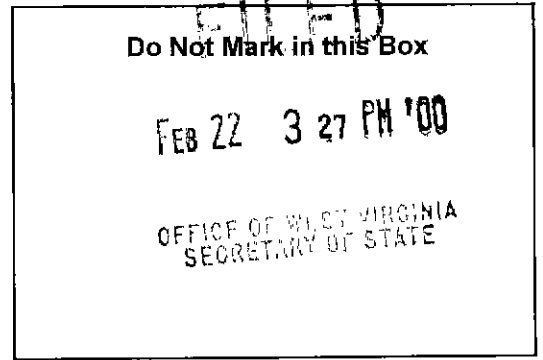


WEST VIRGINIA
SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #2



NOTICE OF A COMMENT PERIOD ON A PROPOSED RULE

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

RULE TYPE: Legislative; CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5

AMENDMENT TO AN EXISTING RULE: YES NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44

TITLE OF RULE BEING AMENDED: Instructional Goals and Objectives for West Virginia Schools (2520)

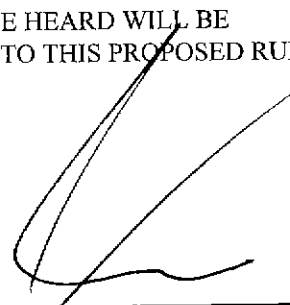
IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

IN LIEU OF A PUBLIC HEARING, A COMMENT PERIOD HAS BEEN ESTABLISHED DURING WHICH ANY INTERESTED PERSON MAY SEND COMMENTS CONCERNING THESE PROPOSED RULES. THIS COMMENT PERIOD WILL END ON April 14, 2000 AT 4:45 p.m.. ONLY WRITTEN COMMENTS WILL BE ACCEPTED AND ARE TO BE MAILED TO THE FOLLOWING ADDRESS:

Mr. Larry Lamb
Coordinator of Mathematics
West Virginia Department of Education
1900 Kanawha Boulevard East, Bldg. 6, Room 330
Charleston, West Virginia 25305-0330

THE ISSUES TO BE HEARD WILL BE LIMITED TO THIS PROPOSED RULE.



William J. Luff, Jr.
Associate State Superintendent

ATTACH A **BRIEF** SUMMARY OF YOUR PROPOSAL

\$8.00

EXECUTIVE SUMMARY

POLICY 2520 INSTRUCTIONAL GOALS AND OBJECTIVES FOR WEST VIRGINIA SCHOOLS

Background:

Policy 2520 defines the instructional goals and objectives for the programs of study required by Policy 2520 and establishes a standardized format for such. The original effective date of policy was July 1, 1997; the most recent revision was effective February 27, 1998.

Purpose:

The purpose of this Board item is to seek the approval of the State Board of Education to place the revised Instructional Goals and Objectives for English Language Arts K-3 and the newly created Instructional Goals and Objectives for Mathematics in the Community on public comment.

Proposed Revisions of K-3 English Language Arts:

The following sections are being revised to address current national reading research, the West Virginia Department of Education Reading Plan (**Reading For All**), and focus the Instructional Goals and Objectives in order to provide high quality standards, a rigorous and challenging curriculum, and efficient instructional delivery.

Reading	Reading is added to the title as a major component of English Language Arts.
Kindergarten	Phonemic awareness is included as an essential skill. Skills in reading comprehension that are more applicable to reading vocabulary are reassigned to that dimension of reading. Writing is separated into handwriting and composition.
First Grade	Phonemic awareness is included as an essential skill. Skills in reading comprehension that are more applicable to reading vocabulary are reassigned to that dimension of reading. Emphasis is given to student's ability to read basic vocabulary and comprehend readable text. Writing is separated into handwriting and composition.
Second Grade	Skills in comprehension that are more applicable to reading vocabulary are reassigned to that dimension of reading. Emphasis is given to student's ability to read basic vocabulary and comprehend readable text. Writing is separated into handwriting and composition.

Third Grade Skills in comprehension that are more applicable to reading vocabulary are reassigned to that dimension of reading. Emphasis is given to student's ability to read basic vocabulary and comprehend readable text. Writing is separated into handwriting and composition.

Mathematics in the Community

We are recommending that instructional goals and objectives for a new high school mathematics course be placed on public comment. *Mathematics in the Community*, a higher level mathematics alternative for students who have successfully completed Algebra I and Geometry, would allow students who do not pursue an advanced mathematics sequence (e.g., Algebra II, Trigonometry/Pre-calculus) to enhance mathematics skills for ACT and SAT assessments, to understand real-world applications of algebraic concepts, and to study probability and statistics.

Impact:

Proposed revisions in the English Language Arts curriculum will

- align policy with current national reading research;
- align policy to **Reading For All**;
- align policy with objectives of federal Reading Excellence Act;
- provide more efficient delivery and transition among and between instructional goals and objectives at the K-3 level; and
- provide high quality educational standards in a rigorous and challenging curriculum.

The revision that will have the most impact is the added emphasis on phonemic awareness at kindergarten and first grade.

Mathematics in the Community will give more students opportunity for success in higher mathematics study.

FILED

126CSR44

FEB 22 3 27 PM '00

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

**SERIES 44
INSTRUCTIONAL GOALS AND OBJECTIVES FOR
WEST VIRGINIA SCHOOLS (2520)**

§126.44.1. General.

1.1. Scope. – West Virginia Board of Education Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520 defines the instructional goals and objectives for the programs of study required by Policy 2510.

1.2. Authority. – W.Va. Constitution, Article XII, §2, and W. Va. Code §18-2-5.

1.3. Filing Date. – ~~January 28, 1998.~~

1.4. Effective Date - ~~February 27, 1998.~~

1.5. Repeal of former rule - This legislative rule amends WV 126CSR44 (Policy 2520). and ~~repeals WV 126CSR44J-9Policy 2520.13).~~

§126-44-2. Purpose

2.1. This policy defines the instructional goals and objectives for the programs of study required by Policy 2510 in English language arts, mathematics, science, social studies, health, dance, music, theatre, visual art, geography, foreign languages, driver education, and physical education.

§126-44-3. Incorporation by Reference.

3.1. A copy of 126CSR44, Instructional Goals and Objectives for West Virginia Schools (Policy 2520), is attached. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services

§126-44-4. Summary of the Instructional Goals and Objectives

4.1 The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The instructional goals and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes: instructional goals for English language arts, mathematics, social studies, science, health, dance, music, theatre, visual art, geography, foreign languages, driver education, and physical education. Also included are program charts for K-2, 3-4, 5-8, and 9-12; instructional practices for K-12; a document guide; instructional objectives that reflect a rigorous and challenging curriculum, the objectives assessed on the state standardized test, process/workplace objectives and computer/technology objectives for each grade level in each program of study. Process/workplace skills are noted for grades 7-12 with the ◊ symbol.

to feelings of characters in a story

K.3825_{1,2,3,4,5,6,7,8,9} understand and identify the main idea in a story

K.3926_{1,2} use illustrations and oral text to comprehend both literally and interpretively

K.27 make predictions from illustrations

Reading Vocabulary

K.40 ~~participate in discussions about learning to include appropriate voice level, phrasing, sentence structure, and intonation~~

K.41 ~~recognize colors and color names, positional words, and rhyming words~~

K.28 recognize likenesses and differences in objects, pictures, and designs

K.29 classify objects and pictures

K.30 recognize upper and lower case letters of the alphabet

K.31 match sound to letter

K.32 write from memory and auditory clues the lower and upper case alphabet letters

K.33 recognize and match pictures with the same consonants/sounds in initial word pictures

K.34₁ identify beginning consonants (letter and sound) orally and in written form

K.35₁ identify words beginning with a given consonant blend

K.36 recognize the sequence of letters in a written word represents a sequence of sounds in a spoken word

K.37 merge spoken segments into a meaningful target word (e.g., c-a-t says cat)

K.38 recognize and use some kindergarten high frequency words by sight

Writing

NOTE: These skills are necessary prerequisites to the fourth grade writing assessment.

