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**IOWA CITY**  
**COMMUNITY**  
**SCHOOL DISTRICT**

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**Child-Centered : Future-Focused**

**Language Arts Curriculum Guide**

***Kindergarten ~ Grade 12***

***Revised Fall 2011***

***Original Document 2003***

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# ***Acknowledgements***

Iowa City Community School District curriculum guide writing team:

Meg Corbin, K-12 Language Arts Coordinator

Pam Ehly, Director of Instruction

Becky Furlong, Assistant Superintendent

Sarah Yoder, Language Arts Resource Specialist

Elementary writing team for detailed student learning standards, *I Can* statements and evidence of learning document

Chairperson: Sarah Yoder

Kindergarten:

Megan Beuning  
Tami Clements  
Amy Halverson  
Lori Kasparek  
Monique Moore  
Abby Person

Third and Fourth Grades

Katy Bolender  
Dawn Herren-Wegman  
Cristi Johnson  
Leanna Vincent

First and Second Grades:

Judith Armstrong  
Kari Broghammer  
Gina Ferrel  
Traci Martin  
Terrah Taggart  
Carolyn White

Fifth and Sixth Grades:

Amy Connolly  
Laura Mayer  
Erin McDonald  
Katie Tritle  
Laura Walthart  
Lorraine Whittington

Secondary writing team for detailed student learning standards and evidence of learning document

Chairperson: Meg Corbin

Junior High:

Anna Basile  
Mandy Sotillo  
Harry Phillips

Senior High:

Kerry Barnhouse  
Colleen Davis  
Robin Fields  
Jeff Finn  
Daphne Foreman  
Nate Frese  
Brad Hartwig  
Tom Lindsey  
Margaret Shullaw  
Darci Witthoft

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# **INTRODUCTION**

The purpose of this curriculum guide is to assist kindergarten through twelfth grade teachers in the organization and instruction of language arts in the Iowa City Community School District. The guide provides information about district and state requirements. Additionally, the content standards, grade level benchmarks, student learning standards, instructional methods, instructional resources, and assessment practices are identified.

The content standards, benchmarks, and student learning standards were approved by a district curriculum review committee that met during the 2010-2011 school year. They have been revised to match the Common Core State Standards / Iowa Core Curriculum, mandated by Iowa law in 2008 and the Iowa Board of Educational Examiners in 2010.

## **State Requirements**

**Chapter 12 of the Iowa Administrative Code, July 1999, states the following:**

### **Elementary**

#### *Kindergarten*

“The kindergarten program shall include experiences designed to develop healthy, emotional social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.”

#### *1<sup>st</sup> through 6<sup>th</sup> Grade*

“English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative composition; communication processes and skills, including handwriting and spelling; literature; creative dramatics; and reading.”

### **Secondary**

#### *7<sup>th</sup> and 8<sup>th</sup> grade*

“English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative composition; communication processes and skills, including spelling; literature; creative dramatics; and reading.”

#### *9<sup>th</sup> through 12<sup>th</sup> grade*

“English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The program shall encompass communication processes and skills; written composition; speech; debate; American, English, and World literature; creative dramatics; and journalism.”

### **Senate File 2216 mandates the Iowa Core Curriculum:**

On May 1, 2008, Governor Culver signed Senate File 2216 mandating the Iowa Core Curriculum which provides academic expectations for all Iowa's K-12 students. The essential concepts and skills students are expected to know are identified by grade level clusters in the following areas: literacy, mathematics, science, social studies, and 21<sup>st</sup> learning skills (civic literacy, employability skills, financial literacy, health literacy and technology literacy). [www.corecurriculum.iowa.gov](http://www.corecurriculum.iowa.gov)

In addition to the Iowa Core Curriculum, the Iowa Department of Education identifies Iowa Core Content Standards, Benchmarks and Grade Level Indicators for literacy, mathematics and science at grades 3-12. [http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=1350&Itemid=1554](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1350&Itemid=1554)

## **Iowa Board of Educational Examiners**

On July 27, 2011, the Iowa Board of Educational examiners adopted the Common Core State Standards as part of the Iowa Core. The Common Core State Standards Initiative was a voluntary state-led effort to develop common expectations among the states for what students should learn from kindergarten through high school. The standards cover the areas of English language arts and mathematics. It helps students and parents by setting clear and realistic goals for success. It also lays out the knowledge and skills students should have so that teachers can locally build the best lessons and environments for their classrooms.

