



# Genre Analysis Report

Curriculum Development

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## Abstract

Developing an effective curriculum allows educators to be flexible with the content they are teaching and accurately measures each student's mastery of the content. While there are many different ways to write a curriculum, using the concept of backward design allows you to write curriculum in the most effective way. Backward design focuses on the learning goals for students, keeping them the center focus through the whole development process.



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## Introduction

Curriculum is used to outline a course of study. There are many methods to developing a curriculum; however, developing an effective curriculum is hard to do when you do not focus on the end result -- the students being able to understand what they are learning.

To be able to effectively teach a curriculum, the curriculum must be written clearly and concisely, include the elements that are essential to students mastering content, and must be easy to implement for a diverse group of students.

Curriculum also goes beyond what we teach students in the course or program that they are participating in; it gives educators the resources to be creative with their lessons, while seeing their students grow and master content.



## Methods

To research how to write an effective curriculum, I read sections from the book *Understanding by Design*, found example curriculums online, and interviewed two instructors on the UA Little Rock campus -- Dr. Kent Layton and Jennika Smith.

While reading *Understanding by Design*, I developed a concept for backward design. Backward design has three stages that you follow when developing your curriculum. The

first is to identify your desired results. Identifying your desired results makes you ask, “what should the students know, understand, and be able to do?” (Wiggins and McTighe, 17). The second stage is to determine acceptable evidence, making you ask yourself, “how will we know if students have achieved the desired results?” (Wiggins and McTighe, 18). And the third stage is to plan learning experiences and instruction (Wiggins and McTighe, 18).

Finding three example curriculums online allowed for me to compare the three curriculums and see which elements were important. I also noticed that each curriculum had a different layout -- two were in tables and one was made up of lists.

The interviews with Dr. Layton and Miss Smith proved to be the most helpful in my exploration and research. In my interview with Dr. Layton he lent me the book *Understanding by Design* and told me to do research on the history of curriculum development. He gave me a little bit of information on how curriculum has changed over the years in his email back to me: “in the field of education, curriculum used to come in notebooks and textbooks and supplementary materials; teachers were given curriculum notebooks and textbooks to “go along with” the specified curriculum; over the years, we began moving to standards ~ that the curriculum had to meet; that teachers had to teach.”

In my interview with Miss Smith, I asked her how she believes a curriculum should be structured. She replied, “All learning must start with a goal or objective for the learner. This is followed by the way those goals and objectives will be assessed and measured inside and outside the classroom. Next is the instructional materials that enable the learner to meet the stated learning objectives. Following that are the learner interactions

that facilitate engagement with the instructor, the other learners, and the course materials. And finally is the technology that will support the learners' achievements in the course.”



## Results

### Purpose

Curriculum writing is important information that defines a course of study.

### Audience

The audience for curriculum development are instructors, teachers, curriculum coordinators, program coordinators, and education administration. Each individual, regardless of their title, has some experience and / or knowledge in teaching and education. Their work environments can range from schools to children's libraries because curriculum can be used in courses and programs anywhere.

Curriculum is important for a course or program. The audience of this genre knows that, and works very hard to make sure their students understand the material and meet the standards and learning goals set for them.

### Constraints

Constraints for curriculum include different teaching practices and potentially not having the students best interest in mind. An example could be having a solid curriculum.

Not only does it take away from teacher creativity, but it takes away the best way of learning for the students.

Tradition could also be a constraint. Just like in any field the idea of “we’ve always done it this way” comes into play. With changes in technology and the push for education in our society, “the way we have always done it” may not be the best way to do it now. This idea of tradition could also include the old mindset and attitude toward education and curriculum.

## Organization and Contents

Below is a list of the elements that should be included in a curriculum, along with what the element is or does. I have arranged them in the order of importance, so when I go to create a curriculum I will put the most important information on top and the least important information on the bottom.

- Unit of study- lists the unit that students will be learning.
- Time frame- sets the suggested time students should spend on a certain unit.
- Objectives / Learning goals- reflects what the student should know or be able to do at the end of the unit or lesson; reflects what the instructor intends to accomplish.
- Standards- sets a measurable goal for what the students should know by the end of the unit or lesson; establishes what the teachers should teach.
- Essential questions- guiding questions that help keep the unit or lesson on track for meeting standards and objectives.

- Other skill learned- also called 21st century competencies: the 4 Cs (Collaboration, Communication, Critical thinking, Creativity); lists other skills that cannot necessarily be taught only practiced while completing the unit or lesson.
- Suggested materials- materials that could be used for the unit or lesson.
- Suggested activities or assessments- activities or assessments that could be done for the unit or lesson.

## Ethical and Global Issues

The ethical and global issues that I am concerned about in writing a curriculum are copyright issues. While I copyright all of my work and respect the work of others, I am concerned that others may not show the same respect.