Handwriting

K.4239 use directionality (e.g., left/right, top/bottom, up/down)

K.4340 use dominant hand with correct paper position

K.4441 hold pencil correctly

K.4542 assume and maintain appropriate posture

K.4643 use appropriate stroke formation

K.4744 print upper/lower case letters correctly

K.4845 align writing (e.g., keeps on baseline)

K.4946 use uniform spacing between letters and words

K.5047 demonstrate uniformity when writing letters

K.5148 write numerals 0-9 correctly

K.5249 evaluate handwriting

Composition

K.5350 ~~begin to use the five steps for process writing (e.g., prewrite, draft, revise, edit, and publish) to begin forming words, phrases, and/or sentences~~

K.54 ~~use electronic editing tools and traditional editing strategies for words not detected by electronic tools in computer generated work (e.g., proper nouns, in and inn {homophone})~~

K.51 begin to write words, phrases, and sentences

K.52 publish class and individual compositions

K.53 begin to build a bank of known words and be able to use them in own compositions

Spelling

K.5554 recognize and differentiate among initial and final sounds

K.56 ~~reproduce designs, shapes, numerals, letters, etc. accurately in a predetermined sequence~~

K.57 ~~produce the graphic symbols for consonant sound spellings~~

K.55 use phonemic awareness and letter knowledge to spell independently

K.56 build a bank of words that can be spelled independently

Language

K.5857_{1,2,3,4,5,6,7,8,9,10,11} capitalize first and last name months of the year, days of the week, names of people, first word in a sentence, and the pronoun "I"

K.5958_{1,2,3,4} ~~comprehend and identify correct uses of identify and use punctuation: period, question mark, a22nd exclamation point~~

K.59 recognize capital letters at the beginning of a sentence, days of week, months, and names of people

Study Skills

K.60 acquire organizational skills to manage school materials and personal time management

K.61_{5,6,7,8,11} ~~become familiar with reference sources (e.g., dictionary/glossary, encyclopedia, newspapers)~~

K.6261 interpret information from graphic sources (e.g., charts, graphs)

K.6362 become familiar with test-taking strategies (e.g., listen closely, make careful choices, do your best)

Computer/Technology

- K.6463 use appropriate software to practice and master Kindergarten reading/English language arts instructional objectives
- K.6564 ~~on a keyboard, use the letters of his/her name and/or numbers to "log on" by typing his/her own name~~
- K.6665 ~~on a keyboard, use special function keys such as "Return/Enter, space bar, and Esc"~~
- K.6766 select a program from a menu
- K.6867 use a mouse to "point and click" ~~manipulate around the screen~~
- K.6968 identify the uses of technology at work and play
- K.70 ~~identify various components of a computer (e.g., monitor, keyboard, GPU, disk drive, printer, etc)~~

Grade One

Reading/English Language Arts

The first grade student will be immersed in a literature-rich environment to develop an awareness of print materials as sources of information and enjoyment. The children will grow in language development through reading, writing, speaking, and listening that will become lifelong skills. First grade students will learn from reading authentic literature such as fiction, non-fiction, and poetry that reflects cultures, experiences, and ideas. The Reading/English Language Arts curriculum will encourage active children to actively participate as members of the community of readers and writers.

Listening/Speaking/Viewing

- 1.1 listen to a variety of literary forms, including stories and poems
- 1.2 clarify and explain words and ideas
- 1.3 **follow and state simple two-step directions**
- 1.4 use singular and plural nouns and compound words in oral communication
- 1.5_{3,4,5,6,7,8} **given descriptive words and other specific vocabulary, identify synonyms, antonyms, and homonyms**
- 1.6 express ideas orally in complete sentences (e.g., utilizing communication technologies as a tool)
- 1.7_{2,3,4} **make inferences based upon story characters and actions**
- 1.8₂ **use story content and personal background to make predictions**
- 1.9 given a narrative, orally summarize story content
- 1.10 use graphic organizers and visualization to determine meaning
- 1.11_{2,3} **identify beginning, middle, and end of a narrative selection**
- 1.12_{2,3,4} **given a narrative, repeat the correct sequence of events**
- 1.13_{2,3,4,5,6,7,8} **remember specific details, interpret and extend meaning, and evaluate material**
- 1.14₂ ~~hearing a narrative, utilize pictures as well as print options to enhance comprehension (e.g., illustrate part of a story and label with a sentence)~~
- 1.15₁₄ demonstrate appropriate listening behaviors (e.g., resist distractions, stay alert, and use appropriate listening posture- hands/feet quiet, eyes on the speaker)
- 1.16₂ ~~given an oral selection, respond to, explore, and imagine beyond story~~
- 1.17₁₅ given a word, create rhyming word families
- 1.18 ~~identify and manipulate phonemes in syllables and multi-syllable words~~
- 1.19 ~~given words with one to three~~

~~syllables, hear, say, and manipulate phonemes of spoken language (e.g., divide words into phonemes and blend phonemes into words)~~

- 1.20 ~~use descriptive words to name objects, places, and things~~
- 1.16 use imagination to respond to an oral selection and/or to go think beyond a story
- 1.17 participate in choral speaking, reciting poems, rhymes, songs, and stories with repeated patterns and creative dramatics

Reading Comprehension

- 1.21_{18,2,3,4,5,6,7,8,9,10,11} **read literary works by national and international authors to include but not to be limited to: fairy tales, science fiction, tall tales, and poetry**
- 1.22₂ ~~determine relationships between phonemes and graphemes~~
- 1.23_{1,2} ~~identify single consonants/sounds in initial, medial, and final word positions~~
- 1.24₂ ~~identify short and long vowels and their sounds~~
- 1.25_{1,2} ~~identify consonant blends in initial positions (e.g., bl, fl, pl, sh, br)~~
- 1.26_{1,2} ~~identify consonant digraphs in initial and final word positions (e.g., ch, sh, th, wh)~~
- 1.27₂ ~~identify "other" vowel sounds (e.g., oy, oo, ea, ou, ur)~~
- 1.28₂ ~~identify "r-controlled" vowel sounds (e.g., ur, ar, ir)~~
- 1.29₁₉ create and use rhyming words
- 1.30₂₀ read sight words fluently from an appropriate word list
- 1.31₂ ~~identify and use compound words~~
- 1.32₂ ~~identify and use contractions and be able to match them to the two words being replaced (e.g., I'm for I am)~~
- 1.33 ~~divide words with affixes, double consonants, and compound words into syllables~~
- 1.34₂ ~~identify words with inflectional~~