### **Senate File 2272 mandates high school graduation requirements:**

The 2006 legislature amended Section 256.7, subsection 26 of Iowa Code Supplement 2005 by identifying the requirements for high school graduation for all students beginning with the graduating class of 2011. Senate File 2272, Section 4, lists these requirements for school districts as four years of English/language arts, three years of mathematics, three years of science, and three years of social studies.

## ***District Requirements***

### ***Course of Studies; Promotion and Graduation Requirements***

District policies and regulations 605.4 and 605.4a govern the course of studies, promotion and graduation for students in the Iowa City Community School District.

#### **Elementary**

Subject matter is taught by a classroom teacher. Often the areas of language arts are integrated. They include the following:

- Reading
- Writing – composition
- Writing/Language – grammar, mechanics, usage and expression
- Handwriting
- Spelling
- Speaking, listening, viewing

#### **Secondary**

Subject matter is taught as a “course” and is instructed by a language arts teacher. The following courses are taught at the secondary level:

##### *Junior High*

Two full years and one trimester composed of the following courses are required for promotion:

- English 7 (year-long course) *required*
- English 8 (year-long course) *required*
- Literacy 7 (year-long course) *required*

Other English/language arts courses are offered as electives.

##### *Senior High*

Sixty units (four years of 15 credits per year) composed of the following courses are required for graduation:

- English 9 or Humanities (year-long courses) *required*
- English 10 or English 10 Honors (year-long courses) *required*

- 11<sup>th</sup> Grade: Study including literature, writing, speaking (year-long course or three trimester courses) *required* [American Literature or American Literature Honors (year-long courses) at CHS]
  - 12<sup>th</sup> Grade: Study including literature, writing, speaking (year-long course or three trimester courses)
- Other English/language arts courses are offered as electives.

### ***Mission Statement***

The mission of language arts instruction in the Iowa City Community School District is to help ensure that students become life-long, independent and interdependent learners who can use language to communicate, to stimulate the imagination, and to construct meaning.

### ***Belief Statements***

- The construction of meaning is central to learning.
- Language systems are integrated.
- Language users bring prior knowledge and belief systems to their learning which they blend in ways unique to them.
- A student's feelings of self-worth, based on confidence and competence in the language arts skills, empowers him/her to learn.
- Learning language is developmental.
- Students benefit from differentiated instruction and alternative formats.
- Instruction drives development.
- Effective instruction supports a students' cognitive and linguistic development.

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# ORGANIZATION OF INSTRUCTIONAL PROGRAM

## Instructional Time Guidelines

There are no state mandates regarding time students are to be instructed in particular curricular areas. The amount of time allocated to instructional areas is a local education agency decision.

### Elementary

Students in the elementary grades attend school for 1890 minutes per week. The following chart identifies the average number of minutes students are to be engaged in instruction on a weekly basis and on a daily basis by components of study. Instruction occurs all five days a week. For a listing of instructional time for all subject areas, please refer to <http://www.iowa-city.k12.ia.us/District/elemtime.htm>

<b>Grade Levels</b>	<b>Minutes of Instruction Per Week Total</b>	<b>Minutes Per Day Reading, Listening, Speaking, Viewing</b> <i>(Read Aloud, Shared, Guided, Independent Reading)</i>	<b>Minutes Per Day Writing, Spelling, Handwriting, Word Work, Vocabulary</b> <i>(Write Aloud, Shared, Interactive, Guided, Independent Writing)</i>
K	765 minutes	100	53
1	742.5 minutes	100	48.5
2	742.5 minutes	100	48.5
1/2	742.5 minutes	100	48.5
1/2/3	742.5 minutes	100	48.5
3	742.5 minutes	100	48.5
4	717.5 minutes	95	48.5
3/4	717.5 minutes	95	48.5
5	717.5 minutes	95	48.5
6	717.5 minutes	95	48.5
5/6	717.5 minutes	95	48.5
4/5/6	717.5 minutes	95	48.5

The ICCSD advocates a balanced literacy framework to implement language arts instruction. This framework combines teacher directed instruction and student centered activities. Since there is a distinct body of knowledge for components of language arts, time is designated specifically for this instruction. To help students make connections between what they read, write, speak, listen and view, language arts instruction may also be integrated within the discipline or with other disciplines.

