, T=teacher owned)

Textbooks- S	Dictionaries- S
Atlas- S	Maps- S, T
Workbooks- S	

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Sixth Grade

#### *Performance Objective*

The students will select books for independent reading and will be evaluated.

#### *Vignette - I want the student to learn...*

- to critique books they have selected and read.
- to use the *Accelerated Reader* to check comprehension.
- to summarize what the book was about with classmates.
- to appreciate reading as a leisure activity.

#### *Sample Teaching Activity*

1. Videos—" *Storybound*" S.T.S. series
2. Book-It
3. Teacher reads to class
4. Group sharing
5. Oral presentations
6. Book reports/Bloom's taxonomy report forms
7. Book report projects- (posters, book jackets, dioramas, puppets) to share books

#### *Assessment*

*Accelerated Reader* tests  
Teacher observation  
Rubrics

*Exit Goals Met: 4*

*State Standards Met:*

*Materials Needed (S=school owned, T=teacher owned)*

Library books- S  
Student-owned books- S  
Teacher resource books- T  
Video series—" *Storybound*" - T

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Sixth Grade

#### Performance Objective

The students will identify specific elements in a reading selection.

#### Vignette - I want the student to learn...

- to predict outcomes/draw conclusions while reading.
- to differentiate between main ideas and supporting details.
- to read and identify details/facts.
- to label cause and effect.
- to interpret correct sequence.
- to categorize lists of words into groups.
- to identify fact or opinion text.
- to interpret correct sequence.
- word referents.
- the author's purpose and point of view.

#### Sample Teaching Activity

1. Story maps
2. Videos
3. Questions at the end of the story/book
4. Skills sheets
5. Use "3 Little Pigs"—wolf's point of view
6. Discussion
7. *Compass Learning*

#### Assessment

Quizzes	<i>Compass Learning</i> post tests
End-of-level tests	<i>Accelerated Reader</i> tests
Written discussion questions	Teacher observation

*Exit Goals Met: 3*

*State Standards Met: 8.1.1, 8.1.7*

*Materials Needed (S=school owned, T=teacher owned)*

Basal reader resource kit- S  
Student reading textbook- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Sixth Grade

#### *Performance Objective*

The students will become competent in oral communication.

#### *Vignette - I want the student to learn...*

- to focus on the speaker.
- to follow directions after listening to speaker.
- to understand that listening is a skill.
- to take notes while listening.
- to organize note cards for an oral presentation.
- to give an oral presentation to the class.

#### *Sample Teaching Activity*

The students look at a painting and orally answer such questions as:

1. What is going on in the picture?
2. Why do you think the artist used the colors he/she did?
3. How does the painting make you feel?

#### *Assessment*

Teacher observation  
Rubric

*Exit Goals Met: 6, 7*

*State Standards Met: 8.3.1, 8.3.2, 8.4.1*

*Materials Needed (S=school owned, T=teacher owned)*

Reading textbook- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Sixth Grade

#### *Performance Objective*

The students will understand and use correct sentence structure in the writing process.

#### *Vignette - I want the student to learn...*

- to use correct letter formation in penmanship.
- to capitalize sentences correctly.
- to use commas in sentences correctly.
- to identify subjects and predicates in sentences.
- to proofread and edit sentences.

#### *Sample Teaching Activity*

The students look at a picture that I put on the board, and they write a story about the picture. The story is proofread and edited, and then they may share their story with the class before they hand it in.

#### *Assessment*

Rubric  
Worksheets  
Teacher observation

*Exit Goals Met: 7*

*State Standards Met: 8.2.3, 8.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Picture- S  
Textbook- S  
Teacher resource book- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Sixth Grade*

#### *Performance Objective*

The students will be able to identify: nouns, verbs, pronouns, adjectives, adverbs, prepositional phrases, and conjunctions in sentences.

#### *Vignette - I want the student to learn...*

- to pick out words in sentences as to their part of speech.
- how, when given a sentence, to label the words in the sentence with their part of speech.
- to write sentences with a certain number of nouns, verbs, adjectives, etc., in them.

#### *Sample Teaching Activity*

The students are given sentences that have the words scrambled. They unscramble the words to make a sentence, and then label each word with its part of speech.

#### *Assessment*

Quizzes  
Worksheets

*Exit Goals Met: 7*

*State Standards Met: 8.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Textbook- S  
Worksheets- S  
Teacher resource book- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Sixth Grade*

#### *Performance Objective*

The students will be able to complete a writing assignment emphasizing one of the "Six Traits of Writing".

#### *Vignette - I want the student to learn...*

- to write poems using correct sentence structure, spelling, grammar, and penmanship.
- to write a paragraph using correct sentence structure, spelling, grammar, and penmanship.
- to write a short story using correct sentence structure, spelling, grammar, and penmanship.

#### *Sample Teaching Activity*

The students are given the assignment to write a story, "The Best Time I've Ever Had". The story is proofread and edited, then shared with the class. At the end of the year, I pass the papers back to the students and we talk about them to see if they are still true.

#### *Assessment*

Rubric  
Teacher observation

*Exit Goals Met: 5, 7, 2, 1*

*State Standards Met: 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5*

*Materials Needed (S=school owned, T=teacher owned)*

*Six Traits of Writing* charts- S  
*Six Traits of Writing* teacher's resource book- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Sixth Grade*

#### *Performance Objective*

The students will use correct spelling in all written work.

#### *Vignette - I want the student to learn...*

- to understand the importance of spelling when they write.
- to become proficient in using a dictionary.
- to learn spelling rules and exceptions.
- to understand the relationships between letters and sounds.

#### *Sample Teaching Activity*

Students get into groups of three or four. I give the group five cards with misspelled words on them. Each group spells the words correctly. When the students are finished with the cards, they are then exchanged with the cards from another group. The goal is to be in the group which has the most correctly spelled words.

#### *Assessment*

Tests  
Worksheets  
Editing sentences

*Exit Goals Met: 2*

*State Standards Met: 8.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Worksheets- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Seventh Grade*

#### *Performance Objective*

The students will identify the components of black history.