## Conclusions

As I reviewed my notes from my research and the emails from my interviews with Dr. Layton and Miss Smith, I have learned the best way to structure a curriculum is to work backwards. When working backwards, you keep the students' best interest in mind and think about what they need to be able to understand the content. Structuring units and lessons in an organized and flexible way ensures that the curriculum will be able to be easily implemented and taught to a diverse group of students.





## References

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# Appendix A

## Computer Literacy 6, 7 & 8

### Curriculum Map

Unit: Keyboarding				
<b>Essential Questions:</b>	Why are proper keyboarding skills essential? How will effective keyboarding skills improve your productivity?			
<b>21st Century Life &amp; Career Skills</b>	Accountability, Productivity and Ethics			
<b>Time Frame</b>	Daily practice of 7-10 minutes through-out course			
Objective	Standard Alignment	Level of Mastery	Suggested Activity and Assessment	Materials/Resources
Demonstrate sufficient command of keyboarding skills using proper keyboarding/touch typing technique and posture	CCSS.ELA-LITERACY.W.5.6  CCSS.ELA-LITERACY.W.6.6	P  6 <sup>th</sup> grade: 25-30 wpm  7 <sup>th</sup> grade: 30-35 wpm  8 <sup>th</sup> grade: 35 + wpm	Self-paced practice of keyboarding/touch typing skills using web-based keyboarding programs.  <u>Assessment:</u> Pre-test, Completion of lessons in Typing Web tutor and/or web-based keyboarding programs, post-test.  <a href="http://www.freetypinggame.net">-www.freetypinggame.net</a> <a href="http://www.typingweb.com/tutor/">-www.typingweb.com/tutor/</a>	<a href="http://www.typingweb.com/tutor/">http://www.typingweb.com/tutor/</a> and other similar web-based keyboarding sites  6th grade keyboarding rubric: Appendix 1  7th grade keyboarding rubric: Appendix 2  8th grade keyboarding rubric: Appendix 3

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<b>Unit: File Management</b>				
<b>Essential Question:</b>		How do I choose which technological tools to use and when it is appropriate to use them?		
<b>21st Century Life &amp; Career Skills</b>		Accountability, Productivity & Ethics Critical Thinking & Problem Solving		
<b>Time Frame</b>		Implemented throughout the course.		
<b>Objective</b>	<b>Standard Alignment</b>	<b>Level of Mastery</b>	<b>Suggested Activity and Assessment</b>	<b>Materials/Resources</b>
Students should be able to create various types of files, create folders, move files into folders, rename files.  Students should be able to save and access files in different locations (C drive, network server, cloud).	8.1.A.1	6 <sup>th</sup> grade: R/E  7 <sup>th</sup> grade: E  8 <sup>th</sup> grade: P	Students will be instructed to create a folder for themselves on the computer and server the first day of class.  Students will use the "Save As" command and vary the save locations as needed.  Students will be instructed on how to create and organize files and folders in their Google Apps account.	Google Drive, student work folder on school network.
Students will understand the importance of cyber security in regards to protecting their personal, private information and data.	8.1.D.1 8.1.D.5	6 <sup>th</sup> grade: R/E  7 <sup>th</sup> grade: E  8 <sup>th</sup> grade: P	Students will be given a real-life experience of their own data being jeopardized through Google Drive.	

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<b>Unit: Computer Vocabulary</b>				
<b>Essential Question:</b>	What are the accurate terms and how are they related to the computer age?			
<b>21st Century Life &amp; Career Skills</b>	Creativity & Innovation Collaboration, Teamwork & Leadership			
<b>Time Frame</b>	Implemented throughout the course			
<b>Objective</b>	<b>Standard Alignment</b>	<b>Level of Mastery</b>	<b>Suggested Activity and Assessment</b>	<b>Materials/Resources</b>
Students should be able to define various technology terms and use these terms in a variety of settings.	8.1	E  6 <sup>th</sup> grade: words 1-20  7 <sup>th</sup> grade: words 1-45	Students will use an online dictionary to define a list of common technology vocabulary words.  <u>Assessment:</u> Post-test, project rubrics	Teacher prepared list of words.  Google Docs  6th grade vocabulary list: appendix 4  7th grade vocabulary list: appendix 5  Teacher created pre/post test