### Secondary

Students in the secondary grades attend language arts classes for 218 minutes (junior high) and 265 minutes (senior high) per week. Instruction occurs every day of the week. At the junior high level, 7<sup>th</sup> and 8<sup>th</sup> grade, the class is one of eight per day. A class period is 45 minutes in duration Monday, Tuesday, Wednesday, Friday and 38 minutes on Thursday. At the senior high level, 9<sup>th</sup> through 12<sup>th</sup> grade, the class is one of seven per day. A class period is 55 minutes in duration Monday, Tuesday, Wednesday, Friday and 45 minutes on Thursday.

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# ***CURRICULUM (scope and sequence)***

Curriculum is defined as the content to be taught to students. It includes knowledge of facts, concepts, principles, and generalizations, and relative to process, the demonstration of skills. In other words, both declarative and procedural knowledge are addressed.

## ***Content Standards***

### ***What students are expected to know and be able to do***

The content standards for the Iowa City Community School District are based on the work of the a) the Iowa Content Standards, b) the Iowa Core Curriculum and c) the National Council of Teachers of English and International Reading Association. Standards address reading, writing, speaking, listening and viewing. They are applicable kindergarten through grade twelve.

***Reading:*** Students can comprehend what they read in a variety of literary and informational texts

- Engage in the process of reading
- Read for a purpose
- Possess knowledge related to the reading process

***Writing:*** Students can write in a variety of modes

- Engage in the process of writing
- Write for a purpose
- Possess knowledge related to the writing process

***Speaking and Listening:*** Students can speak and listen in a variety of modes

- Engage in the process of speaking and listening
- Speak and listen for a purpose
- Possess knowledge related to the processes of speaking and listening

***Viewing :*** Students can view media in a variety of literacy forms

- Engage in the process of viewing
- View for a purpose
- Possess knowledge related to the processes of viewing

# **Benchmarks**

## **Grade level expectations**

Iowa has statewide mandated **core content standards** in reading, math, and science. While these standards are broad definitions, the supporting **benchmarks** provide detail in identifying the knowledge and skills that students should acquire in the classroom. In general, **benchmarks provide a learning target for a span of grades, such as grades 3-5**. The **Iowa Core Content Benchmarks** are aligned with the **Iowa Core Content Standards**. ICCSD established benchmarks for grades K-2 as the Department of Education benchmarks only cover grades 3-12.

### **Elementary**

#### *Kindergarten*

- Hears rhymes
- Hears beginning and ending sounds and word parts
- Associates consonant sounds with letter symbols
- Recognizes upper-case letters
- Recognizes lower-case letters
- Is developing a sight vocabulary
- Understands basic concepts about print (left to right, top to bottom, first page of book)
- Chooses to look at books/attempts to read
- Focuses on books/stories when read to aloud
- Retells a story from pictures
- Understands text read by self or by others
- Chooses to write (through any of the following: drawing, random letters, consonant sounds, and/or conventional spelling)
- Demonstrates control of fine motor skills
- Verbalizes ideas clearly
- Listens attentively

#### *First Grade*

- Chooses to read independently
- Uses a variety of reading strategies
- Acquires new words
- Orally retells what has been read
- Uses comprehension strategies
- Reads for meaning
- Reads fluently
- Chooses to write independently
- Uses writing process to compose
- Organizes and writes thoughts in logical sequence
- Incorporates correct spelling into writing
- Writes with appropriate use of capitalization and end punctuation
- Expresses ideas clearly when speaking
- Chooses to share orally
- Listens attentively

#### *Second Grade*

- Chooses to read independently
- Uses a variety of reading strategies
- Acquires new words
- Orally retells what has been read
- Uses comprehension strategies
- Reads for meaning
- Reads fluently
- Chooses to write independently
- Uses writing process to compose

- Organizes and writes thoughts in logical sequence
- Incorporates correct spelling into writing
- Writes with appropriate use of capitalization and end punctuation
- Expresses ideas clearly when speaking
- Chooses to share orally
- Listens attentively