#### *Vignette - I want the student to learn...*

- to use worksheets and short stories to find the following components in black history:
  - People
  - Events
  - Places

#### *Sample Teaching Activity*

1. Worksheets concerning famous people (example—Martin Luther King, Jr.)
2. Short stories concerning places in black history
3. Video concerning events (example—Brown vs. Board of Education)
4. Biography of famous people (oral reports)

#### *Assessment*

Questions from worksheets  
Quizzes over videos

*Exit Goals Met: 2*

*State Standards Met: 8.1.1, 8.1.7, 8.1.6, 8.3.1, 8.3.2*

*Materials Needed (S=school owned, T=teacher owned)*

Worksheets- S  
Videos- S  
Books- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Seventh Grade

#### *Performance Objective*

The students will identify examples about vengeance and forgiveness between blacks and whites in the novel, Words By Heart.

#### *Vignette - I want the student to learn...*

- to identify:
  - Who the characters are...
  - What the events are...
  - Where the locations are...
  - When the story happens...
  - Why what happens does happen in the book, Words By Heart.

#### *Sample Teaching Activity*

1. Novel, Words By Heart
2. Worksheets
3. Video of, Words By Heart

#### *Assessment*

Objective tests  
Quizzes

*Exit Goals Met: 1, 2*

*State Standards Met: 8.1.1, 8.1.6, 8.1.7*

*Materials Needed (S=school owned, T=teacher owned)*

Novel- S  
Worksheets- T  
Video- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Seventh Grade

#### *Performance Objective*

The students will use vocabulary from a text.

#### *Vignette - I want the student to learn...*

- to define new words.
- to use new words in a sentence.

#### *Sample Teaching Activity*

1. Use dictionaries to define words.
2. Work with a partner to write sentences.

#### *Assessment*

Objective test after Words By Heart is completed  
Quizzes over vocabulary words

*Exit Goals Met: 1*

*State Standards Met: 8.1.1, 8.1.2, 8.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

Worksheets- S  
Dictionaries- S  
Novel, Words By Heart- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Seventh Grade*

#### *Performance Objective*

The students will select, read, and test over independent reading material.

#### *Vignette - I want the student to learn...*

- to determine reading level from STARS test results and achievement tests.
- to take computer tests over each *Accelerated Reader* book.

#### *Sample Teaching Activity*

1. Reading level determines the number of points needed for the quarter.
2. Students choose *Accelerated Reader* books.
3. They will read the books and take computer tests.

#### *Assessment*

Computer *Accelerated Reader* tests

*Exit Goals Met: 1, 4*

*State Standards Met:*

*Materials Needed (S=school owned, T=teacher owned)*

Computer tests- S  
Books- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Seventh Grade*

#### *Performance Objective*

The students will know, understand, and apply the parts of speech.

#### *Vignette - I want the student to learn...*

- Students will learn and use:
  - Nouns
  - Verbs
  - Adjectives
  - Adverbs
  - Prepositions and phrases
  - Complements

#### *Sample Teaching Activity*

1. Book-generated activities
2. Written sentences
3. Descriptive paragraphs
4. Newspaper articles to locate parts of speech

#### *Assessment*

Written exercises  
Quizzes  
Tests

*Exit Goals Met: 7*

*State Standards Met: 8.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Textbook- S  
Supplemental materials- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Seventh Grade*

#### *Performance Objective*

The students will know, understand, and apply English mechanics and spelling.

#### *Vignette - I want the student to learn...*

- Students will learn and use:
  - Correct capitalization
  - Punctuation—periods, commas, questions marks, exclamation marks, quotation marks, hyphens, dashes
  - Spelling words

#### *Sample Teaching Activity*

1. Weekly spelling sentences
2. Spelling tests weekly
3. Mechanics notebook containing rules about mechanics and examples which each student compiles

#### *Assessment*

Notebook (mechanics)  
Test  
Exercises

*Exit Goals Met: 7*

*State Standards Met: 8.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Textbook- S  
Supplemental materials- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Seventh Grade*

#### *Performance Objective*

The students will learn both elements of communication—speaking and listening.

#### *Vignette - I want the student to learn...*

- to contribute knowledge relevant to the topic discussed.
- to ask pertinent questions.
- to listen to take notes and process information.
- to learn and use rules for group discussions.
- to use leadership and participant roles for group discussions.
- to learn to speak clearly and loudly enough to be heard.

#### *Sample Teaching Activity*

1. Group discussions on literature read in class
2. Each class member takes a turn at being the leader and the participant
3. Use roles: vocabulary person, discussion director, passage reader, summarizer

#### *Assessment*

Role sheets—each person fills out a sheet for the role they have  
Rubrics

*Exit Goals Met: 6*

*State Standards Met: 8.3.1, 8.4.1*

*Materials Needed (S=school owned, T=teacher owned)*

Resource textbooks- S  
Internet information- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Seventh Grade

#### *Performance Objective*

The students will read to know and understand a variety of literary genres.

#### *Vignette - I want the student to learn...*

- to analyze fiction: characters, setting, plot, conflict, point of view, theme.
- to learn about different types of literature: novel, short story, myths.
- to compare and contrast readings across cultures and time periods.
- to analyze author's personal history and beliefs.
- to understand what they are reading by learning vocabulary words.

#### *Sample Teaching Activity*

1. Discussions about reading assignment
2. Construct a "Dickens Dictionary" using vocabulary words from *A Christmas Carol*.
3. Produce a newspaper with stories and pictures using Greek Mythology stories.

#### *Assessment*

Book-generated activities	Tests
Crossword puzzles	Dickens Dictionary
Quizzes	

*Exit Goals Met: 1, 3*

*State Standards Met: 8.1.1, 8.1.3, 8.1.4, 8.1.6, 8.1.7*

*Materials Needed (S=school owned, T=teacher owned)*

Textbooks- S  
Supplemental materials- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Seventh Grade

#### *Performance Objective*

The students will be able to effectively communicate through "Six Trait Writing".

#### *Vignette - I want the student to learn...*

- to write compositions with an introduction, body, and conclusion.
- to write to describe, explain, and inform.
- to select writing for a particular situation.
- to revise to improve content, organization, and word choice.
- to edit to correct English conventions.