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### Curriculum Map

<b>Unit: Digital Citizenship</b>				
<b>Essential Questions:</b>		What are my responsibilities for using technology? What constitutes misuse and how can it best be prevented? How can digital tools be used for creating original and innovative works, ideas, and solutions?		
<b>21st Century Life and Career Skills</b>		Creativity & Innovation; Collaboration, Teamwork & Leadership; Cross-Cultural Understanding & Interpersonal Communication; Accountability, Productivity & Ethics; Critical Thinking & Problem Solving		
<b>Time Frame</b>		10 class periods		
<b>Objectives</b>	<b>Standard Alignment</b>	<b>Level of Mastery</b>	<b>Suggested Activity and Assessment</b>	<b>Materials/Resources</b>
Students should understand and model appropriate online behaviors related to cyber safety, cyber security, and cyber ethics including appropriate use of social media.	8.1.8.D.1	6 <sup>th</sup> grade: R/E 7 <sup>th</sup> grade: E 8 <sup>th</sup> grade: P	Teacher will use various multi-media (i.e. presentations, videos) to lead discussions: Acceptable Use Policy, Plagiarism, Fair Use and Creative Commons, Safeguarding Your Identity Online, Protecting Personal Information, Safe Online Talk, Protecting Your Computer and Cyber Security.  Students will take notes in a word processing or graphic organizer software.  Students will be shown how to use MLA format to correctly cite website	Teacher-prepared multimedia presentations  Videos: i.e. Common Craft  Microsoft Word and/or graphic organizing software

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<p>Students should be able to demonstrate the application of appropriate citations to digital content.</p> <p>Students should be able to demonstrate an understanding of fair use and Creative Commons to intellectual property.</p>	<p>8.1.8.D.2</p>	<p>6<sup>th</sup> grade: I/R</p> <p>7<sup>th</sup> grade: R/E</p> <p>8<sup>th</sup> grade: P</p>	<p>resources for all completed projects. Students will also learn how to cite images taken from the web for projects.</p> <p>Students can work in pairs or groups to create an infographic on one of the topics listed in the objectives. Students can present their infographics to the class &amp; post on class website.</p> <p>Pre/post test, self-directed Plagiarism Scavenger Hunt, Presentation/Poster/Brochure</p>	<p>Teacher-prepared Pre-test</p> <p>Scavenger Hunt Microsoft Word or Google Docs</p>
<p>Students should be able assess the credibility and accuracy of digital content.</p>	<p>8.1.8.D.3</p>	<p>6<sup>th</sup> grade: I/E</p> <p>7<sup>th</sup> grade: R/E</p> <p>8<sup>th</sup> grade: P</p>	<p>Lessons from various resources on how to evaluate web sites, search strategies, guidelines for evaluating the credibility of online resources.</p> <p>Create and publish an original piece of work referencing Digital Citizenship, using an online authoring tool, such as Glogster, Google Story Builder, Animoto,</p>	<p>Online authoring tool, i.e. Glogster, Google Docs, Prezi</p>

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<p>Students will understand appropriate uses for social media and the negative consequences of misuse.</p> <p>Students will explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.</p>	<p>8.1.8.D.4</p> <p>8.1.8.D.5</p>	<p>6<sup>th</sup> grade: I/E</p> <p>7<sup>th</sup> grade: R/E</p> <p>8<sup>th</sup> grade: P</p>	<p>BitStrips for Schools, Movie Maker etc.</p> <p><u>Assessment</u>: Post-test, Activity/Project Rubric</p> <p>Life Online project from PBS Learning media  <a href="http://www.pbslearningmedia.org/resource/dgn09.la.rv.visual.elements.salifeonline/life-online/">(http://www.pbslearningmedia.org/resource/dgn09.la.rv.visual.elements.salifeonline/life-online/)</a></p> <p>Students create a PSA multimedia presentation on teens and social media.</p> <p>Students will select a global issue from a list of topics, research their topic and create a Public Service Announcement (PSA).</p>	<p>Topics:  <a href="http://powayusd.sdcoe.k12.ca.us/teachers/jismay/video/PSA%20LIST.htm">http://powayusd.sdcoe.k12.ca.us/teachers/jismay/video/PSA%20LIST.htm</a>            Use of digital camera, Windows Movie Maker, Google Docs, other multimedia web tools.  <a href="http://www.dosomething.org">www.dosomething.org</a></p>
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### Curriculum Map

<p>Collaborate to develop and publish work that provides perspectives on a global problems for discussion with learners from other countries.</p>	<p>8.1.5.F.1</p>          <p>8.1.8.C.1</p>	<p>6<sup>th</sup> grade: R/E</p> <p>7<sup>th</sup> grade: E/P</p> <p>8<sup>th</sup> grade: P</p>	<p>**To assist in meeting this CPI, students may work within other curriculum areas such as Social Studies. (See Social Studies Classroom Application Document for 6.3.8.A.3)</p>	
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## Computer Literacy 6, 7 & 8