#### *Third Grade*

- Understands stated information from reading
- Determines the meaning of new words from their context
- Draws conclusions, makes inferences, and deduces meaning
- Infers traits, feelings, and motives of characters
- Interprets information in new contexts
- Interprets nonliteral language used in a text
- Determines the main idea of a text
- Identifies the writer's views or purpose
- Analyzes style or structure
- Chooses to read independently
- Reads silently
- Selects books at an appropriate reading level
- Reads fluently with expression
- Chooses to write independently
- Uses writing process to compose independently
- Organizes and writes thoughts in logical sequence
- Incorporates correct spelling into writing
- Writes with appropriate use of mechanics
- Expresses ideas clearly when speaking
- Makes meaningful contributions to discussions
- Listens attentively

#### *Fourth Grade*

- Understands stated information from reading
- Determines the meaning of new words from their context
- Draws conclusions, makes inferences, and deduces meaning
- Infers traits, feelings, and motives of characters
- Interprets information in new contexts
- Interprets nonliteral language used in a text
- Determines the main idea of a text
- Identifies the writer's views or purpose
- Analyzes style or structure
- Chooses to read independently
- Reads silently
- Selects books at an appropriate reading level
- Reads fluently with expression
- Chooses to write independently
- Uses writing process to compose independently
- Organizes and writes thoughts in logical sequence
- Incorporates correct spelling into writing
- Writes with appropriate use of mechanics
- Expresses ideas clearly when speaking
- Makes meaningful contributions to discussions
- Listens attentively

### *Fifth Grade*

- Understands stated information from reading
- Determines the meaning of new words from their context
- Draws conclusions, makes inferences, and deduces meaning
- Infers traits, feelings, and motives of characters
- Interprets information in new contexts
- Interprets nonliteral language used in a text
- Determines the main idea of a text
- Identifies the writer's views or purpose
- Analyzes style or structure
- Chooses to read independently
- Reads silently
- Selects books at an appropriate reading level
- Reads fluently with expression
- Chooses to write independently
- Uses writing process to compose independently
- Organizes and writes thoughts in logical sequence
- Incorporates correct spelling into writing
- Writes with appropriate use of mechanics
- Expresses ideas clearly when speaking
- Makes meaningful contributions to discussions
- Listens attentively

### *Sixth Grade*

- Understands stated information from reading
- Determines the meaning of new words from their context
- Draws conclusions, makes inferences, and deduces meaning
- Infers traits, feelings, and motives of characters
- Interprets information in new contexts
- Interprets nonliteral language used in a text
- Determines the main idea of a text
- Identifies the writer's views or purpose
- Analyzes style or structure
- Chooses to read independently
- Reads silently
- Selects books at an appropriate reading level
- Reads fluently with expression
- Chooses to write independently
- Uses writing process to compose independently
- Organizes and writes thoughts in logical sequence
- Incorporates correct spelling into writing
- Writes with appropriate use of mechanics
- Expresses ideas clearly when speaking
- Makes meaningful contributions to discussions
- Listens attentively

## Secondary

### *Seventh through Ninth Grades*

- Understands stated information from reading
- Determines the meaning of new words from their context
- Draws conclusions, makes inferences, and deduces meaning
- Infers traits, feelings, and motives of characters
- Interprets information in new contexts
- Interprets nonliteral language used in a text
- Determines the main idea of a text
- Identifies the writer's views or purpose
- Analyzes style or structure
- Reads independently
- Uses conventions of writing
- Writes to communicate ideas for multiple purposes
- Develops a voice in writing
- Analyzes self and peer writing
- Comments about text
- Asks questions about literature
- Defends one's own opinion
- Listens to others ideas
- Experiences multimedia
- Utilizes a variety of literary concepts
- Challenges thought
- Understands differing perspectives