#### *Sample Teaching Activity*

1. Worksheets
2. Proofreading sheets filled out by parents and students
3. Rough drafts
4. Exchange papers and proofread each others
5. Writings based on short stories

#### *Assessment*

Writings  
Rubrics

*Exit Goals Met: 5, 7*

*State Standards Met: 8.2.2, 8.2.1, 8.2.3, 8.2.4*

*Materials Needed (S=school owned, T=teacher owned)*

*Six Trait Writing* box containing materials- S  
Textbook- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Eighth Grade

#### *Performance Objective*

The students will be able to effectively communicate using the appropriate speech format for an identified purpose and audience.

#### *Vignette - I want the student to learn...*

- to speak effectively for an identified purpose—persuasive or humorous.
- to speak effectively to the identified audience—teacher and/or classmates.
- to demonstrate organizational and presentation styles for different speech purposes.

#### *Sample Teaching Activity*

1. Present a short speech on a related topic for *To Kill A Mockingbird* and *The Diary of Anne Frank*.
2. Ask/Answer questions during class discussions and/or group work.

#### *Assessment*

Daily  
Tests and quizzes  
Speeches

*Exit Goals Met: 2, 6*

*State Standards Met: 8.3.1, 8.3.2, 8.4.1*

*Materials Needed (S=school owned, T=teacher owned)*

Supplements- S  
Textbook- S  
Teacher generated materials- T

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Eighth Grade

#### Performance Objective

The students will be able to identify and interpret various genres using the necessary decoding skills.

#### Vignette - I want the student to learn...

- to define their purpose for reading.
- to identify different genres including but not limited to short stories, drama, non-fiction, and novels.
- to identify and interpret techniques such as foreshadowing, plot, character, irony, theme, figurative language.

#### Sample Teaching Activity

1. Read, "The Most Dangerous Game" and complete a comparison/contrast activity with the film version.
2. Read the dramatic version of "The Diary of Anne Frank".
3. Research related topics for "To Kill A Mockingbird" using non-fiction sources.

#### Assessment

Q&A	Quizzes	Note-taking
Worksheets	Tests	Other
Writing	Note-taking	

*Exit Goals Met: 1, 2, 3, 4*

*State Standards Met: 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.1.6, 8.1.7, 8.2.2, 8.2.5, 8.3.1, 8.3.2, 8.4.1*

*Materials Needed (S=school owned, T=teacher owned)*

Short story collection- S  
Anthology- S  
Supplementary materials- S, T

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Eighth Grade

#### *Performance Objective*

The students will be able to accurately identify and demonstrate grammatical and mechanical skills in their writing.

#### *Vignette - I want the student to learn...*

- Punctuation—clauses, possession, quotations, mechanical
- Capitalization—clauses, proper nouns/adjectives, mechanical
- Clauses—dependent and independent
- Sentence types—simple, compound, complex, compound-complex
- Verbs
- Appositives
- Complements—predicate adjectives and nominatives, direct and indirect objects

#### *Sample Teaching Activity*

1. Text-generated exercises/worksheets
2. Student writing exercises—sentences, paragraphs, essays

#### *Assessment*

Daily worksheets	Readings
Tests and quizzes	
Essays	

*Exit Goals Met: 5, 7, 8*

*State Standards Met: 8.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Supplementary workbooks- S  
Textbook- S  
Teacher and student generated materials- T

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Eighth Grade

#### *Performance Objective*

The students will be able to effectively communicate using the appropriate writing style for an identified purpose and audience.

#### *Vignette - I want the student to learn to...*

- write effectively for an identified purpose such as a personal narrative or informative essay.
- demonstrate organizational, proofreading, and revising skills in their own writing process.
- write effectively to the identified audience.

#### *Sample Teaching Activity*

1. Based on their life map, write a personal narrative about a significant event and what they learned about themselves or others.
2. Based on a reading and viewing of "*The Most Dangerous Game*", write a comparison/contrast paper that includes an evaluation.

#### *Assessment*

Daily  
Journaling  
Tests/quizzes

Essays  
*Six Traits*

*Exit Goals Met: 1, 2, 5, 7, 8*

*State Standards Met: (8.1.2), 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, (8.3.2, 8.4.1)*

*Materials Needed (S=school owned, T=teacher owned)*

Write Traits- S  
Textbook- S  
Teacher and student generated materials- T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Eighth Grade*

#### *Performance Objective*

The students will gain information via listening in a variety of settings and for a variety of purposes.

#### *Vignette - I want the student to learn to...*

- listen effectively to take notes during class lectures and discussions.
- listen attentively to follow directions for activities.
- listen to learn in both educational and personal situations.

#### *Sample Teaching Activity*

1. Give oral directions for essentially all activities
2. Read aloud literary selections

#### *Assessment*

Q & A , tests, quizzes, etc.

*Exit Goals Met: 2, 6*

*State Standards Met: 8.4.1*

*Materials Needed (S=school owned, T=teacher owned)*

Grammar text- S  
Anthology- S  
Handouts, etc.- S, T

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Ninth Grade

#### *Performance Objective*

The students will learn, implement, listen to, and pronounce new or formal diction vocabulary words.

#### *Vignette - I want the student to learn to...*

- understand the denotation of words.
- understand the connotation of words.
- use the new words correctly.
- spell new words.
- pronounce formal diction words.

#### *Sample Teaching Activity*

1. Vocabulary worksheets
2. Vocabulary word games and activities
3. Class discussions
4. Oral definitions

#### *Assessment*

Spell and definition quiz  
Use of new and formal diction words in assignments

*Exit Goals Met: 4, 7, 5*

*State Standards Met: 12.2.1, 12.1.1*

*Materials Needed (S=school owned, T=teacher owned)*

S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Ninth Grade*

#### *Performance Objective*

The students will learn to access factual information from a variety of sources.

#### *Vignette - I want the student to learn to...*

- decipher between reliable and unreliable sources of information.
- locate timely and appropriate information from a variety of sources.
- classify sources.

#### *Sample Teaching Activity*

1. Worksheets
2. Research projects
3. Presentation by the Media Specialist
4. Class discussions

#### *Assessment*

Tests  
Research reports  
Quizzes

*Exit Goals Met: 2, 3, 8*

*State Standards Met: 12.1.2*

*Materials Needed (S=school owned, T=teacher owned)*

S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Ninth Grade

#### *Performance Objective*

The students will be able to identify and distinguish different genres such as novel, allegory, non-fiction, fiction, myth, short story, satire, science fiction, and fantasy.