### Curriculum Map

<b>Unit: Research and Information Fluency</b>				
<b>Essential Questions:</b>	Why is it important to be alert and check sources while exploring online? Why is the evaluation and appropriate use of accurate information more important than ever in the technological age?			
<b>21st Century Life &amp; Career Skills</b>	Communication & Media Fluency; Creativity & Innovation; Critical Thinking and Problem Solving			
<b>Time Frame</b>	10 class periods			
<b>Objective</b>	<b>Standard Alignment</b>	<b>Level of Mastery</b>	<b>Suggested Activity and Assessment</b>	<b>Materials/Resources</b>
Students should be able to effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	8.1.8.E.1	6 <sup>th</sup> grade: I/R 7 <sup>th</sup> grade: R/E 8 <sup>th</sup> grade: P	Lessons and strategies about how to use Twitter to follow student's interests and passions. Review how to look at who's who and how to use it to educate themselves online.	Use of Google and other search engines along with Common Sense Media, & Google Education Lessons  Twitter (Genius Hour)
Students will use the right search terms to develop a query that facilitates a collection of sources.	8.1.8.A.1	8 <sup>th</sup> grade: P/E		
Students will be able to demonstrate knowledge of				

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<p>a real world problem using digital tools.</p> <p>Students should be able to synthesize and publish information about a local or global issue or event (ex: telecollaborative project, blog, school web).</p> <p>Use digital technologies communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information successfully.</p> <p>Become effective communicators of ideas and knowledge.</p>	<p>8.1.8.B.1</p>	<p>6<sup>th</sup> grade: I/R</p> <p>7<sup>th</sup> grade: R/E</p> <p>8<sup>th</sup> grade: P/E</p>	<p>importance of being safe while using the Internet and using presentation software to share with others.</p> <p>Google Research Project. This project involves students researching how technology is used in today's society, creating a survey and using a presentation tool to show results.</p> <p>Create a PSA of something students are passionate about or work with a form of multimedia tools to create a video to showcase what CMS has to offer for incoming students.</p>	<p>Use of various websites such a Common Sense Media for research. Google Docs, Scratch, Prezi, Animoto, Movie Maker, Blendspace, etc.</p> <p>Use of various websites such a Common Sense Media for research. Google Docs, Prezi, Animoto, Movie Maker, etc</p> <p>Use of various websites such a Common Sense Media for research. Google Docs, Prezi, Movie Maker, Animoto, etc</p>
<p>Students will be able to generate a spreadsheet to calculate, graph and present</p>	<p>8.1.8.A.4</p>	<p>6<sup>th</sup> grade: I/R</p>	<p>Roller Coaster Road Trip. This unit involves students working collaboratively in small groups to</p>	

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information.  Students will be able to plan and create a simple database query sort and create a report, and describe the process and explain the report results.	8.1.8.A.5	7th grade: R/E  7th grade: R/E	plan out a virtual trip to several amusement parks throughout the U.S.  Solving a Mystery Database activity. <a href="http://pjnicholson.com/mjcomapp/accessassign2007.html">http://pjnicholson.com/mjcomapp/accessassign2007.html</a>	
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<b>Unit: Creativity and Innovation</b>				
<b>Essential Question:</b>		How can digital tools be used for creating original and innovative works, ideas, and solutions? How can interdisciplinary projects be presented?		
<b>21st Century Life &amp; Career Skills</b>		Creativity & Innovation Collaboration, Teamwork & Leadership, Critical thinking & Problem solving		
<b>Time Frame</b>		1-2 class periods and then Implemented throughout the course		
<b>Objective</b>	<b>Standard Alignment</b>	<b>Level of Mastery</b>	<b>Suggested Activity and Assessment</b>	<b>Materials/Resources</b>
Students will be able to illustrate and communicate original ideas and stories using multiple digital tools and resources.	8.1.2.B.1	6 <sup>th</sup> grade: I/E 7 <sup>th</sup> grade: R/E 8 <sup>th</sup> grade: P	Introduce students to <a href="http://learn.code.org/">http://learn.code.org/</a> . Students will explore various opportunities and programs used for computer programming and game creation.	<a href="http://learn.code.org/">http://learn.code.org/</a>
Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.	8.2.5.E.3		Students will use the Scratch programming language to create interactive holiday cards, and/or an interactive About Me collage.	<a href="http://scratch.mit.edu/">http://scratch.mit.edu/</a>
Apply previous content knowledge by creating and piloting a digital learning game or tutorial.	8.1.12.B.2		Use Gamestar Mechanic to teach principles and strategy of video game design and systems thinking.	<a href="http://www.gamestarmechanic.com">www.gamestarmechanic.com</a>

## Skills development for first and second classes

### Working scientifically

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*Throughout their science investigations children should be aware of and encouraged to adopt safe practices. They should observe safety procedures in designing and making tasks, particularly when they are using tools and materials.*

*Through completing the strand units of the science curriculum the child should be enabled to*

### Questioning

- ask questions about animals, plants, objects and events in the immediate environment