### *Tenth through Eleventh Grades*

- Understands stated information they have read
- Determines the literal meaning of specific words
- Draws conclusions, make inferences, and deduce meanings
- Infers traits, feelings, and motives of characters or individuals
- Make predictions based on stated information
- Interprets nonliteral language used in a text
- Determines the main idea, topic, or theme and make generalizations
- Identifies the author's views or purposes
- Distinguishes among facts, opinions, and assumptions
- Recognizes aspects of a passage's style and structure and can recognize literary techniques
- Reads for enjoyment and to gain knowledge
- Conceives, narrows and develops topics for writing
- Organizes ideas into a variety of sentences and paragraphs which accomplish the writer's purpose
- Recognizes different purposes and methods of writing; identify a writer's point of view and tone, and interpret a writer's meaning
- Writes to accomplish a variety of purposes
- Uses the process of prewriting, drafting, revising and editing
- Directs writing toward a variety of audiences
- Adheres to appropriate conventions of correctness in final drafts
- Considers the effects of writing
- Conceives and develops ideas about a topic for the purpose of speaking to a group, presents these ideas clearly in standard English, and evaluates similar presentations by others
- Speaks with appropriate rate, volume, clarity and intonation
- Varies the use of spoken language to suit different audiences and situations
- Considers the effects of speech
- Understands a speaker's ideas
- Follows spoken instructions
- Follows written instructions
- Recognizes fallacies in reasoning

- Knows the distinction among beliefs, opinions, and facts
- Uses the reference features of books and other learning materials

## ***Student Learning Standards K through 12***

### **Reading**

#### Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text

#### Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific words choices shape meaning or tone
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Assess how point of view or purpose shapes the content and style of a text

#### Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

#### Range of Reading and Level of Text Complexity

- Read and comprehend complex literary and informational texts and proficiently

#### Foundation Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

### **Writing**

#### Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

#### Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

#### Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- Draw evidence from literary or informational texts to support analysis, reflection, and audiences

## Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for range of tasks, purposes, and audiences

## Speaking and Listening

### Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

### Presentation of Knowledge and Ideas

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

## Language

### Conventions of Standard English

- Demonstrate command of conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of conventions of English capitalization, punctuation, and spelling when writing

### Knowledge of Language

- Apply knowledge of language to understand functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

### Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Acquire and use accurately a range of general academic and domain-specific phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

See [Appendix A](#) for identification of the K-6 facts, concepts, principles and generalizations, and skills representing the detailed curricular content students should know, understand and be able to do. The chart reflects the Common Core Standards and Iowa Core Curriculum; it also translates the curricular content into student and parent friendly "I Can Statements" and finally it identifies a variety of ways in which teachers and administrators can document evidence of student learning.

See [Appendix B](#) for identification of the 7-12 facts, concepts, principles and generalizations, and skills representing the detailed curricular content students should know, understand and be able to do. The chart reflects the Common Core Standards and Iowa Core Curriculum; and finally it identifies a variety of ways in which teachers and administrators can document evidence of student learning.

## Handwriting/Penmanship (Elementary)

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Write letters of the alphabet	✓	✓	✓	✓	✓	✓	✓
Write fluently and legibly in manuscript		✓	✓	✓	✓	✓	✓
Write fluently and legibly in cursive				✓	✓	✓	✓
Allow adequate spacing between letters words and sentences		✓	✓	✓	✓	✓	✓
Control pencil	✓	✓					

## 21<sup>st</sup> Century Learning Skills

### Technology

- Uses technology to create projects, identify patterns, and make predictions
- Use a variety of technology tools and media-rich resources to work collaboratively with others
- Utilize predetermined digital resources and tools to answer questions or solve problems
- Understand and practice appropriate and safe uses of technology
- Understand basic technology hardware and software and their application

### Employability

- Communicate and work appropriately with others to complete tasks
- Recognizes different roles and responsibilities and is open to change
- Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility
- Develop initiative and demonstrate self-direction in activities
- Work productively and are accountable for their actions

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# **INSTRUCTIONAL METHODS**

Instruction is defined as the process of teaching. It is during the act of instruction when content is presented to students. The method in which a teacher presents content is another way of defining instruction.

## **Elementary**

A Balanced Literacy Framework for instruction is adopted for the district.