#### *Vignette - I want the student to learn to...*

- distinguish between various types of genres.
- identify genre by reading the text.
- determine why the author chose the genre.

#### *Sample Teaching Activity*

1. Class discussion
2. Overhead notes
3. Projects dealing with novels, satires, etc.

#### *Assessment*

Quiz/tests  
Class discussion

*Exit Goals Met: 1, 3, 4*

*State Standards Met: 12.1.1, 12.1.3, 12.1.4, 12.1.5, 12.1.6, 12.1.8*

*Materials Needed (S=school owned, T=teacher owned)*

S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Ninth Grade

#### *Performance Objective*

The students will listen to, read, study, and comprehend selected literature.

#### *Vignette - I want the student to learn to...*

- summarize what they have read.
- appreciate cultures and ideas different from their own.
- appreciate descriptive writing.
- express thoughts about what they have read and listened to.
- compare and contrast ideas within/between different texts.

#### *Sample Teaching Activity*

1. Provide students with a variety of genres
2. Break down the author's diction
3. Small group work
4. Writing activities

#### *Assessment*

Worksheets	Class discussions
Quizzes/tests	
Paragraph answers	

*Exit Goals Met: 5, 4, 7*

*State Standards Met: 12.1.1, 12.1.4, 12.1.5, 12.1.6, 12.1.8*

*Materials Needed (S=school owned, T=teacher owned)*

S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Ninth Grade*

#### *Performance Objective*

The students will be able to communicate through writing.

#### *Vignette - I want the student to learn to...*

- write effective and clear sentences.
- write a variety of paragraphs (narrative, descriptive, persuasive, etc.).
- essays and how they are structured.
- write reports with documentation.

#### *Sample Teaching Activity*

1. Book generated activities and examples
2. S.E.E. paragraph answers to reading comprehension questions.

#### *Assessment*

Writing exercises  
Essay questions, etc.

*Exit Goals Met: 5, 7, 2*

*State Standards Met: 12.2.5, 12.2.4, 12.2.3, 12.2.2, 12.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

S, T

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Ninth Grade*

#### *Performance Objective*

The students will know, understand, and apply grammar/mechanical skills.

#### *Vignette - I want the student to learn to...*

- identify different parts of speech.
- use parts of speech correctly.
- apply mechanics when necessary in writing.
- use vocabulary and spelling skills.

#### *Sample Teaching Activity*

1. Book generated activities and examples

#### *Assessment*

Quizzes/tests  
Exercises  
Activities

*Exit Goals Met: 5, 7*

*State Standards Met: 12.2.1, 12.1.1, 12.2.2, 12.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

*Textbook- S*

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Ninth Grade

#### Performance Objective

The students will be able to identify and understand elements of literature.

#### Vignette - I want the student to learn...

- Students will learn to identify:

Setting	Resolution	Falling action	Exposition
Euphemisms	Characters	Fiction	Theme
Climax	Rising action	Types of conflict	Plot
Short story	Chronological order		First person narrative

#### Sample Teaching Activity

1. Short story unit from Anthology

#### Assessment

Tests/quizzes  
Questions

*Exit Goals Met: 3, 4*

*State Standards Met: 12.1.4, 12.1.5*

*Materials Needed (S=school owned, T=teacher owned)*

S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Ninth Grade

#### *Performance Objective*

The students will give oral presentations.

#### *Vignette - I want the student to learn to...*

- demonstrate consideration of audience, purpose, and information.
- deliver speeches using clear enunciation, gestures, tone, and vocabulary.
- use multimedia to deliver presentations.
- research information pertinent to speech.
- cite sources.
- follow time limits.

#### *Sample Teaching Activity*

1. Variety of speeches
2. Interviews

#### *Assessment*

Presentations

*Exit Goals Met: 6, 7*

*State Standards Met: 12.1.2, 12.3.2*

*Materials Needed (S=school owned, T=teacher owned)*

S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Ninth Grade*

#### *Performance Objective*

The students will learn to apply study skills.

#### *Vignette - I want the student to learn...*

- to learn to take notes from reading.
- to learn to take notes from class lecture.
- to learn to set up and use a specific study area for reading.
- to learn to read, study, and review for understanding.
- to learn to study and prepare for different types of tests.

#### *Sample Teaching Activity*

1. Overhead transparencies
2. Sample assignment books, notebooks, etc.
3. Use of acronyms, rhymes, etc.

#### *Assessment*

Quizzes  
Check assignment book  
Track tests grades

*Exit Goals Met: 3*

*State Standards Met: 12.1.1, 12.2.5*

*Materials Needed (S=school owned, T=teacher owned)*

Shortcuts to learning- S

(Moved from 11th grade to 9th grade - Approved January 2009)

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Tenth Grade

#### *Performance Objective*

The students will understand the meaning and inference of words and phrases used in a specific text.

#### *Vignette - I want the student to learn...*

- to understand the denotation of words and phrases.
- to understand the connotation of words and phrases.
- to be able to use new words and phrases correctly.
- to be able to spell new words and phrases correctly.

#### *Sample Teaching Activity*

1. Vocabulary workbook activities
2. Class discussions

#### *Assessment*

Quizzes  
Class discussions

*Exit Goals Met: 3, 4, 5, 6, 7*

*State Standards Met: 12.1.1*

*Materials Needed (S=school owned, T=teacher owned)*

Vocabulary workbooks- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Tenth Grade

#### *Performance Objective*

The students will be able to identify, understand, and distinguish between different poetic devices and literary elements.

#### *Vignette - I want the student to learn...*

- to identify and understand the following elements:

Alliteration	Flashback	Personification	Rhyme scheme	Downstage
Allusion	Foreshadowing	Plot	Speaker	Chorus
Assonance	Form	Point of view	Pun	Meter
Blank Verse	Free verse	Resolution	Theme	Slant rhyme
Climax	Hyperbole	Rising action	Tone	Eye rhyme
Connotation	Irony	Sarcasm	Aside	
Couplet	Idiom	Setting	Prologue	
Denotation	Imagery	Simile	Epilogue	
Diction	Metaphor	Style	Monologue	
Falling action	Mood	Symbol	Soliloquy	
Figurative language	Meter	Onomatopoeia	Upstage	

#### *Sample Teaching Activity*

1. Class notes/discussions
2. Worksheets
3. Poetry notebook

#### *Assessment*

Quiz/test	Poetry notebook
Class discussions	
Worksheets	

*Exit Goals Met: 1, 3, 4*

*State Standards Met: 12.1.3, 12.1.5*

*Materials Needed (S=school owned, T=teacher owned)*

Textbooks- S  
Notes- S, T

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Tenth Grade

#### Performance Objective

The students will be able to identify, understand, and distinguish between different genre.