- endings (e.g., s, es, ed, ing, er, est)**
- ~~1.35~~ identify and use prefixes (e.g., reread, untie)
- ~~1.36~~ use context clues to determine word meaning
- ~~1.37~~ understand and comprehend multiple-meaning words
- ~~1.38~~_{9,10,7,9} **determine the object that corresponds to two sentence riddles**
- 1.39₂₁_{K,2} use picture clues to complete a passage by choosing one of three words to complete a sentence describing a picture
- 1.40₂₂_{2,5,6,7,8,9} read for meaning in sentences using both illustration and text
- 1.41₂₃_{2,4,5,6,8,9,11} respond to both literal and interpretive comprehension questions after reading a short story selection
- ~~1.42~~_{2,4,5,6,9,10} **interpret recreational (narrative), textual (expository), and functional reading material**
- ~~1.43~~_{2,3,4,5,6,7,8,9,10} **differentiate between fiction and nonfiction**
- 1.44₂₄_{K,2,3,4,5,8,9,10,11} follow written directions sequentially to achieve a desired result
- 1.45₂₅ dramatize, illustrate, and retell stories that have been read
- 1.46₂₆ retell major events of a story in sequence
- 1.47₂₇ identify and understand cause and effect in a familiar story
- ~~1.48~~ compare and contrast in text and descriptive language
- 1.49₂₈ recall main ideas and details from a familiar story
- 1.50₂₉ identify story elements (e.g., plot, character, setting)
- 1.51₃₀ use the text and illustrations to predict and confirm
- ~~1.52~~ select and read books for independent, recreational reading
- ~~1.53~~ explain likes and dislikes of a reading selection
- 1.31 **read and comprehend both fiction and non fiction that is appropriately designed for grade level**
- 1.32 reread to clarify and confirm story elements
- 1.33 describe new information gained from text in own words
- 1.34 use the text and illustrations to predict and confirm
- 1.35 engage in a variety of literary activities voluntarily (e.g., choosing books and stories to read)
- 1.36 can answer simple written comprehension questions based on material read
- 1.37 monitor own reading and self-correct when an incorrectly identified word does not fit context

- 1.38 surrounding it
discuss prior knowledge of topics in expository texts
- 1.39 discuss how, why, and what-if questions in sharing non fictional texts
- 1.40 make a transition from emergent to "actual" reading for meaning
- 1.41 read aloud with accuracy and comprehension any text that is appropriately designed for the first grade

Reading Vocabulary

- ~~1.54~~_{2,3,4,5,6,7,8,9,10,11} recognize and use synonyms, antonyms, homonyms, and homophones
- 1.55₄₂_{2,3,4,5,6,7,8,9,10,11} use context clues to gain meaning of unfamiliar words
- 1.56₄₃_{K,2,3,4,5,6,7,8,9,10,11} identify and use multiple meaning words
- 1.44 identify and manipulate phonemes within words and syllables
- 1.45₂ given words with one to three syllables; hear, say, and manipulate phonemes of spoken language (e.g., divide words into phonemes and blend phonemes into words)
- 1.46₂ identify single consonants/ sounds in initial, medial, and final word positions
- 1.47₂ identify short and long vowels and their sounds
- 1.48₂ identify consonant blends in initial positions (e.g., bl, fl, pl, sl, br, gr, fr)
- 1.49₂ identify consonant digraphs in initial and final word positions (e.g., ch, sh, th, wh)
- 1.50₂ identify irregular short vowel sounds (e.g., oy, oo, ea, ou)
- 1.51₂ identify "r-controlled" vowel sounds (e.g., ur, ir, er, ar, or)
- 1.52 use letter-sound correspondence knowledge to sound out unknown words when reading texts
- 1.53 read fluently from an appropriate grade level vocabulary list
- 1.54 use descriptive words to name objects, places, and things
- 1.55₂ identify and use compound words
- 1.56₂ identify and use contractions and be able to match them to the two words being replaced (e.g., I'm - I am)
- 1.57₂ identify words with inflectional endings (e.g., -s, -es, -ed, -ing, -er, -est)
- 1.58 identify and use prefixes (e.g., reread, untie)
- 1.59 use context clues to determine word meaning
- 1.60 understand and comprehend multiple meaning words

- 1.61 recognize and use opposites (antonyms) and words that mean the same (synonyms)

Writing

NOTE: These skills are necessary prerequisites to the fourth grade writing assessment.

Handwriting

- 1.5762 use directionality (e.g., left/right, top/bottom, up/down)
1.5863 use dominant hand with correct paper position
1.5964 hold pencil correctly
1.6065 assume and maintain appropriate position
1.6166 use appropriate stroke formation
1.6267 write upper/lowercase letters correctly
1.6368 use lined paper correctly with headline, midline, baseline
1.6469 demonstrate uniformity when writing letters
1.6570 use uniform spacing between letters, words, and sentences
1.6671 write numerals 0-9 correctly
1.6772 write comma, question mark, exclamation mark correctly
1.6873 self-evaluate handwriting

Composition

- ~~4.69 use the five steps for process writing (e.g., prewrite, draft, revise, edit, and publish)~~
~~4.70 write original and complete sentences and paragraphs that describe and explain~~
~~4.71 complete riddles and rhymes~~
~~4.72 write summaries of stories read or dictated~~
~~4.73 write original compositions~~
~~4.74 use electronic and traditional editing strategies to spell words correctly (e.g., proper nouns, in and inn {homophone})~~
1.74 compose fairly readable first drafts using appropriate parts of the writing process (initial attention to planning, drafting, rereading for meaning, and some self-correction)
1.75 with appropriate teacher modeling, write original and complete sentences and paragraphs that describe and explain
1.76 complete riddles and rhymes
1.77 summarize stories read or dictated by drawing a picture and/or writing a sentence
1.78 create own written text for others to read
1.79 produce a variety of types of compositions (e.g., stories, descriptions, journal entries) showing relationships between printed text, illustrations, and other graphics

- 1.80 edit for understanding and meaning

- 1.81 compose narrative text using correct sentence structure, adding to key ideas and supplying details

- 1.82 communicate ideas in well-organized and clearly written text

Spelling

- 1.7583 recognize and differentiate among initial, medial, and final sounds
~~4.76 reproduce designs, shapes, numerals, letters, etc. accurately in a predetermined sequence~~
~~1.7784 produce the graphic symbols for phonemes (e.g., vowel sound spellings and consonant sound spellings) match sounds to letters~~
~~1.7885 spell phonetically regular words~~
~~1.7986 spell phonetically irregular words (e.g., could, they, one) some sight words~~
~~1.8087 spell contractions~~
~~1.8188 spell compound words~~
~~4.82 spell words with silent consonants (e.g., kn, wr, mb)~~
~~4.83 spell irregular verbs (e.g., knew, known)~~
~~1.8489 spell irregular plural nouns (e.g., teeth, mice, wives, wolves)~~
~~1.8590 use spelling patterns (e.g., consonant-vowel-consonant)~~
~~4.86 spell multi-syllable words~~
~~4.87 make structural changes as needed in root words by adding inflectional endings (e.g., d, s, es, ing) and dropping final silent "e" before adding "ing"~~
~~4.88 make structural changes as needed by changing terminal letters before endings: 1) doubling a final consonant letter 2) changing "y" to "i" before adding endings (e.g., ed, er, est), 3) adding suffixes to change a part of speech~~
~~4.89 make structural changes as needed to correctly spell words with prefixes~~
~~4.90 listen to a word and a sentence containing that word to identify and select the correct spelling of that word: basic sight words, frequently used nouns and verbs, single and double consonants in initial, medial, and final positions (e.g., consonant blends and consonant digraphs, long and short vowels, vowel digraphs, and vowel diphthongs)~~
1.91 add inflectional endings to one syllable words without structural changes (e.g., going, makes, jumping)
1.92 listen for a word in a dictated sentence and select the correct spelling of that word from given choices