A Balanced Literacy Framework combines teacher-directed instruction and student-centered activities. Teacher-directed instruction involves systematically and explicitly modeling or showing students how to use a skill, strategy, or process. In student-centered instruction, students perform a given task, from which they are expected to learn language skills, strategies or processes. Some students may learn one task better with more direct instruction, whereas others might learn better with more student-centered instruction. An effective literacy teacher differentiates instruction for students in accordance with their strengths, needs, and the tasks they are performing. An important part of a Balanced Literacy Framework is the Gradual Release of Responsibility Model for reading and writing skills, strategies, and processes. (Cooper, 2003)

Components:

*Reading*

Read Aloud  
Shared Reading  
Guided Reading  
Independent Reading

*Writing*

Write Aloud  
Shared Writing  
Interactive Writing  
Guided Writing  
Independent Writing

## **Secondary**

Construction of meaning is central to learning. Because language is used to compose and comprehend meaning as students interact with text, providing opportunities for students to connect the new to the known and reflect on their own understanding is crucial. Teacher-directed instruction involves systematically and explicitly modeling or showing students how to use a skill, strategy, or process. In student-centered instruction, students perform a given task, from which they are expected to learn certain things. Some students may learn one task better with more direct instruction, whereas others might learn better with more student-centered instruction.

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# **INSTRUCTIONAL RESOURCES**

## **Elementary**

Core instructional materials:

- *Rigby Literacy*, Rigby © 2000 and 2003  
Horn, Lincoln, Weber Elementary Schools
- *A Legacy of Literacy*, Houghton Mifflin © 2003  
Coralville Central, Hoover, Longfellow, Mann, Penn, Roosevelt, Shimek, Van Allen, Wickham Elementary Schools
- *Journeys*, Houghton Mifflin Harcourt © 2011  
Garner, Hills, Kirkwood, Lemme, Lucas, Twain, Wood Elementary Schools
- Houghton Mifflin, (spelling and vocabulary)  
All elementary schools (embedded in Houghton Mifflin program, stand alone for Rigby program)
- Zaner-Bloser (handwriting)  
Coralville Central, Garner, Hills, Lemme, Lucas, Mann, Penn, Shimek, Twain, Van Allen, Weber, Wood
- D'Nealian (handwriting)  
Hoover, Horn, Kirkwood, Lincoln, Longfellow, Roosevelt, Wickham

Intervention programs for reading:

- *Earobics* by Houghton Mifflin (grades K, 1 and 2)
- *Early Success* by Houghton Mifflin (grades 1 and 2)
- *SOAR to Success* by Houghton Mifflin (grades 3 through 6)
- *Leveled Literacy Intervention* by Heinemann (grades K through 2)
- *Voyagers* by Cambium Learning Group (grades K – 6) for Special Education

Supplemental instructional materials:

- *Reader's Handbook and Writer's Handbook*, Great Source Publishing
- *Step Up to Writing*, Sorpris West
- Novel and trade book units

## **Secondary**

### *Junior High*

Core for 7<sup>th</sup> and 8<sup>th</sup> grade:

- *Language of Literature*, McDougal Littell, © 2002 South East Junior High School
- *Elements of Literature*, Holt, © 2003 Northwest Junior High School, North Central Junior High School © 2007

Supplemental:

- *Reader's Handbook*, Great Source, © 2002 (reading)
- *Write 2000*, Great Source, © 1999 (writing)
- *Lessons that Change Writers*, by Nancy Atwell, Heinemann © 2002
- *Step Up to Writing*, Sorpris West

Senior High

Core:

<b>School</b>	<b>Course/Grade</b>	<b>Publisher, Title, Publication Date</b>
City	English 9	McDougal Littell, <i>Language of Literature</i> , © 2002
	English 10 & 10Honors	Prentice Hall, <i>Literature-Platinum level</i> © 2002
	U.S. Literature	EMC Paradigm, <i>The American Tradition</i> © 2003
	U.S. Literature Honors	McDougal Littell, <i>Language of Literature</i> © 2002
	AP English	Oxford Press, <i>Elements of Literature</i> v1991
	Drama	Meriwether Publishing, <i>Everything About Theatre</i> ©1996
	Journalism	Journalism Education Association, <i>High School Journalism</i>
	World Literature	Prentice Hall, <i>World Masterpieces</i> © 2003
	West	English 9
English 10 & 10Honors		Prentice Hall, <i>Literature Platinum level</i> © 2002 Perfection Learning Corporation, <i>Multicultural Reader Vol. 2</i>
American Literature		Holt McDougal, <i>American Literature</i> © 2012
British Literature		Scott, Foresman, <i>England in Literature</i> , © 1989
AP English		Bedford, Freeman and Worth, <i>Introduction to Literature</i>
Acting		McGraw Hill, <i>The Stage and The School</i> © 2005
Journalism		Journalism Education Association, <i>Journalism Today</i> , 6 <sup>th</sup> edition Heinemann, <i>Writing to Deadline</i>
World Literature		Perfection Learning Corp., <i>Reading the World</i> © 2010

Supplemental:

- Great Source, *Writer's Inc.*, and *Write for College*, © 2001
- Second Chance Reading, Iowa Department of Education

# ASSESSMENT

The chart below identifies three types of assessments used by teachers on a district-wide basis.