#### Vignette - I want the student to learn...

- to be able to distinguish between various genre.
- to identify the genre by reading the text.
- to determine why the author chose the genre as the vehicle to tell the story.

*These genre will be discussed:*

#### Prose Writing:

Novel  
Short story  
Allegory  
Myth  
Biography  
Autobiography  
Nonfiction  
Fantasy

Science fiction  
Satire  
Fiction  
Legend

#### Theater:

Comedy  
Tragedy  
Drama  
Melodrama  
Farce

#### Poetry:

Ballad  
Sonnet  
Lyric  
Ode  
Epic  
Parody  
Haiku  
Elegy

Limerick  
Stanza

#### Sample Teaching Activity

Students create a poetry notebook filled with examples of types of poems from both published authors and personal creations.

#### Assessment

Quiz/test  
Class discussions  
Poetry notebook

*Exit Goals Met: 1, 3, 4*

*State Standards Met: 12.1.3*

*Materials Needed (S=school owned, T=teacher owned)*

Overhead notes- T, S  
Textbooks- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Tenth Grade

#### Performance Objective

The students will recognize, understand, and apply Standard English conventions.

#### Vignette - I want the student to learn...

- to be able to apply Standard English conventions in the following areas:

##### Verbs

Voice

Tense

Mood

##### Pronouns

Case

Person

Reference

##### Construction

Parallel construction

Misplaced modifiers

Dangling modifiers

Faulty comparisons

Faulty omissions

##### Mechanics

Capitalization

Commas

Semicolons

Colons

Question marks

Apostrophes

Hyphens

Dashes

Parentheses

Brackets

#### Sample Teaching Activity

1. Worksheets
2. Writing samples—essay, research paper

#### Assessment

Quiz/test

Writing samples

Research paper

Essay

*Exit Goals Met: 5, 7, 8*

*State Standards Met: 12.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Textbook- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Tenth Grade*

#### *Performance Objective*

The students will access factual information from a variety of sources and relay this information without plagiarism.

#### *Vignette - I want the student to learn...*

- to be able to access information from the following sources: encyclopedias, non-fiction materials, periodicals, reference books, videos, internet.
- to be able to evaluate information for relevancy, timelines, and reliability.
- to understand how not to plagiarize material.

#### *Sample Teaching Activity*

1. Demonstrations on how to take notes from sources
2. Creating a research paper

#### *Assessment*

A research paper

*Exit Goals Met: 2, 4, 5, 7, 8*

*State Standards Met: 12.1.2, 12.1.6*

*Materials Needed (S=school owned, T=teacher owned)*

Textbooks- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Tenth Grade

#### *Performance Objective*

The students will be able to communicate effectively through writing.

#### *Vignette - I want the student to learn...*

- the following forms of writing:

##### *The 5-paragraph essay*

Editing and revision skills  
Taking quotes from a source  
Organizing ideas

##### *Original poetry*

##### *The research paper*

Note taking  
Taking quotes from a source  
Organizing ideas  
Editing and revision skills  
Writing an outline  
Writing a works cited page  
Making parenthetical notations

#### *Sample Teaching Activity*

1. Notes and examples/class discussions
2. Writing an essay
3. Writing a research paper
4. Writing original poetry

#### *Assessment*

Essay  
Research paper  
Poetry

*Exit Goals Met: 5, 2, 7, 8*

*State Standards Met: 12.1.8, 12.1.6, 12.1.1, 12.1.2, 12.1.4, 12.2.3, 12.2.4, 12.2.5*

*Materials Needed (S=school owned, T=teacher owned)*

Textbooks- S  
Notes- T

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Tenth Grade

#### *Performance Objective*

The students will understand what they read based on their ability to make inferences, draw conclusions, compare and contrast ideas, and relate these ideas to personal experiences.

#### *Vignette - I want the student to learn...*

- to be able to make inferences, based on the text.
- to be able to draw conclusions, based on the text.
- to be able to compare and contrast ideas within different texts.
- to be able to determine the theme of a text.
- to be able to relate ideas from the text to personal experiences.

#### *Sample Teaching Activity*

1. Class discussions over the text/reading
2. Worksheets with questions over the reading
3. Writing activities
4. Projects

#### *Assessment*

Quizzes/tests  
Worksheets  
Five-paragraph essay

Class discussions  
Writing samples

*Exit Goals Met: 1, 3, 4, 5, 6, 7, 8*

*State Standards Met: 12.1.1, 12.1.4, 12.1.8, 12.2.1, 12.2.2, 12.2.3, 12.3.1*

*Materials Needed (S=school owned, T=teacher owned)*

***Holdrege Public Schools  
Reading & Language Arts Curriculum  
Basic English Grades 9-10***

***Performance Objective***

The students will learn, listen to, implement, pronounce, and use new vocabulary words.

***Vignette - I want the student to learn to...***

- define and spell new vocabulary words.
- orally use new vocabulary words.
- write new vocabulary words.
- use new vocabulary words correctly in sentences.

***Sample Teaching Activity***

1. Daily exercises
2. Vocabulary worksheets and quizzes
3. Class discussions
4. Oral definitions

***Assessment***

Quizzes  
Use of new words in sentences

***Exit Goals Met: 4, 5, 7***

***State Standards Met: 12.2.1, 12.1.1***

***Materials Needed (S=school owned, T=teacher owned)***

S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Basic English Grades 9-10*

#### *Performance Objective*

The students will learn to access information from a variety of sources.

#### *Vignette - I want the student to learn to...*

- locate timely and appropriate information from a variety of sources.
- classify sources.
- decipher between reliable and unreliable sources of information.