- 1.93 spell correctly three-and-four letter short vowel words
- 1.94 use invented spelling/phonics-based knowledge to spell independently
- 1.95 show spelling consciousness or sensitivity to conventional spelling

Language

- 1.9496 differentiate between common and proper nouns
- 1.9297_{2,3,4,5,6,7,8,9,10,11} capitalize first word in a sentence, the pronoun "I," months of the year, and proper nouns (e.g., days of the week, names of people)
- 1.9398_{2,3,4} identify and use correct punctuation: period, question mark, and exclamation point
- 1.9499_{2,3,4,5,6,7,8,9,10,11} use correct subject-verb agreement with corresponding proper verb formation
- 1.95100 edit sentences for complete meaning
- 1.96101_{2,3,4,5,6,7,8,9,10,11} understand and correctly use present and past tense
- 1.97102_{2,3,4,7} identify and correct errors in sentence construction and language expression
- 1.98103_{2,3,4,5,6,7,8,9} identify sentence fragments
- ~~1.99_{4,10,11} compose narrative text using correct sentence structure, adding to key ideas and supplying details~~
- ~~1.100_{2,3,4,5,6,7,8,9,10,11} identify an author's purpose for writing a selection~~
- 1.404104_{2,3,5,6,7,8,9,10,11} identify supporting sentences that would or would not support key ideas in a text
- ~~1.402_{6,10,11} communicate ideas in well-organized and clearly written text~~
- 1.403105₂ identify words in alphabetical order beginning with different letters and beginning with the same letter
- 1.404106 identify and use nouns, verbs, pronouns, and adjectives
- 1.405107 use contractions and irregular verbs correctly
- 1.08₂ distinguish whether simple sentences are incomplete or fail to make sense

Study Skills

- 1.406109 acquire organizational skills to manage school materials and time on task
- 1.407110_{3,4,5,7,9,11} locate and become familiar with reference sources (e.g., dictionary, glossary, encyclopedia, card catalog)
- 1.408111 interpret information on

graphic sources (e.g., charts/tables, graphs, lists, schedules, diagrams, scale drawings, maps/atlasses, statistical illustrations, timelines)

- ~~1.109_{3,4,5,6,7,9,10,11} determine if a word is on a dictionary page when guide words are supplied~~
- 1.440112_{5,6,7,8,9,10} given a book, identify the author, illustrator, and title; and be able to use the table of contents, glossary, and index
- 1.444113 practice and use test-taking strategies (e.g., listen closely, make careful choices, do your best)

Computer/Technology

- 1.442114 use appropriate software to practice and master first grade Reading/English language arts instructional objectives
- 1.443115 turn on/off a student workstation
- 1.444116 on a keyboard, use letters, numbers, and other special function keys (e.g., shift, delete/backspace, and arrow keys) to input information
- 1.445117 save and/or retrieve a file with teacher assistance
- 1.446118 print a document with teacher assistance
- 1.447 119 identify the uses of technology at home and school
- ~~1.418 demonstrate respect for the (computer) work of others~~
- 1.449120 identify fundamental computer terms (e.g., disk, software, hardware, boot/start, cursor, etc.)
- ~~1.120 select and use appropriate software and/or other technologies to locate and use reference sources (1.07)~~
- 1.424121 use graphic software to read and interpret information from charts and bar graphs (1.108)

Grade Two

Reading/English Language Arts

In grade two, students will continue to be immersed in a literature-rich environment to encourage exploration of various literary forms. Experiencing a total Reading/English Language Arts program, enriched by technology, second graders will apply skills mastered through reading, speaking, listening, and writing activities across the curriculum. Using a combination of writing strategies, students will be able to read with comprehension, to speak and listen effectively, and to develop both literal and critical thinking skills. Second graders will develop from dependent to independent readers/learners, and will begin to make their own choices for recreational and informative reading.

Listening/Speaking/Viewing

- 2.1_{1,3,4,5,6,7,8} **given descriptive words and other specific vocabulary, identify synonyms, antonyms, homophones, and homonyms**
- 2.2_{1,3,5,6,7,8} **use story content and personal background to make predictions**
- 2.3_{1,3,4} **given a narrative, make inferences based upon story characters and actions**
- 2.4_{3,4} **given a narrative, differentiate between factual information and information based on opinion**
- 2.5_{1,5,6,7,8} **listen to a story, remember information to interpret or extend meaning, evaluate material, or perform a task**
- 2.6_{1,3,4} **listen to a story and place events in correct sequence**
- 2.7_{1,3} **identify the beginning, middle, and end of a narrative**
- 2.8₁ **hearing listen to narrative, utilize pictures as well as print options to enhance comprehension (e.g., illustrate part of a story and label with a sentence)**
- 2.9_{3,4} **given a narrative, identify the main idea and supporting details to determine the purpose of a passage**
- 2.10_{1,5,6,7,8} **listen to a variety of literary forms, respond to, explore, and imagine beyond story**
- 2.11 **participate in class discussions, following rules for conversation (e.g., utilizing communication technologies)**
- 2.12 **create and share stories orally with an audience**
- 2.13 **ask for clarification and/or explanation of words and ideas**
- 2.14 **state and follow directions with three or four steps**
- 2.15 **orally identify and manipulate phonemes in syllables and words**
- 2.16 **discriminate long and short vowel sounds**
- 2.17 **given a word, create rhyming word**

families

- 2.18 **demonstrate appropriate listening and speaking behaviors after differentiating between active listening and hearing**

Reading Comprehension

- 2.19_{1,3,4,5,6,7,8,9,10,11} **read literary works by national and international authors to include, but not limited to: humor, irony, make-believe, fiction, nonfiction, fairy tales, tall tales, and poetry**
- 2.20_{1,3,4,5,6,7,8,9} **interpret recreational, textual, and functional material (chapter books, trade books, recipes, newspapers)**
- 2.21_{K,1,3,4,5,6,7,8,9,10,11} **use informational text (trade books, textbooks, magazines, and reference sources)**
- 2.22_{K,1,3,4,5,6,7,8,9,10,11} **determine differences between fiction and nonfiction selections**
- 2.23_{5,6,7,8,9,11} **analyze the organizational structure, author's style, and text characteristics to determine genre**
- 2.24_{K,1} **identify single consonants/sounds in initial, medial, and final word positions**
- 2.25 **identify short and long vowels and their sounds**
- 2.26_{K,1} **identify two and three letter consonant blends and digraphs in initial, medial, and final word positions**
- 2.27 **identify "other vowel" sounds (e.g., diphthongs, digraphs, r-controlled vowels, vowel variants, and schwa sound [away])**
- 2.28 **identify consonant and vowel patterns**
- 2.29 **differentiate between rhyming and non-rhyming words and word families**
- 2.30 **recognize word parts to decode and assign meaning to words**