*What is it?*

*What animals and plants are here?*

*How heavy/long/wide/far can it move in a minute?*

*How many cabbage leaves will this snail eat in one day?*

*Which food type is the woodlouse's favourite?*

*Which material is the best for bouncing?*

- ask questions that may lead to investigations

*What will happen if we add water?*

*How will we move the box?*

*Will the ball bounce better on the carpet or on the tarmac?*

### Observing

- observe accurately both inside and outside the classroom
- use all the senses, separately or in combination, to explore living things, objects and events in the immediate environment
- observe differences and similarities in the environment
- observe gradual changes in living things and familiar objects and events over a period

*growth of seed*

*weather diary*

*evaporation of puddles in the yard*

### Predicting

- suggest outcomes of an investigation, based on observations

*suggest outcomes in the course of an activity (e.g. I think the object will move faster on a rough surface)*

*suggest outcomes over a longer period (e.g. I think that more seeds will germinate by next week in tray A than tray B)*

### Investigating and experimenting

- carry out simple investigations where the problem, materials and method are suggested by the teacher  
*explore how to make a paper bridge stronger*
- begin to suggest approaches and methods of solving problems
- begin to identify one or two variables with guidance from the teacher  
*that heat and water are necessary for growth*

### Estimating and measuring

- begin to use simple methods to estimate, measure and compare observations  
*use non-standard units and some standard units to measure length, mass, time and temperature*
- compare and identify differences in measurements  
*fast/slow, heavy/light*
- appreciate the need for standard units

### Analysing

#### Sorting and classifying

- sort and group objects according to observable features  
*colour, shape, size*
- appreciate that there are different criteria for sorting and suggest more than one way of sorting a number of items  
*a group of animals could be sorted by number of legs or by the food they eat*

#### Recognising patterns

- begin to look for and recognise patterns and relationships in observations  
*falling leaves and seasonal change*

#### Interpreting

- draw conclusions from simple investigations

## Recording and communicating

- describe and discuss observations orally using an increasing vocabulary
- represent findings using pictures, models and other methods

*simple charts or pictograms*

*annotated drawings*

*simple written or word-processed accounts.*

### *Integration*

Activities in the mathematics curriculum will inform and complement this unit.

### *Mass and weight*

In everyday speech the term 'weight' is used to describe mass and weight. However, weight is not the same as mass. The mass of an object is the amount of material or matter it contains; the weight of an object is the amount of force being exerted on it by the pull of gravity. Most children, during the primary years, will not have developed the ability to grasp the distinction between mass and weight. However, by the end of the senior classes they could be encouraged to use the term 'mass'.

## Designing and making

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*Throughout their science investigations children should be aware of and encouraged to adopt safe practices. They should observe **safety procedures** in designing and making tasks, particularly when they are using tools and materials.*

*Through completing the strand units of the science curriculum the child should be enabled to*

### Exploring

- handle and manipulate a range of materials and objects
- observe, investigate and describe familiar objects
  - investigate how objects work*
  - state what he/she likes or dislikes about objects*
  - discuss why people have a need for them*
- recognise that people like certain characteristics of objects but not others and investigate the reasons for these preferences
  - preferences in shape, colour, texture, structure, material*

### Planning

- identify a need for new or revised designs; imagine and suggest a possible object to be made
- discuss, using appropriate vocabulary, what he/she would like to design or make
- clarify and communicate through pictures or simple modelling the materials and structures required to build the object
- choose materials, from a given range, to comply with the design idea
- talk about and communicate a plan of action using appropriate vocabulary
  - oral, written or other media*
  - information and communication technologies*



# Appendix C

## An English Language Arts Curriculum Framework for American Public Schools

### ***6: Foundations of Reading and Spelling***

Phonemic awareness, accurate and fluent decoding and word recognition, and an understanding of the basic features of written English texts are essential to beginning reading and writing. These skills should be taught, continually practiced, and carefully monitored until mastered.

In addition, children need to be taught how to use their cognitive skills to comprehend written texts. They first need to be taught to how to understand what is presented directly in a text; this requires their identification and recall of its main ideas and basic facts. To go beyond what is directly stated in a text, children must be taught how to analyze a text, drawing on their own powers of reasoning and on what they have learned from other texts or sources of knowledge and information.

To critique or evaluate what is in an informational or persuasive text, children need to be taught how to determine the author's purpose or message, how to analyze the coherence of the information in it and the logic of its conclusion, and how to locate alternative and reliable sources of information to double-check the text for accuracy, truthfulness, and comprehensiveness. Finally, students need to learn how to argue a point of view of their own using evidence from the author's text and other texts to support their point of view.