#### *Sample Teaching Activity*

1. Demonstration
2. Research projects
3. Presentation by Media Specialist
4. Class discussions
5. Worksheets

#### *Assessment*

Projects  
Research Reports  
Tests

*Exit Goals Met: 2, 3, 8*

*State Standards Met: 12.1.2*

*Materials Needed (S=school owned, T=teacher owned)*

S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Basic English Grades 9-10*

#### *Performance Objective*

The students will learn, listen to, study, read, and comprehend selected literature.

#### *Vignette - I want the student to learn to...*

- understand what they have listened to.
- comprehend the written word.

#### *Sample Teaching Activity*

1. Audio versions of selected material
2. Small group work
3. Writing activities

#### *Assessment*

Quizzes  
Worksheets  
Paragraph writing

*Exit Goals Met: 4, 5, 7*

*State Standards Met: 12.1.1, 12.1.4, 12.1.5, 12.1.6, 12.1.8*

*Materials Needed (S=school owned, T=teacher owned)*

S

*Holdrege Public Schools  
Reading & Language Arts Curriculum  
Basic English Grades 9-10*

*Performance Objective*

The students will be able to communicate through writing.

*Vignette - I want the student to learn to...*

- write clear sentences.
- write a S.E.E. paragraph.

*Sample Teaching Activity*

1. Book generated activities and examples
2. S.E.E. paragraph answers to reading comprehension questions

*Assessment*

Writing exercises  
Descriptive writing

*Exit Goals Met: 5, 7*

*State Standards Met: 12.2.5, 12.2.4, 12.2.3, 12.2.2*

*Materials Needed (S=school owned, T=teacher owned)*

S

*Holdrege Public Schools  
Reading & Language Arts Curriculum  
Basic English Grades 9-10*

*Performance Objective*

The students will know, understand, and apply grammar/mechanical skills.

*Vignette - I want the student to learn to...*

- identify parts of speech.
- use parts of speech correctly.
- use vocabulary and spelling skills.
- apply grammar rules.

*Sample Teaching Activity*

1. *Daily Language* on overhead
2. Binder exercises

*Assessment*

Quizzes  
Tests

*Exit Goals Met: 5, 7*

*State Standards Met: 12.2.1, 12.2.3, 12.1.1, 12.2.2*

*Materials Needed (S=school owned, T=teacher owned)*

S

*Holdrege Public Schools  
Reading & Language Arts Curriculum  
Basic English Grades 9-10*

*Performance Objective*

The students will understand elements of literature.

*Vignette - I want the student to learn to identify...*

- Setting
- Characters
- Theme
- Plot
- Fiction
- Climax
- Conflict

*Sample Teaching Activity*

1. Listening to novels
2. Short stories

*Assessment*

Quizzes  
Tests  
Questions

*Exit Goals Met: 4, 3*

*State Standards Met: 12.1.4, 12.1.5*

*Materials Needed (S=school owned, T=teacher owned)*

S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Basic English Grades 9-10*

#### *Performance Objective*

The students will learn to use reading, writing, listening, and speaking in activities related to life skills

#### *Vignette - I want the student to learn to...*

- understand and use vocational instructions.
- write effectively and efficiently for job oriented activities.

#### *Sample Teaching Activity*

1. Read recipes
2. Read instruction manuals
3. Comprehend commercials
4. Driver's manual as a text

#### *Assessment*

Quizzes  
Worksheets  
Tests

*Exit Goals Met: 4, 5, 6*

*State Standards Met: 12.1.1, 12.2.1, 12.2.4, 12.3.1*

*Materials Needed (S=school owned, T=teacher owned)*

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Eleventh Grade

#### Performance Objective

The students will be able to identify different elements of literature.

#### Vignette - I want the student to learn...

- to identify the following elements:

point of view	foreshadowing	flashback	setting
characterization	symbols	irony	conflict
figurative language	tone	style	flashback
parody	allusion	monologue	soliloquy
upstage	downstage	prologue	epilogue
personification	alliteration	assonance	metaphor
theme	plot line	satire	aside
simile			

#### Sample Teaching Activity

1. Class discussions following reading some literature
2. Overhead transparencies
3. Worksheets
4. Crossword puzzles
5. Visual examples

#### Assessment

Quizzes	Class discussions
Tests	
Worksheets	

*Exit Goals Met: 1, 3, 4*

*State Standards Met: 12.1.1, 12.1.5, 12.1.3*

*Materials Needed (S=school owned, T=teacher owned)*

Novels- S	Poetry- S
Short stories- S	
Drama- S	

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Eleventh Grade*

#### *Performance Objective*

The students will access factual information from a variety of sources.

#### *Vignette - I want the student to learn...*

- to be able to access factual information from a variety of sources:
  - reference books
  - non-fiction books
  - periodicals
  - internet
  - videos
- to evaluate for relevance, reliability, and timeliness.

#### *Sample Teaching Activity*

1. Demonstrations on how to access information
2. Overhead transparencies of examples
3. Select topics
4. Research and take notes
5. Paraphrase
6. Outline information
7. Put paper together

#### *Assessment*

Student will write a term paper in connection with history class  
(Readings, paraphrasing, notes, and process into full paper)

*Exit Goals Met: 2, 3, 7, 8*

*State Standards Met: 12.1.2, 12.1.6*

*Materials Needed (S=school owned, T=teacher owned)*

Library materials

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Eleventh Grade*

#### *Performance Objective*

The students will understand meaning and inference of words found in a specific text, and learn new vocabulary words.

#### *Vignette - I want the student to learn...*

- to understand homophones
- to understand denotation of the word.
- to understand connotation of the word.
- to be able to use words correctly.
- to be able to spell new words correctly.

#### *Sample Teaching Activity*

1. Vocabulary workbooks and activities
2. Quizzes

#### *Assessment*

Use words in sentences  
Quizzes

*Exit Goals Met: 3, 4, 5, 6, 7*

*State Standards Met: 12.1.1, 12.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Vocabulary workbooks- S  
Text generated list- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Eleventh Grade*

#### *Performance Objective*

The students will understand what they read based on their ability to make inferences, draw conclusions, compare and contrast ideas, and relate these ideas to personal experiences.

