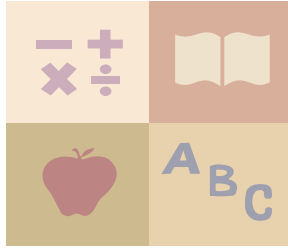


Harford County Public Schools

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



Integrated Language Arts

Primary 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

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Primary Grades 1 and 2 Integrated Language Arts

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

- use prior knowledge of letter and sound relationships and word structure to decode unfamiliar words
- identify letters and corresponding sounds
- identify and apply vowel patterns to read words
- read grade level text accurately and with expression
- use word context clues, sentence structure, and visual clues to guide self-correction
- read sight words automatically

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:*

- sort grade appropriate words into categories
- identify antonyms, synonyms, and homophones
- use the dictionary, thesaurus, and the glossary
- determine the meanings of words using their context
- use word structure to determine meanings of words
- identify simple multiple meaning words

Students will use a variety of skills and strategies to understand what they are reading. *Students will:*

- listen to, read, and discuss texts with a broad range of content, culture, and perspective
- independently read a minimum of 25-30 self-selected and/or assigned books per year
- set a purpose for reading and identify the type of text
- make connections to the text using prior knowledge and experiences with the text
- make predictions and ask questions about the text
- identify and explain the main idea, supporting details, and implied information

- summarize and retell the main idea of texts
- engage in conversations to understand what has been read

Students will read non-fiction materials to gain information. Informational text includes textbooks, reference materials, magazines, and newspapers. *Students will:*

- learn to read and recognize functional documents, such as flyers, recipes, maps, forms, and menus
- use text features like bold print, labels, and captions to facilitate understanding
- use titles, headings, and tables of content
- distinguish between fiction and nonfiction text
- distinguish between a fact and an opinion
- retell important facts from the text
- identify the text's purpose and how someone might use the text
- develop knowledge of organizational structures of informational text



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

- listen to, read, and discuss a variety of literary texts representing diverse cultures
- identify characteristics of different types of narrative texts including plays, poetry, folktales, fairy tales, fantasy and realistic fiction
- identify the main character(s) and setting and explain their importance in the story
- identify and explain the elements of a story, including the problem, the sequence of events, and the solution

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

- generate ideas and topics and make a plan before writing
- write a first draft with a main idea and supporting details
- organize related ideas into a simple paragraph
- write to express personal ideas using a variety of forms, such as journals, narratives, and letters
- write to inform using details that support a topic
- write persuasive text to support an opinion
- improve writing by using revising and editing strategies
- use accurate punctuation and capitalization
- edit using correct spelling
- identify and use grammar concepts and skills
- use note taking to record and organize information

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

- listen to the speaker, ask appropriate questions, and respond to clarify and understand
- learn to determine if a speaker's purpose is to inform, persuade, or entertain.
- follow multi-step directions
- listen carefully to expand and enrich vocabulary

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

- speak clearly enough to be heard and understood using correct posture, eye contact, facial expressions, and gestures
- speak in a variety of situations to inform and/or relate experiences, including retelling stories
- state a position and support it with reasons