Grade	Type of Assessment		
	Norm Referenced Testing	Criterion Referenced Testing	Teacher ~ Classroom Testing
K	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS Next</li> <li>DRA</li> <li>ELA (as needed)</li> <li>ICCSD writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>Tasks and projects</li> <li>Parent/teacher conferences</li> <li>End-of-Year Report</li> </ul>
1-2	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS Next</li> <li>DRA</li> <li>ELA (as needed)</li> <li>ICCSD writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>Tasks and projects</li> <li>Parent/teacher conferences</li> <li>End-of-Year Report</li> </ul>
3	<ul style="list-style-type: none"> <li>Iowa Assessment</li> <li>State Writing Assessment (2013)</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS Next</li> <li>DRA</li> <li>ELA (as needed)</li> <li>ICCSD writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>Tasks, projects and tests</li> <li>Parent/teacher conferences</li> <li>End-of-Year Report</li> </ul>
4	<ul style="list-style-type: none"> <li>Iowa Assessment</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS Next</li> <li>DRA</li> <li>ICCSD writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>Tasks, projects and tests</li> <li>Parent/teacher conferences</li> <li>End-of-Year Report</li> </ul>
5-6	<ul style="list-style-type: none"> <li>Iowa Assessment</li> <li>State Writing Assessment [6<sup>th</sup> grade] (2013)</li> </ul>	<ul style="list-style-type: none"> <li>DIBELS Next</li> <li>DRA</li> <li>ICCSD writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>Tasks, projects and tests</li> <li>Parent/teacher conferences</li> <li>End-of-Year Report</li> </ul>
7	<ul style="list-style-type: none"> <li>Iowa Assessment</li> </ul>	<ul style="list-style-type: none"> <li>DRP</li> </ul>	<ul style="list-style-type: none"> <li>Tasks, projects and tests</li> <li>Report cards</li> </ul>
8	<ul style="list-style-type: none"> <li>Iowa Assessment</li> </ul>	<ul style="list-style-type: none"> <li>DRP</li> </ul>	<ul style="list-style-type: none"> <li>Tasks, projects and tests</li> <li>Report cards</li> </ul>
9-10	<ul style="list-style-type: none"> <li>Iowa Assessment</li> <li>State Writing Assessment [10<sup>th</sup> grade] (2014)</li> </ul>	<ul style="list-style-type: none"> <li>DRP</li> </ul>	<ul style="list-style-type: none"> <li>Tasks, projects and tests</li> <li>Report cards</li> </ul>
11	<ul style="list-style-type: none"> <li>Iowa Assessment</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Tasks, projects and tests</li> <li>Report cards</li> </ul>
12	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Tasks, projects and tests</li> <li>Report cards</li> </ul>

DIBELS Next: Dynamic Indicators of Basic Early Literacy Skills  
 DRA: Developmental Reading Assessment  
 ELA: Early Literacy Assessment  
 DRP: Degrees of Reading Power

## **Norm Referenced Testing**

The reading and language sub-tests of the *Iowa Assessments* (IA), Riverside Publishing © 2011, are administered to all students in grades 3 through 11 in October. The results of the tests are reported to individual students and parents, the school, and the district. District results are reported as a whole for each grade level, by school, and by homeroom teacher at the elementary for each grade level. National and state standard scores, percentile ranks and grade equivalents are identified. In addition, an item analysis is created giving educators information about areas of strengths and limitations.

The *State Writing Assessment*, a state-wide required assessment, is administered to all students in grades 3, 6, and 10. Testing will begin in 2012-13 for grade 10 and 2013-2014 for grades 3 and 6.