- 2.31 identify base/root words in an extended word
- 2.32 identify words with suffixes (e.g., -ful, -less) and prefixes (e.g., un-, re-)
- 2.33 identify words with inflectional endings (e.g., -ed, -ing, -s, -es, -er, -est)
- 2.34 identify contractions by matching them with the two words being replaced
- 2.35 identify nouns showing possession
- 2.36 identify compound words
- 2.37 use long word decoding strategies to identify words and count syllables
- 2.38 use a pronunciation key
- 2.39²⁴_{K,1,5,9} use illustrations and text to read for meaning in sentences and paragraphs
- 2.40²⁵_{3,4,5,6,7,9,10,11} use context clues to determine a reasonable meaning of an unknown word
- 2.41²⁶_{K,1,3,4,5,6,7,8,9,10,11} determine sequence of events from stories and written text
- 2.42²⁷_{K,1,3,11} comprehend and follow steps in a process and determine reasons and/or cause-effect relationships related to these steps
- 2.43²⁸_{5,6,9,10,11} read to perform a task
- 2.44²⁹_{3,4,5,6} locate sources of additional information on a specific topic
- 2.45³⁰ recall details of a passage and identify the main idea of a selected reading
- 2.46 read sight words fluently from an appropriate grade-level word list
- 2.47³¹ understand first-person narrative
- 2.48³² use figurative language (e.g., similes, metaphors)
- 2.49³³ determine relationships of events, characters, and objects in a story with regard to position, function, time, and quantity
- 2.50³⁴_{5,9,10} use graphic organizers such as story maps and Venn diagrams to compare, contrast, and construct meaning
- 2.51³⁵_{1,3,4,5,6,7,8,9,10,11} respond to both literal and interpretive comprehension questions after reading a short story selection
- 2.52³⁶_{K,3,4,5,6,9,11} predict outcomes based upon an understanding of the events and/or characters as described in a story
- 2.53³⁷_{3,4} incorporate all key concepts or the larger meaning of the text to select the best title for a selection
- 2.54³⁸_{3,4,5,6,7,8,9,11} empathize, relate to, and determine the motivations of characters within a story
- 2.55³⁹ use understanding and prior knowledge to make generalizations in a new apply rules to a specific situation
- 2.56⁴⁰_{3,5,8,10,11} identify author's purpose for writing and the organization used to accomplish that purpose
- 2.57⁴¹_{K,1,3} use visualization techniques to determine and compare similar characteristics of objects described in a passage
- 2.58⁴² explain personal reaction to a 45selection
- 2.59⁴³ discriminate between reality and fantasy and between fact and opinion
- 2.60⁴⁴ recognize descriptive language in literary works, including but not limited to, poetry
- 2.61⁴⁵ infer unstated information in a selection by asking "why" questions
- 2.62⁴⁶ given a selection, draw conclusions and generate a brief summary
- 2.63⁴⁷ given a selection, identify characters, plot, and setting
- 2.64⁴⁸ select and read books for independent, recreational reading
- 2.49 participate in creative responses in texts
- 2.50 reread to clarify or to comprehend
- 2.51 read aloud with accuracy and comprehension any text that is appropriately designed for second grade
- Reading Vocabulary
- 2.65⁵²_{3,4,5,6,7,8,9,10,11} recognize synonyms, antonyms, homonyms, and homophones for identified vocabulary words
- 2.66⁵³_{3,4,5,6,7,8,9,10,11} recognize the correct meaning of a multiple-meaning word when presented in text
- 2.67⁵⁴_{3,4,5,6,7,8,9,10,11} apply context clues to determine the meaning of an unknown word
- 2.68⁵⁵ given a variety of reading material, increase the number of recognized words in presented text
- 2.56 identify and use single consonant sounds in initial, medial and final positions in words
- 2.57 identify and use short and long vowels and their sounds
- 2.58 identify and use two and three letter consonant blends and digraphs in initial, medial, and final word positions
- 2.59 identify and use "other vowel" sounds (e.g., diphthongs, digraphs, r-controlled vowels, vowel variants, and schwa sound)
- 2.60 identify consonant and vowel

- 2.61 patterns (e.g., CVC, VCV)
differentiate between rhyming and
non-rhyming words and word
families
- 2.62_{3,4} recognize word parts to decode
and assign meaning to words
- 2.63 identify and use base/root words in
extended words
- 2.64 identify and use words with suffixes
(e.g., -ful, -less) and prefixes (e.g.,
un-, re-)
- 2.65_{3,4} identify and use words with
inflectional endings (e.g., -ed,
-ing, -s, -es, -er, -est)
- 2.66 identify contractions by matching
them with the two words being
replaced
- 2.67 identify nouns showing possession
- 2.68 identify compound words
- 2.69 decode multisyllable words and
count syllables
- 2.70 use a pronunciation key
- 2.71 read fluently and use sight words
from an appropriate grade level
word list

Writing

NOTE: These skills are necessary
prerequisites to the fourth grade writing
assessment.

Handwriting

- 2.6972 maintain appropriate handwriting
posture
- 2.7073 maintain appropriate position of
hand/pencil and paper/desk
- 2.7174 write legible manuscript letters and
numerals (0-9) using appropriate
strokes
- 2.7275 evaluate manuscript writing in
terms of letter formation, alignment,
proportion, spacing, and line quality
- 2.7376 write legible cursive letters using
appropriate strokes and joinings
- 2.7477 self-evaluate cursive writing in
terms of letter formation, alignment,
proportion, spacing, and line quality

Composition

- 2.7578 use the five-step writing process
(e.g., prewrite, draft, revise, edit,
publish) across the curriculum
- 2.7679 compose a simple sentence using
a subject and predicate
~~differentiating between types of~~
~~sentences (e.g., declarative,~~
~~interrogative, exclamatory, and~~
~~imperative)~~
- 2.7780 compose a short paragraph with a
clearly identified beginning, middle, —
and end containing a main idea and
supporting details
- 2.7881 develop various types of writing
including, but not limited to:
personal narratives, stories,
descriptions, friendly letters, book

- 2.7982 reports, poetry, and journal entries
use electronic and traditional
editing strategies to spell words
correctly (e.g., proper nouns, ~~in and~~
~~inn {homophones}~~)
- 2.83 use appropriate conventions of
print (e.g., capitalization,
punctuation)
- 2.84 use conferencing to revise, edit,
and clarify writing