When we read a text carefully, we work carefully to discern the author's main ideas and the particular facts and details that support them. Good readers read thoughtfully and purposefully, constantly checking their understanding of the text against logic, their personal experiences, and broader sources of knowledge in order to construct a sound interpretation. Students who gain a strong grounding in the foundational skills of reading are ready to tackle comprehension of increasingly complex and unfamiliar literary and informational texts.

Grade	<b>Student Learning Standards</b> Students address earlier standards as needed.
PreK	<p><i>Print Concepts</i></p> <p>P.R.1 Read labels or signs in the classroom, school, or street. (e.g., a stop sign).</p> <p>P.R.2 Identify the title of a book on the front cover.</p> <p>P.R.3 Distinguish alphabet books from counting books.</p> <p>P.R.4 Demonstrate how to handle a book and turn pages.</p> <p>P.R.5 Identify some upper-case and lower-case alphabet letters.</p> <p>P.R.6 Print some upper-case alphabet letters.</p> <p><i>Phonemic and Phonological Awareness</i></p> <p>P.R.7 Link an initial sound to a picture of an object that begins with that sound. (e.g., given a picture of a ball, identify the initial sound as /b/).</p> <p>P.R.8 Recognize and produce rhyming words (e.g., identify words that rhyme with /cat/ such as /bat/ and /sat/).</p> <p>P.R.9 Segment the words in a simple sentence.</p> <p><i>Phonics, Word Recognition, and Spelling</i></p> <p>P.R.10 Identify sight words in common labels or signs (e.g., <i>stop</i> on a stop sign).</p>

K	<p><i>Print Concepts</i></p> <p>K.R.1 Determine the purpose of a text (i.e., <i>to provide information, tell a story, or provide language play, as in nursery rhymes, riddles, etc.</i>).</p> <p>K.R.2 Demonstrate how to handle a book and turn the pages.</p> <p>K.R.3 Locate the title and name of the author of a book.</p> <p>K.R.4 Point to show that English print moves left to right across the page and from top to bottom.</p> <p>K.R.5 Point to show that written sentences are made up of separate words.</p> <p>K.R.6 Point to show that written words are made up of separate letters.</p> <p>K.R.7 Identify and name all uppercase and lowercase letters.</p> <p>K.R.8 Rapidly name the letters of the alphabet in order.</p> <p>K.R.9 Point to identify spacing between words.</p> <p>K.R.10 Print one’s own first name and all upper- and lower-case letters.</p> <p><i>Phonemic and Phonological Awareness</i></p> <p>K.R.11 Segment the parts of a compound word (e.g. base + ball → baseball). <i>For example, students clap to show that they understand the syllables of a word.</i></p> <p>K.R.12 Orally blend and segment words into syllables (e.g. /ta/ + /ble/ → table).</p> <p>K.R.13 Identify and produce rhyming words (e.g., mop as a word rhyming with top).</p> <p>K.R.14 Orally blend the onset (e.g., the initial sound) and the rime (e.g., the vowel and ending sound) in words (e.g., /c/ + /at/ → cat).</p> <p>K.R.15 Identify the initial sound in spoken words (e.g., /f/ as the first sound in fish).</p> <p>K.R.16 Identify words that have the same initial sound (e.g., Given pat, put, sat, indicate that the first two words begin with /p/).</p> <p>K.R.17 Orally blend individual sounds in simple one-syllable words (e.g., /c/ /u/ /p/ → cup).</p> <p>K.R.18 Segment the individual sounds in simple one-syllable words (e.g., put → /p/ /u/ /t/).</p> <p><i>Phonics, Word Recognition, and Spelling</i></p> <p>K.R.19 Name a printed letter that matches a sound (e.g., The teacher says /t/, and the student points to the /t/ letter tile).</p> <p>K.R.20 Match spoken words to printed words (e.g., The teacher pronounces /pat/, and the student selects pat from a set of three word cards).</p> <p>K.R.21 Blend letter sounds to decode simple CVC (consonant-vowel-consonant) or VC (vowel-consonant) words with two or three letters (e.g., man, cat, up).</p> <p>K.R.22 Read some common high frequency words by sight (e.g., a, the, I, my, you, is, are).</p> <p>K.R.23 Use letter-sound knowledge to write simple messages and words, which accurately represent at least the initial sounds (e.g., soap written as sop).</p>
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	<p><i>Comprehension</i></p> <p>K.R.24 Make predictions about text content using the illustrations.</p> <p>K.R.25 Identify important elements of the text (e.g., characters, events, topics).</p> <p>K.R.26 Retell main ideas from text heard or read.</p>
1	<p><i>Print Concepts</i></p> <p>1.R.1 Use a table of contents to identify chapters or parts of a book.</p> <p>1.R.2 Print one’s own first and last name, address, telephone number, and words and sentences legibly, using upper- and lower case letters and leaving spaces between words.</p> <p><i>Phonemic and Phonological Awareness</i></p> <p>1.R.3 Produce a series of rhyming words.</p> <p>1.R.4 Identify the number of words in a sentence.</p> <p>1.R.5 Identify the number of syllables in a spoken word.</p> <p>1.R.6 Isolate the medial and final sounds of spoken words, determining when two words have the same final or medial sounds.</p> <p>1.R.7 Identify the individual sounds in one-syllable words.</p> <p>1.R.8 Orally blend the sounds in one-syllable words that have 3-4 letters and 4-5 phonemes.</p> <p>1.R.9 Segment the individual sounds in one-syllable words that have 3-4 letters and 4-5 phonemes).</p> <p>1.R.10 Add, delete, or substitute sounds to change words (e.g., delete the /s/ in <i>small - mall</i>).</p> <p><i>Phonics, Word Recognition, and Spelling</i></p> <p>1.R.11 Use letter-sound knowledge of single consonants, short and long vowels, consonant blends and digraphs, vowel blends and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., <i>cat, go, black, boat, her</i>) independent of context.</p> <p>1.R.12 Decode one-syllable words in the major syllable patterns (CVC/CVr, V, VV, VCe) independent of context (e.g., <i>bat, car, me, goat, fame</i>).</p> <p>1.R.13 Decode phonetically regular words having the same consonant but with two different common sounds (e.g., hard and soft /c/ and /g/ as in <i>cent/cat and gem/gun</i>).</p> <p>1.R.14 Read words in common word families (e.g., <i>-at, -ate</i>).</p> <p>1.R.15 Read common, irregularly-spelled sight words (e.g., <i>have, said, where</i>).</p> <p>1.R.16 Read grade-appropriate root words and affixes including plurals, verb tense, and comparatives (e.g., <i>look, -ed, -ing, -s, -er, -est</i>).</p> <p>1.R.17 Read simple compound words (e.g., <i>birthday, anything</i>) and contractions (e.g., <i>isn’t, aren’t, can’t, won’t</i>).</p> <p>1.R.18 Correctly spell grade-appropriate, highly decodable words and common irregularly-spelled sight words (e.g., <i>cup, sit, cart, the</i>).</p> <p>1.R.19 Demonstrate use of decoding skills and context when reading new words in a text.</p>