#### *Vignette - I want the student to learn...*

- to make inferences.
- to draw conclusions.
- to compare and contrast ideas.
- to relate stories, novels to real life.
- to understand different cultures, races, and beliefs.

#### *Sample Teaching Activity*

1. Reading aloud to each other.
2. Class discussions
3. Worksheets
4. Writing activities

#### *Assessment*

Quizzes                      Class discussions  
Tests  
Worksheets

*Exit Goals Met: 1, 3, 8*

*State Standards Met: 12.1.1, 12.1.4, 12.1.5, 12.1.7, 12.1.8*

#### *Materials Needed (S=school owned, T=teacher owned)*

Novels—classics,      newer works- S      Handouts- S  
Short stories- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Eleventh Grade*

#### *Performance Objective*

The students will know, understand, and apply grammar and mechanical skills.

#### *Vignette - I want the student to learn...*

- to identify parts of speech.
- to use parts of speech correctly.
- to use vocabulary and spelling skills.
- to apply grammar skills.

#### *Sample Teaching Activity*

1. Use Daily Language Practice on the overhead

#### *Assessment*

Quizzes

*Exit Goals Met: 5, 7*

*State Standards Met: 12.2.1, 12.2.2, 12.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

Daily Language Practice Book- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Basic English Grades 11-12

#### *Performance Objective*

The students will understand the elements of literature.

#### *Vignette - I want the student to learn...*

• to identify:

Characters  
Plot  
Foreshadowing  
Conflict  
Irony

Theme  
Climax  
Setting  
Symbolism

#### *Sample Teaching Activity*

1. Listen to a tape, teacher, or each other read
2. Group discussions
3. Partner projects
4. Worksheet/discussion projects
5. Visual diagrams of character, plot, etc.

#### *Assessment*

Quizzes  
Worksheets  
Discussion

*Exit Goals Met: 3, 4*

*State Standards Met: 12.1.4, 12.1.5, 12.1.7*

*Materials Needed (S=school owned, T=teacher owned)*

Novels- S  
Short stories- S  
Tape player- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Basic English Grades 11-12

#### *Performance Objective*

The students will apply conventions of Standard English to writing.

#### *Vignette - I want the student to learn...*

- to spell correctly on a consistent basis.
- to identify and correct incorrect grammar.
- to write simple paragraphs or letters correctly.

#### *Sample Teaching Activity*

1. Spelling lists
2. Class discussion
3. Worksheets
4. Projects—individual and group

#### *Assessment*

Quizzes	Tests
Worksheets	Presentation to class
Class discussion	

*Exit Goals Met: 1, 3, 8*

*State Standards Met: 12.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Spelling lists- S  
Grammar worksheets- S  
Overhead transparencies- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Basic English Grades 11-12

#### *Performance Objective*

The students will be able to understand a reading, including multicultural selections, based on their ability to make inferences, draw conclusions, and compare and contrast.

#### *Vignette - I want the student to learn...*

- to make inferences.
- to draw conclusions.
- to compare and contrast ideas.
- to relate stories, novels to real life.
- to understand different cultures, races, and beliefs.

#### *Sample Teaching Activity*

1. Reading aloud to each other.
2. Class discussions
3. Worksheets
4. Writing activities

#### *Assessment*

Quizzes	Class discussions
Tests	
Worksheets	

*Exit Goals Met: 1, 3, 8*

*State Standards Met: 12.1.1, 12.1.3, 12.1.4, 12.1.7, 12.1.8*

*Materials Needed (S=school owned, T=teacher owned)*

Novels—classics, newer works- S	Handouts- S
Short stories- S	
Worksheets- S	

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Basic English Grades 11-12

#### *Performance Objective*

The students will know, understand, and apply grammar and mechanical skills.

#### *Vignette - I want the student to learn...*

- to identify parts of speech.
- to use parts of speech correctly.
- to use vocabulary and spelling skills.
- to apply grammar rules.

#### *Sample Teaching Activity*

1. Use Daily Language Practice on the overhead.

#### *Assessment*

Quizzes

*Exit Goals Met: 5, 7*

*State Standards Met: 12.2.1, 12.2.2, 12.2.3*

*Materials Needed (S=school owned, T=teacher owned)*

Daily Language Practice- S

*Holdrege Public Schools  
Reading & Language Arts Curriculum  
Basic English Grades 11-12*

*Performance Objective*

The students will learn, listen to, understand, and use new vocabulary words.

*Vignette - I want the student to learn...*

- to define and spell new vocabulary words.
- to be able to write and use new words in oral and written language correctly.
- to understand homophones and use them correctly.

*Sample Teaching Activity*

1. Vocabulary workbook activities
2. Class discussions

*Assessment*

Quizzes  
Tests

*Exit Goals Met: 3, 4, 5, 6, 7*

*State Standards Met: 12.1.1, 12.2.1*

*Materials Needed (S=school owned, T=teacher owned)*

Vocabulary workbooks- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Basic English Grades 11-12*

#### *Performance Objective*

The students will learn to access information from a variety of sources.

#### *Vignette - I want the student to learn...*

- to access factual information from a variety of sources: reference books, non-fiction books, periodicals, internet.
- to evaluate relevance, reliability, and timeliness of information.

#### *Sample Teaching Activity*

1. Demonstrations on how to access information
2. Overhead transparencies of examples

#### *Assessment*

Students will write a research paper in connection with history class.

*Exit Goals Met: 2, 3, 7, 8*

*State Standards Met: 12.1.6, 12.1.2*

*Materials Needed (S=school owned, T=teacher owned)*

Library materials- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Twelfth Grade*

#### *Performance Objective*

The students will analyze assigned literature by breaking down reading material into its component parts, to understand the organizational structure of types of literature to develop divergent conclusions by identifying motives, or causes, making inferences, and/or finding evidence to support generalizations.

#### *Vignette - I want the student to learn...*

- to use the previously learned fictional, poetic, dramatic conventions in the analysis process.
- to see the relationship of literary elements to theme or purpose development. (Relationship of the parts to the artistic whole.)
- to be able to evaluate/judge the significance of literary work. (Does it achieve its purpose? Is purpose significant of individual reader? Universal truth?)