Spelling

- ~~2.80~~85 correctly spell basic sight words
- ~~2.81~~86 correctly spell consonant sounds in
initial, medial, and final positions
including blends and digraphs
- ~~2.82~~87 correctly spell vowel sounds
including long and short vowels,
vowel digraphs (e.g., ea as in bread,
oa as in boat), and vowel diphthongs
(e.g., oi, oy, oo, ou, aw, ow, ew)
- ~~2.83~~88 correctly spell nouns, verbs, and
root words with inflectional endings
(e.g., -d, -ed, -s, -es, -ing, -er, -est)
- ~~2.84~~89 make structural changes as needed
when adding -ing, -ed, -er, or -est to
base/root words ending in silent e
- 2.8590 double a final consonant letter
when necessary before adding an
ending
- 2.8691 change final "y" to "i" when
necessary before adding an ending
- 2.8792 correctly spell phonetically irregular
words (e.g., could, they, one)
- 2.8893 correctly spell irregular verbs and
irregular plural nouns (e.g., knew,
known, teeth, mice, wives, wolves)
- 2.8994 correctly spell contractions
- ~~2.90~~95 correctly spell compound words
- ~~2.91~~96 correctly spell words with silent
consonants (e.g., kn-, wr-, -mb)
- 2.9297 use spelling patterns (e.g., taught-
caught; light- right)

Language

- 2.9398₁ alphabetize words beginning
with different letters and
beginning with the same letter to
the first, second, and third letter
- 2.9499 differentiate between common and
proper nouns
- 2.95100_{1,3,4,5,6,7,8,9,10,11} capitalize first word
in a sentence, pronoun "I," titles
and initials, titles of written
works, greeting and closing of a
letter, and proper nouns (e.g.,
family names, months of the
year, days of the week)
- 2.96101_{1,3,4,5,6,7,8,9,10,11} identify and use
correct punctuation: period (e.g.,
end of sentence, abbreviations,
initials); question mark;
exclamation point; comma (e.g.,
in dates, after greeting and
closing of letter, to separate city

- and state or country, with items in a series); quotation marks; and apostrophe (e.g., contractions, possessives)
- 2.97102_{1,3,4,5,6,7,8,9,10,11} use correct subject-verb agreement with proper regular and irregular verb formations
- 2.98103_{1,3,4,5,6,7,8,9,10,11} use past and present tense correctly
- 2.99104_{1,3,4,5,6,7,8,9,10,11} recognize and write correctly formed sentences (e.g., telling, asking, exclamation, command)
- 2.400105_{1,3,4,5,6,7,8,9} recognize and correct sentence fragments
- 2.401106_{1,3,4,5,6,7,8,9,10,11} identify and correct errors in language expression and sentence construction
- 2.402107_{1,3,4,5,6,7,8,9,10,11} identify sentences that would or would not support ideas in a text
- 2.403108 write a paragraph using correct form containing a main idea and supporting details
- 2.404109 recognize and appropriately use parts of speech in their own writing (e.g., nouns, pronouns, verbs, adjectives, and adverbs)
- 2.405110_{1,3,4,5,6,7,8,9,10,11} determine the purpose, audience, and intent of written composition
- 2.406111_{6,7,8,9,10,11} organize information and make decisions about what information is necessary and important to include
- 2.107 express experiences adequately to relate ideas

Study Skills

- 2.408112_{3,4,5,6,7,9,10,11} determine if a given word is on a dictionary page when guide words are supplied
- 2.409113 use the dictionary for pronunciation, spelling, and meaning
- 2.440114 acquire organizational skills to manage school materials, personal time management, and information to be studied (e.g., sequence, timeline, mapping)
- 2.441115_{5,6,7,8,9,10} given a book, identify the author, illustrator, and title and be able to use the table of contents, glossary, and index
- 2.442116 follow written directions with multiple steps
- 2.443117 use a study plan to spell new words (e.g., look-say-spell-write-check)
- 2.444118 choose/narrow a topic for story paragraph writing
- 2.445119 adjust reading rate to purpose
- 2.446120 interpret graphic sources (e.g., charts, tables, graphs, lists,

schedules, diagrams, maps, and timelines)

- 2.447121 practice and use test-taking strategies (e.g., read directions carefully, read for key words, budget time, read all choices)

Computer/Technology

- 2.448122 use appropriate software to practice and master second grade Reading/English language arts instructional objectives
- 2.449123 demonstrate correct keyboarding posture and finger placement for the home row keys
- 2.420124 on a keyboard, locate and use symbol keys (e.g., period, question mark, Caps Lock, arrow keys, shift, and ESC)
- 2.421125 using a word processing program, input information such as spelling words, vocabulary words and definitions, journal writing, etc
- 2.422126 use a mouse to "click and drag"
- 2.423127 execute a program from disk and/or CD-ROM
- 2.424128 identify the uses of technology in the community
- 2.425129 describe the right of an individual to ownership of his/her (computer) work
- 2.426130 identify the function of the various components of a computer system (e.g., monitor, keyboard, CPU, disk drive, CD-ROM, printer, etc)
- 2.427131 use graphic software to read and interpret information from charts and bar graphs (2.116)

Grade Three

Reading/English Language Arts

The third grade student will learn, practice, and apply strategies associated with a total Reading/English Language Arts program focused on preparing literate, independent, self-motivated, critical thinkers who take responsibility for their own learning. Students will be engaged in reading and responding to a variety of literature using both literal and critical comprehension skills. Students will communicate orally in large and small group settings. The student will interact with and respond to text and technology in purposeful situations across the curriculum. Proficiency in reading, writing, listening, speaking, and research skills will foster an appreciation for literature and will allow students to make connections between their experiences and the academic disciplines.

Listening/Speaking/Viewing

- 3.1_{1,2,4,5,6,7,8} given descriptive words and other specific vocabulary, identify synonyms, antonyms, homonyms, and word meaning
- 3.2_{1,2,4} listen to a story, draw conclusions regarding the source of information, characters, events, setting, and purpose
- 3.3_{1,2} use story content and prior knowledge to make predictions
- 3.4₄ determine titles for narratives, paragraphs, stories, and student writing
- 3.5_{1,2,4} given a dictated paragraph or set of directions, identify stated details
- 3.6_{1,2,4} given a dictated paragraph, determine the main idea
- 3.7 given a dictated story, paraphrase, summarize, ask questions, make inferences, and identify author's opinion
- 3.8_{1,2,4} recognize the sequence of events in a story or a set of directions
- 3.9 use graphic organizers and visualization techniques to determine meaning
- 3.10 listen to a variety of literary forms
- 3.11 after differentiating between active listening and hearing, demonstrate appropriate listening and speaking behaviors (e.g., utilizing communication technologies)
- 3.12 given a speaking assignment, determine audience and purpose of presentation (e.g., persuade, entertain, inform)
- 3.13 given a topic, present information orally using specific vocabulary
- 3.14 make an oral presentation using appropriate volume, pitch, and rate of speech

Reading Comprehension

- 3.15_{1,2,4,5,6,7,8,9,10,11} read and comprehend literary works by national and international authors to include, but not limited to: legends, folktales, and non-fiction, and chapter books
- 3.16_{K,1,2,4,5,6,7,8,9,10,11} identify explicitly stated information including, but not limited to: story elements (e.g., setting, characters, plot), a set of directions, and functional reading (e.g., invitations, bulletins)
- 3.17_{K,1,2,4,9,10,11} determine sequence (e.g., events in a story, set of directions, and/or a missing item)
- 3.18_{2,4,5,7,8,9,10,11} use context clues to determine word meaning
- 3.19_{K,1,2,4,5,6,7,8,9,10,11} recognize characteristics of a fictional and non-fictional story
- 3.20_{K,2,4,5,6,7,8,9,11} draw conclusions regarding character (e.g., feelings, moods, traits, motives, point of view)
- 3.21_{K,1,2,4,5,6,7,8,9,10,11} draw conclusions about a sequence of activities in an announcement or advertisement
- 3.22_{2,11} draw conclusions regarding the identity of certain objects when specific details are given
- 3.23_{8,7,8,9,10,11} compare and contrast in order to draw conclusions regarding a story
- 3.24_{K,2,4,9} make predictions based on prior knowledge and story information
- 3.25_{2,4} determine an appropriate title for a reading selection or a story
- 3.26_{2,4,5,8,9,10} identify theme, main idea, and author's purpose in a selection when it is not explicitly stated
- 3.27 paraphrase, summarize, compose questions, and make inferences about material read