	<p><i>Fluency</i></p> <p>1.R.20 Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency).</p> <p><i>Comprehension</i></p> <p>1.R.21 Make predictions about what will happen in texts using prior knowledge and text features.</p> <p>1.R.22 Answer questions to clarify or confirm their understanding of a story.</p> <p>1.R.23 Restate main ideas in sequence.</p>
2	<p><i>Print Concepts</i></p> <p>2. R.1 Print family names, words, and sentences legibly, using upper- and lower-case letters and leaving spaces between words.</p> <p><i>Phonics, Word Recognition, and Spelling</i></p> <p>2.R.2 Decode two-syllable words using letter-sound knowledge of consonants, consonant blends and digraphs, short and long vowels, and vowel digraphs and r-controlled vowels independent of context.</p> <p>2.R.3 Use knowledge of the six major syllable patterns (e.g., CVC, CVr., V, VV, VCe, Cle) to decode two-syllable words independent of context.</p> <p>2.R.4 Read words in common word families (e.g., <i>-ale, -est, -ine, -ock</i>).</p> <p>2.R.5 Read multi-syllabic words composed of roots, prefixes, and suffixes.</p> <p>2.R.6 Read common, irregularly spelled sight words (e.g., <i>through, tough</i>)</p> <p>2.R.7 Read common abbreviations (e.g., <i>Dr., Mr., AM, PM</i>).</p> <p>2.R.8 Correctly spell grade-appropriate, phonetically regular and irregularly-spelled sight words (e.g., <i>said, does</i>).</p> <p>2.R.9 Correctly spell the plural of grade-appropriate nouns by adding <i>-es</i> to nouns ending in <i>-s, -ss, -sh, -ch, or -x</i>.</p> <p>2.R.10 Identify nouns that change their spelling in plural form (e.g., <i>man, men; woman, women; tooth, teeth</i>).</p> <p>2.R.11 Demonstrate use of decoding skills and context to identify new words in a text.</p> <p><i>Fluency</i></p> <p>2.R.12 Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency).</p> <p><i>Comprehension</i></p> <p>2.R.13 Make predictions about the content of texts using prior knowledge and text features (e.g., headings, table of contents, key words in informational texts, story events in literary texts), explaining whether they were confirmed or disconfirmed and why.</p> <p>2.R.14 Retell a story’s beginning, middle, and end.</p> <p>2.R.15 Locate details to support main ideas in text.</p>