#### *Sample Teaching Activity*

Independent Study Project-

1. Students select a novel
2. Students read and keep a journal recording significant passages, author's use of literary elements previously reviewed in class.
3. Written project showing response to the work.
  - a. Biographical/political/social background of book
  - b. Analysis of the theme
  - c. Analysis of literary element relevant to theme
  - d. Written response to significance of the piece

#### *Assessment*

Success of paper

Ability to express recognition of purpose and relationship of parts to the theme

Intelligent response evaluating the significance of the novel in terms of artistic unity, universal truth, etc. based upon evidence from the selection

*Exit Goals Met: 1, 2, 3, 4, 7, 8*

*State Standards Met: 12.1.1, 12.1.2, 12.1.3, 12.1.4, 12.1.5, 12.1.8, 12.2.1, 12.2.2, 12.2.4, 12.2.5*

*Materials Needed (S=school owned, T=teacher owned)*

Literature Structure Sound Sense- S  
Literature books, anthology, paper backs- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Twelfth Grade

#### Performance Objective

The students will be able to identify different elements of literature.

#### Vignette - I want the student to learn...

- to identify the following elements:

point of view	foreshadowing	parody	setting
conflict	allusion	theme	plot
imagery	characterization	tone	figurative language
musical devices	rhythm-meter	pattern	tragedy-comedy
symbols	irony	flashback	satire
soliloquy	aside		

#### Sample Teaching Activity

1. Selected piece of literature
2. Read for meaning/content
3. Consider the purpose of the work
4. Journal quotes or various literary elements
5. Give examples—guided practice
6. Small groups

#### Assessment

Tests  
Essays  
Small group-class discussion

*Exit Goals Met: 1, 4, 3*

*State Standards Met: 12.1.1, 12.1.3, 12.1.5*

*Materials Needed (S=school owned, T=teacher owned)*

Stories- S  
Poetry- S  
Plays- S  
Novels- S

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Twelfth Grade*

#### *Performance Objective*

The students will understand what they read based upon inferences, conclusions drawn, comparison and contrast of ideas, and use of context to find meaning.

#### *Vignette - I want the student to learn...*

- to be able to make inferences based on text.
- to draw conclusions based on the text.
- to be able to compare and contrast.
- to be able to determine theme.
- to be able to recognize the role of fictional elements in determining the meaning.

#### *Sample Teaching Activity*

1. Class discussion—small group
2. Use of quotes from the text
3. Reading guide questions
4. Journaling

#### *Assessment*

Test  
Questions during class  
Writing assignments regarding meaning  
Independent studies of stories

*Exit Goals Met: 1, 2, 3, 4, 8*

*State Standards Met: 12.1.1, 12.1.4, 12.1.5, 12.1.8*

*Materials Needed (S=school owned, T=teacher owned)*

Novels- S	Anthology- S
Poetry- S	Short stories- S
Plays- S	

# *Holdrege Public Schools*

## *Reading & Language Arts Curriculum*

### *Twelfth Grade*

#### *Performance Objective*

The students will gather information and create a presentation for the class.

#### *Vignette - I want the student to learn...*

- how to present information orally to a group.
- how to lead a class discussion and elicit responses.
- how to enunciate, gesture, and use a tone appropriate for the audience.
- how to keep audience attention.
- how to get point across.
- how to maintain eye contact.

#### *Sample Teaching Activity*

1. Students will research an author or poet.
2. Create an informative power-point presentation to deliver to the class.
3. Lead a discussion session in regard to the presentation.

#### *Assessment*

Power-point project

*Exit Goals Met: 2, 6, 7, 8*

*State Standards Met: 12.1.2, 12.1.6, 12.2.4, 12.3.1, 12.3.2*

*Materials Needed (S=school owned, T=teacher owned)*

Computer- S  
Power Point program- S  
Research materials- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Twelfth Grade

#### *Performance Objective*

The students will be able to effectively communicate a persuasive point of view through writing.

#### *Vignette - I want the student to learn...*

- to take a stand on an issue.
- to back that point of view up with facts not emotion.
- to effectively organize a persuasive paper.
- to research for relevant information.
- to determine which words most effectively get their point across.
- to use proper grammar and mechanics.

#### *Sample Teaching Activity*

Pick an argument the students have had with parents and examine the emotional appeal versus the rational appeal. Which works better? Why? Apply activity to writing the research paper.

#### *Assessment*

Persuasive paper assessed using *Six Traits*.

*Exit Goals Met: 2, 5, 7, 8*

*State Standards Met: 12.1.2, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.2.5, 12.1.6*

*Materials Needed (S=school owned, T=teacher owned)*

*Writer's Inc./Write for College- S*

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Twelfth Grade

#### Performance Objective

After reading literacy pieces from different genres, students will create their own piece of fiction.

#### Vignette - I want the student to learn...

- how to create a plot line.
- how to develop a character.
- how to create a setting.
- how to write dialogue.
- how to keep an audience's interest.

#### Sample Teaching Activity

1. Students write a satire  
*OR*
2. Students write a time travel story

#### Assessment

Creative writing piece assessed by *Six Traits*

*Exit Goals Met: 5, 7, 8*

*State Standards Met: 12.2.1, 12.2.4, 12.2.5*

*Materials Needed (S=school owned, T=teacher owned)*

The Time Machine- S  
Gulliver's Travels- S

Writer's Inc.- S  
Writer's Workshop- S

# Holdrege Public Schools

## Reading & Language Arts Curriculum

### Twelfth Grade

#### *Performance Objective*

The students will research information and compose a research paper.

#### *Vignette - I want the student to learn...*

- to determine what makes a credible source.
- to take notes.
- to paraphrase and avoid plagiarism.
- to write effective lead-ins.
- to write a thesis which will prove something.
- to use MLA format correctly.
- to determine what makes a good topic.
- to narrow a topic.
- to target useful information.
- to write lead-ins for quotes.

#### *Sample Teaching Activity*

1. Review research writing process
2. Select topics
3. Research and take notes
4. Paraphrase
5. Put paper together

#### *Assessment*

Completed research paper

*Exit Goals Met: 1, 2, 5, 7, 8*

*State Standards Met: 12.1.2, 12.2.1, 12.2.2, 12.2.4, 12.2.5, 12.1.6*

*Materials Needed (S=school owned, T=teacher owned)*

Writer's Inc.- S  
Research Paper Procedure- S