- 3.28^{2,5,6,9} **recognize other resources where additional information on a specific topic can be located (e.g., dictionary, encyclopedia)**
- 3.29^{2,5,6,9} **identify possible sources of functional information (e.g., where would such information probably appear)**
- 3.30 identify cause and effect related to a given event (e.g., what happened and why)
- 3.31 make generalizations regarding story elements
- 3.32 recognize figurative language (e.g., similes, metaphors, and idioms)
- 3.33 chooses and responds to a variety of reading material for pleasure and information
- 3.34 experience content through imagery (visualizing)
- 3.35 reread to clarify word meaning and to confirm story elements
- 3.36 read aloud with accuracy and comprehension any text that is grade level appropriate
- 3.37 interpret information from diagrams, charts, and graphs

Reading Vocabulary

- 3.3538^{2,4,5,6,7,8,9,10,11} **recognize synonyms, antonyms, homonyms, and homophones for identified vocabulary words presented in isolation or within a group of words**
- 3.3639^{2,5,6,7,8,9,10,11} **recognize the correct meaning of a word with multiple meanings when presented in text**
- 3.3740^{K,2,4,5,6,7,8,9,10,11} **apply structural analysis and context clues to decode and encode words**
- 3.3841 identify and use content area vocabulary
- 3.3942 given a variety of reading material, increase the number of recognized words presented in text
- 3.43 use roots, prefixes, and suffixes to understand word meaning
- 3.44 read fluently and use sight words from an appropriate grade level word list

Writing

NOTE: These skills are necessary prerequisites to the fourth grade writing assessment.

Handwriting

- 3.4045 demonstrate proper manuscript and cursive writing techniques (e.g., posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm, and alignment)

Composition

- 3.4146 use the writing process (e.g., prewriting, drafting, revising, editing, publishing) across the curriculum
- 3.4247 develop various types of writing including but not limited to narrative, informative, and persuasive (e.g., paragraphs, short stories, reports, and letters)
- 3.4348 produce original writing samples related to creative arts including but not limited to poetry and journal entries
- 3.4449^{7,10} using complete sentences, write a composition with a clearly identified beginning, middle, and end
- 3.4550^{7,10} using complete sentences, write a composition with a main idea and specific relevant details with a variety of sentences and vivid word choices
- 3.46 ~~use electronic and traditional editing strategies to spell words correctly (e.g., proper nouns, in and inn-[homophones])~~
- 3.51 use appropriate conventions of print (e.g., capitalization, punctuation, sentence structure)
- 3.52 use transitional words in paragraph development
- 3.53 use conferencing to independently revise, edit, and clarify own meaning
- 3.54 use information from multiple sources in writing reports
- 3.55 write a composition that is focused, coherent, and has a logical progression of ideas

Spelling

- 3.4756 **correctly spell basic sight words and/or frequently used words**
- 3.4857 **correctly spell words with consonant sounds including, but not limited to: consonant digraphs (e.g., ph, sh, ch, wh), consonant blends (e.g., cr, cl, bl, gr, st), silent consonants (e.g., kn, ght, mb, wr, gn), and double consonants (e.g., tt, ll, dd)**
- 3.4958 **correctly spell various vowel sounds including but not limited to vowel digraphs (e.g., ee, ea, ai, oa, ie), vowel diphthongs (e.g., oi, oy, oo, ou, aw), variants, and short/long vowels**
- 3.5059 **apply spelling rules to spell words with prefixes and suffixes**
- 3.5160 **correctly spell irregular verbs and irregular plural nouns (e.g., knew, known, teeth, mice, wives, wolves)**
- 3.5261 **correctly spell compound words**

- 3.5362 given a contraction, correctly identify the two words that form that contraction; given two words, combine them into a correctly spelled contraction
- 3.5463 correctly spell abbreviations
- 3.5564 make structural changes to spell words correctly (e.g., add inflectional endings, drop silent e, double final consonants, change y to i before adding -ing)
- 3.5665 identify and correctly spell homophones

Language

- 3.5766^{1,2,4,5,6,7,8,9,10,11} correctly use capitalization skills (e.g., beginning of sentence, titles, proper nouns, salutations of letters, pronoun "I")
- 3.5867^{1,2,4,5,6,7,8,9,10,11} correctly use punctuation skills (e.g., end of a sentence, abbreviations, salutation of a letter, quotations, contractions, possessives, commas in a series)
- 3.5968^{4,5,6,7,8,9,10,11} correctly use various forms of common and proper nouns and pronouns (e.g., subjective, objective, possessive, number, gender)
- 3.6069^{1,2,4,5,6,7,8,9,10,11} use proper forms of regular and irregular verbs (e.g., tense, helping verbs, forms of be)
- 3.6170^{1,2,4,5,6,7,8,9,10,11} use correct subject-verb agreement
- 3.6271^{4,5,6,7,8} recognize and correctly use adjectives (including articles) and adverbs
- 3.6372^{1,2,4,5,6,7,8,9} distinguish between correct and incorrect usage (e.g., this here)
- 3.6473^{1,2,4,5,6,7,8,9,10,11} identify and use correct sentence structure (e.g., refrain from use of fragments, awkward, and run-on sentences)
- 3.6574 identify types of sentences (e.g., statement, question, command, exclamation)
- 3.6675 identify the subject and predicate in a sentence
- 3.6776^{4,5,6,7,8,9,10,11} identify and use correct paragraph structure (e.g., indent, topic sentence, supporting sentences, recognize sentences that do not belong)
- 3.6877^{4,5,6,9} recognize and use the correct combining of sentences
- 3.6978^{1,2,4,5,6,7,8,9,10,11} recognize the intended audience and purpose of a brief reading selection/paragraph
- 3.7079 identify and use appropriate dictionary skills (e.g., word meaning, guide words,

- syllabication, pronunciation guide)
- 3.7180 identify appropriate reference sources for specific information (e.g., dictionary, encyclopedia, atlas)
- 3.7281 identify a heading for a category of words
- 3.7382^{1,2,4,5,6} correctly write and punctuate a friendly letter

Study Skills

- 3.7483^{4,5,6,7} identify and use sources for different types of information (e.g., dictionary, encyclopedia, newspapers, card catalog)
- 3.7584^{4,5,6,7,8,9,10,11} recognize and use dictionary skills (e.g., word meaning, guide words, the pronunciation guide, syllabication, alphabetical order)
- 3.7685 organize and classify information (e.g., headings, categories, sorting)
- 3.7786 use graphic sources to interpret and organize information (e.g., tables, graphs, diagrams, maps, timelines)
- 3.7887 acquire organizational skills to manage school materials, time on task, and information to be studied
- 3.7988 follow written directions with multiple steps
- 3.8089 practice and use test-taking strategies (e.g., read directions carefully, read for key words, budget your time, read all choices)
- 3.8190 identify and use parts of a book (e.g., glossary, index, title page, table of contents)
- 3.8291 use a library and its reference sources (e.g., card catalog, computer listing, electronic retrieval systems)