	<p>2.R.15 Distinguish cause and effect.</p> <p>2.R.16 Restate main ideas.</p>
3	<p><i>Print Concepts</i></p> <p>3.R.1 Write upper- and lower-case cursive letters, and use them in words and sentences, leaving spaces between words.</p> <p><i>Phonics, Word Recognition, and Spelling</i></p> <p>3.R.2 Decode multi-syllabic words using letter-sound knowledge of all major letter-sound correspondences including those that are less familiar (e.g., /ph/ = /f/ as in <i>graph</i>).</p> <p>3.R.3 Read multi-syllabic words composed of one or more of the six syllable patterns: VC, VR, V, VV, VCe, Cle (e.g., <i>caterpillar</i>).</p> <p>3.R.4 Read aloud words in common word families (<i>-ight, -ump</i>).</p> <p>3.R.5 Read multi-syllabic words composed of roots and related prefixes, suffixes, contractions, possessives, and compounds.</p> <p>3.R.6 Read aloud grade-appropriate irregularly spelled sight words.</p> <p>3.R.7 Read and correctly spell grade-appropriate words that have blends (<i>walk, play, blend</i>), contractions (<i>isn't, can't</i>), compounds, common spelling patterns (<i>qu-</i>; doubling the consonant and adding <i>-ing</i> as in <i>win/winning</i>; changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural, such as <i>cherry/cherries</i>), and common homophones (words that sound the same but have different spellings, such as <i>hair/hare</i>).</p> <p>3.R.8 Arrange words in alphabetical order (e.g., given a list of words, such as <i>apple, grapefruit, cherry, banana, pineapple, and peach</i>, put them in alphabetical order).</p> <p>3.R.9 Demonstrate use of decoding skills and context to identify new words in a text.</p> <p><i>Fluency</i></p> <p>3.R.10 Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency)</p> <p><i>Comprehension</i></p> <p>3.R.11 Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).</p> <p>3.R.12 Apply Grade 3 standards for comprehension of Nonfiction, Fiction, Poetry, Drama, and Myth, Legend, Traditional Narrative, and Classical Literature.</p>
4	<p><i>Print Concepts Writing</i></p> <p>4.R.1 Write legibly in cursive, leaving spaces between words.</p> <p><i>Phonics, Word Recognition, and Spelling</i></p> <p>4.R.2 Use knowledge of all letter-sound correspondences, syllabication patterns,</p>

	<p>and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words.</p> <p>4.R.3 Read and correctly spell grade-appropriate roots (e.g., <i>unnecessary</i>, <i>cowardly</i>), prefixes and suffixes (<i>mis-</i>, <i>un-</i>, <i>-ful</i>, <i>-ing</i>), and important words from all grade-specific content curricula.</p> <p><i>Fluency</i></p> <p>4.R.4 Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency).</p> <p><i>Comprehension</i></p> <p>4.R.5 Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).</p> <p>4.R.6 Apply Grade 4 standards for comprehension of Nonfiction, Fiction, Poetry, Drama, and Myth, Legend, Traditional Narrative, and Classical Literature.</p>
5	<p>5.R.1 Read and spell correctly all key words from grade-specific content curricula and hyphenate them correctly.</p> <p>5.R.2 Read and spell correctly grade-appropriate words with prefixes (understood/<i>mis</i>understood, excused/<i>un</i>excused) or suffixes (final/<i>final</i>ly, mean/<i>mean</i>ness) and contractions (will not/<i>won't</i>, it is/<i>it's</i>, they would/<i>they'd</i>)</p> <p><i>Fluency</i></p> <p>5.R.3 Orally read grade-appropriate text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency)</p> <p><i>Comprehension</i></p> <p>5.R.4 Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).</p> <p>5.R.5 Apply Grade 5 standards for comprehension of Nonfiction, Fiction, Poetry, Drama, and Myth, Legend, Traditional Narrative, and Classical Literature.</p>
6	<p>6.R.1 Read and spell correctly Latin plurals (e.g., <i>alumnus/alumni</i>) in assigned curriculum materials.</p> <p>6.R.2 Correctly spell frequently misspelled words (e.g., <i>license</i>, <i>recommendation</i>, <i>exaggerate</i>).</p> <p><i>Fluency</i></p> <p>6.R.3 Orally read grade-appropriate literary and expository text smoothly and accurately with expression that connotes comprehension at the independent level (e.g., 95% comprehension, benchmark fluency)</p>

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	<p><i>Comprehension</i></p> <p>6.R.4 Read silently unfamiliar, grade-appropriate text with comprehension at the independent level (e.g., 95% comprehension).</p> <p>6.R.5 Apply Grade 6 standards for comprehension of Nonfiction, Fiction, Poetry, Drama, and Myth, Legend, Traditional Narrative, and Classical Literature</p> <p>.</p>
7-12	Students continue to address earlier standards as they apply to more difficult texts.