## **Criterion Referenced Testing**

*Dynamic Indicators of Basic Early Literacy Skills Next, DIBELS Next*, published by Dynamic Measurement Group, is administered to all kindergarten through sixth grade students three times a year, fall, winter and spring. It is considered a universal screening tool. The results of the assessments are used identify students who may be at risk of reading failure. Results typically indicate the need for further assessment. DIBELS also is used to measure progress for students who receive supplemental support.

The *Developmental Reading Assessment*, DRA, Pearson Publishing, is administered to all kindergarten through sixth students in the fall and spring at a minimum. It is considered a diagnostic tool. Diagnostic reading assessments are required by Iowa law to be administered and reported to parents at least twice a year. The results of the fall administration are used to guide instruction and are shared with parents. The results of the spring administration are used to document student progress and are incorporated into the end-of-year pupil progress report. In addition, data are used to identify students needing additional support in the area of language arts. The results of the fourth grade students identified as below, at, and above proficiency are reported in the annual progress report of the District.

*Early Literacy Assessment, ELA*, created by district staff, represents a variety of tasks which are recommended to be administered to K-3 students who score below proficient on DIBELS and/or DRA. The purpose of this additional series of tasks is to gather data to guide instruction for the student.

*ICCSA Writing Assessment*, created by district staff, is administered to all kindergarten through sixth grade students two times a year. It identifies strengths and weakness of student writing and is used to monitor progress over time. Results from assessments are used to guide instruction and are shared with parents.

The *Degrees of Reading Power*, DRP, Touchstone Applied Science Associates, Inc., is administered to all seventh through tenth grade students in the fall (optional in the spring) of the year. The results of the fall administration are used to guide instruction. If administered in the spring, the results can be used to measure progress throughout the year. In addition, the data are used to identify students needing additional support in the area of language arts. The results of the eighth and tenth grade students identified as below, at, and above proficiency are reported in the annual progress report of the District.

## **Teacher ~ Classroom Assessments and Testing**

### **Elementary**

At the elementary level, two parent / teacher conferences are required to be scheduled, one in the fall and one in the spring. General information about student achievement is shared. In addition, student / teacher conferences are required at grades three through six. The list below represents assessments that are used by teachers that provide data to 1) inform instruction and 2) share with parents and students. Unlike norm-referenced and criterion-referenced assessments listed above, the data collected from these assessments are not reported on a district-wide basis.

**Reading**

Anecdotal records  
 Miscue analysis  
 Reading attitude surveys  
 Reading conference records  
 Reading interviews  
 Responses to literature – oral  
 Rubrics  
 Running records  
 Status of the class – reading  
 Student self assessment – reading  
 Think alouds

**Writing**

Proofreading checklist  
 Responses to literature – written  
 Rubrics  
 Status of the class – writing  
 Student self assessment – writing  
 Think alouds  
 Writing conference records

**Houghton Mifflin**

The following list represents assessments specifically referred to in the Houghton Mifflin and Houghton Mifflin Harcourt programs.

Emerging literacy survey  
 HM Phonics/decoding screening test  
 Baseline group tests  
 Leveled reading passages assessment kit  
 Observation checklists  
 Work samples  
 Portfolios  
 What to notice boxes and diagnostic checks  
 Student interest inventory

Comprehension checks  
 Selection tests  
 Retelling and summaries  
 Fluency  
 Response to literature  
 Rubrics for student writing  
 Integrated theme tests  
 Benchmark Progress tests  
 Diagnostic Assessments (K-6)

**Secondary**

At the secondary level, report cards are issued at mid-trimester and end of trimester grading periods, resulting in six grading periods per year. All students receive letter grades of A, B, C, D or F. In addition, teachers may select from a list of phrases. Grades from the end of the trimester are listed on report cards and high school transcripts.

Parent / teacher conferences are an option for parents at the secondary level.

Students indicate academic achievement in a variety of ways some of which are written and some of which are demonstrated through spoken words and actions. Students may engage in tasks, demonstrations, presentations and/or projects to communicate their learning. Quizzes and/or tests may be an appropriate mode for showing student learning. There are no district requirements or mandates regarding methods used for assessment. Teachers should consider the developmental appropriateness when designing and assigning an assessment.

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## ***APPENDICES***