Computer/Technology

- 3.8392 use appropriate software to practice and master third grade Reading/English language arts instructional objectives
- 3.8493 demonstrate proper finger placement for all letters on the keyboard
- 3.8594 using a word processor, input information such as stories, reports, and narratives
- 3.8695 use a mouse to draw simple graphics
- 3.8796 identify the ways technology changes the lives of people in the community
- 3.8897 demonstrate the understanding of the concept that copyright law protects a person's (or company's) work
- 3.8998 relate the input, output, and processing devices of a computer

- to their functions
- 3.9099 select and use appropriate software and/or other technologies to locate and use reference sources (3.28, 3.29, 3.74 and 3.82)
 - 3.944.00 use the spell check function in a word processor (3.46)
 - 3.924.01 use graphic software to create, read, interpret and organize information in the form of tables, graphs, diagrams and charts (3.77)

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 2520, Instructional Goals and Objectives English Language Arts (K-3) and Mathematics in the Community FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

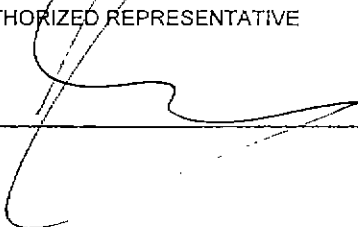
EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$	\$
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

NO COST.

DATE
February 10, 2000

AGENCY
West Virginia Department of Education

AUTHORIZED REPRESENTATIVE


**Policy 2520: Instructional Goals and Objectives
For West Virginia Schools**

Comment Response Form

Please use this form when commenting on proposed Policy 2520. You may attach additional sheets if necessary.

Individual/Organization: _____

Title: _____

Street Address: _____ City, State, Zip: _____

Comments/Suggestions

KINDERGARTEN:
Listening, Speaking, Viewing
Reading Comprehension
Reading Vocabulary
Writing
Spelling
Language
Study Skills
Computer/Technology

FIRST GRADE:

Listening, Speaking, Viewing

Reading Comprehension

Reading Vocabulary

Writing

Spelling

Language

Study Skills

Computer/Technology

SECOND GRADE:

Listening, Speaking, Viewing

Reading Comprehension

Reading Vocabulary

Writing

Spelling

Language

Study Skills

Computer/Technology

THIRD GRADE:
Listening, Speaking, Viewing
Reading Comprehension
Reading Vocabulary
Writing
Spelling
Language
Study Skills
Computer/Technology

*Return comments by **April 14, 2000**, to:*
Beverly Kingery
West Virginia Department of Education
1900 Kanawha Blvd., East
Building 6 - Room 330
Charleston, WV 25305
Phone: (304) 558-7805
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Adolescent Mathematics Education

The mathematics program represents a core curriculum from which students will select at least **three**, and preferably four, courses for mathematics credit toward high school graduation.

Required Courses

Algebra I or Applied Math I and II

Elective Courses

Applied Mathematics I*
 Applied Mathematics II*
 Geometry and Applied Geometry*
 Algebra II*
Mathematics in the Community
 Trigonometry
 Probability and Statistics
 Pre-Calculus
 Discrete Mathematics
 Algebra/Geometry Preparation
 Algebra Support
 AP Courses
 College Courses

*Required to be offered

Schools must offer four courses in mathematics at a level above Algebra I. It is strongly recommended that students in Advanced Placement mathematics courses take the AP exam.

Credit for Algebra I may be granted through two paths: successful completion of Algebra I or successful completion of Applied Mathematics I and Applied Mathematics II. The Algebra/Geometry Preparation course is designed to allow students the opportunity to acquire the mathematical maturity necessary to proceed to Algebra I or Applied Mathematics I. Algebra support is an elective course designed for students who have completed Algebra I or Applied Math I and II, but have not demonstrated mastery on an Algebra I end-of-course exam. The Algebra Support class may be taken concurrently with Geometry and Applied Geometry. Elective credit will be given for the Algebra Support class and the Algebra/Geometry Preparation class. The Algebra Support Class may not be used to fulfill the three mathematics credits required for graduation.

An integrated mathematics program is an alternative method of delivery if the integrity of the course objectives as defined in this document is maintained. The objectives specified in this document offer a challenging and rewarding curriculum for all students.

County school systems or individual high schools may opt to offer additional mathematics courses. Instructional goals and objectives must be developed for these courses and approved by the county board of education.

Mathematics in the Community (Math.com)

Mathematics in the Community is a one year course for students who have successfully completed the objectives for geometry. A liberal arts background has long been regarded as essential to a well-rounded education, and mathematics is certainly a vital component of such a background. This course will include major topics from algebra and geometry and will extend these ideas to practical usage. Basic ideas of probability and statistics and the mathematics of finance will also be included. These, along with other concepts, will be presented in the context of their historical development. Students will be encouraged to be active learners either in cooperative groups or as individuals. It is the purpose of this course to expose students to topics in mathematics that are relevant to any educated person. Full integration of graphing calculators and computer applications such as spread sheets, database, and Internet use, is essential to effectively master the objectives of this course.

- MC.1 develop a variety of problem solving strategies (e.g., draw a diagram, look for a pattern, and work backwards)
- MC.2 relate mathematical content to its historical development
- MC.3 integrate other disciplines into the study of mathematics through simulations, research, and projects
- MC.4 interpret graphs of functions (i.e., linear, quadratic, exponential)
- MC.5 solve application problems using linear, quadratic and exponential functions with emphasis on data collection and analysis
- MC.6 use appropriate formulas to solve workplace problems
- MC.7 apply concepts of geometry including the Pythagorean Theorem, similar triangles, and right triangle trigonometry
- MC.8 solve workplace problems involving perimeter, area, surface area and volume
- MC.9 investigate the applications of various geometric shapes and patterns to art, architecture, and nature
- MC.10 determine possible outcomes using tree diagrams and the counting principles of permutations and combinations
- MC.11 apply the basic probability rules in expressing the chances of events occurring using technology when appropriate
- MC.12 create and interpret data using various methods of displaying numerical data, including frequency distributions, graphs, histograms, stem-and-leaf plots, and box-and-whiskers plots, using technology when appropriate
- MC.13 relate the measures of central tendency and the measures of dispersion to a normal distribution
- MC.14 apply the measures of central tendency and the measures of dispersion to workplace situations
- MC.15 use statistical tools for workplace applications such as quality control, marketing and predicting trends
- MC.16 calculate costs, simple and compound interest, finance charges, loan payments and taxes
- MC.17 compare various methods of investing money

Computer and Technology

- MC.18 use appropriate software to practice and master Mathematics in the Community instructional objectives
- MC.19 use a graphing calculator to graph linear equations
- MC.20 use graphing software to create graphs, charts, histograms and tables of given data
- MC.21 use a calculator to find measures of dispersions
- MC.22 use a calculator to determine interest, finance charges, loan payments, taxes, and investment results

