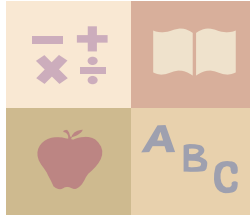


Harford County Public Schools

Meeting the
Maryland State Department
Voluntary State Curriculum Standards for
Integrated Language Arts



Integrated Language Arts

Intermediate Grades

The elementary language arts curriculum incorporates a balanced approach to literacy instruction. The program integrates the processes of listening, speaking, reading, and writing. In the primary grades, students are learning to read through a developmental continuum that is intended to meet the needs of the whole child through flexible, meaningful, and developmentally appropriate instruction. In the intermediate grades, students are reading to learn with an emphasis on critical thinking skills. Elementary reading instruction focuses on five main components—phonemic awareness (in kindergarten and Grade 1), phonics, vocabulary, fluency, and comprehension. Writing instruction focuses on the writing process and the three purposes for writing—writing to express personal ideas, writing to inform, and writing to persuade. The processes of listening and speaking are integrated into all instructional areas.

Jacqueline C. Haas, Ed.D.,

Intermediate Grades 3, 4, and 5 Integrated Language Arts

Reading: Reading processes are important to understand grade level text. Beginning with phonics, *students will:*

- use prior knowledge of letter and sound relationships and word structure to decode unfamiliar words
- apply knowledge of vowel patterns, hard and soft consonants, and sound out common word parts to read grade-level textbooks
- recognize contractions, compound words, and expand base word knowledge so that reading sounds like speech
- decode automatically and self-correct using the meaning of the word and visual clues
- increase the number of sight words known, reading with expression and fluency consistently
- recognize sentence patterns and punctuation cues to help with meaning and expression when reading

Critical Reading: Vocabulary skills are increased by listening to, reading independently, and discussing a variety of reading materials. The meanings of new words are discussed in every subject area. *Students will:*

- identify and explain antonyms and synonyms
- understand words with more than one meaning and figurative expressions
- use the dictionary, thesaurus, and glossary
- identify base words, compound words, prefixes, and suffixes

Students will use a variety of ways to understand what they are reading. *Students will:*

- listen to, read, and discuss texts with a broad range of content, culture, and perspective
- learn to set a purpose for reading, make predictions, and ask questions
- identify and explain the main idea, supporting details, and implied information
- read a minimum of 25 self-selected or assigned books a year

- draw conclusions, summarize, and paraphrase
- use prior knowledge and experiences to explain ideas and information in a text

Students will read non-fiction materials to gain information. Informational text includes textbooks, reference materials, biographies, newspapers, web sites, and other online materials. *Students will:*

- learn to read and use sets of directions, atlases, flyers, forms, menus, recipes, and advertisements
- use tables, drawings, and maps
- identify titles, headings, and tables of content
- use sidebars, drop down menus, and home pages on web sites
- identify and explain cause/effect; similarities/differences; problems/solutions; compare/contrast
- identify and use words that describe and show chronology and sequence
- learn to connect the content and the purpose for reading
- distinguish between a fact and an opinion
- summarize and paraphrase



Students will read a variety of self-selected and assigned literary texts. *Students will:*

- identify titles, footnotes, captions, settings, main problem, main characters, and narrators
- learn to identify the characteristics of narrative texts including tall tales, legends, fables, folklore, and biographies
- use elements of poetry including structure, rhythm, rhyme, refrain, and chorus
- explore elements of drama including characters, setting, stage directions, acts, and dialogue
- identify the message, lesson, and/or theme

Writing: Pre-writing and using graphic organizers, journal writing, listing, and organizing ideas for writing all help writers achieve success. *Students will:*

- learn to write and create visual presentations expressing personal ideas, sharing important information, and persuading others
- learn to revise what is written by self-editing or peer editing
- learn how word choices in writing help to clarify meaning and give purpose to what is written
- learn to locate and use information from various sources
- practice note-taking and organization of information
- use appropriate grammar to express ideas clearly when speaking or writing
- use accurate punctuation and capitalization
- edit using correct spelling
- begin to use cursive writing

Listening: Listening effectively to learn, process, and evaluate information is important. *Students will:*

- learn to ask questions and respond appropriately
- learn to determine if a speaker's purpose is to inform, persuade, or entertain
- follow multi-step directions, expand and enrich vocabulary, and make judgments based on the information provided by a speaker

Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats. *Students will:*

- demonstrate appropriate volume, articulation, enunciation and timing
- speak clearly enough to be heard and understood by using correct posture, eye contact, facial expressions, and gestures

