

WEST VIRGINIA
SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

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

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES XX 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: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS June 16, 2000



Dr. David Stewart
State Superintendent of Schools

13.60

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 West Virginia Board of Education for the revised K-3 Reading/English Language Arts instructional goals and objectives and the newly created instructional goals and objectives for *Conceptual Mathematics*.

K-3 Reading/English Language Arts

Comments received totaled 374. Of those comments, 156 voiced total approval to the recommended revisions. The majority of the revisions recommended involved rewording of existing objectives for further clarity. The following areas of concern were addressed and are reflected in the document presented for final State Board of Education action.

Those areas of concern are as follows:

- Grade K - Listening, Speaking, Viewing
Science fiction was excluded as a literary genre due to the nature of this type of material.
Reference to voice control in speaking was permanently deleted due to potential physical impairments of students.
- Grade K, 1 - Writing
The writing process was maintained at each grade level with further clarification.
- Grade K, 1, 2, 3 - Computer/Technology
The word master was considered to be inappropriate as the skill itself is an ongoing process; therefore, it was replaced with reteach.
- Grade 2 - Vocabulary/Study Skills/Spelling
Pronunciation key was removed as it was felt to be a difficult skill for this grade level.

Conceptual Mathematics

The twelve (12) comments received indicate no need for change in the instructional goals and objectives for *Conceptual Mathematics*. Most of the comments were positive and supported the need for the course.

The only suggested change is in the name of the course. *Conceptual Mathematics* is more indicative of the higher level mathematics nature of the course.

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

126CSR44

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**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. – May 16, 2000.

1.4. Effective Date - June 16, 2000.

1.5. Repeal of former rule - This legislative rule amends WV 126CSR44 (Policy 2520).

§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 \diamond symbol.

Kindergarten

Reading/English Language Arts

The kindergarten student will be immersed in a language rich environment to develop oral language skills and appreciation for the Reading/English Language Arts. Kindergarten teachers will engage students by providing them opportunities to participate in meaningful activities and roles throughout the entire curriculum where the Reading/English Language Arts are the foundation for all learning. The Reading/English Language Arts will challenge students to extend and to elaborate upon what others have said, developing higher-order thinking skills.

Listening/Speaking/Viewing

- K.1 listen to a variety of literary forms, including stories and poems by national authors to include fairy tales, and tall tales
- K.2 participate in choral speaking, reciting poems, rhymes, songs, and stories with repeated patterns and creative dramatics
- K.3 use words to describe/name people, places, and things
- K.4 use words to describe actions
- K.5 restate and follow one-step and two-step directions
- K.6 follow basic rules for conversation (e.g., taking turns, staying on topic)
- K.7 differentiate between a letter, word, and a sentence
- K.8 **substitute words in a rhyming pattern**
- K.9 hear the phonemes within a word
- K.10 demonstrate appropriate listening behaviors (e.g., resist distractions, stay alert, hands/feet quiet, eyes on speaker)
- K.11 **listen to and recite nursery rhymes**
- K.12 **identify words in a rhyming pattern**
- K.13 participate in oral discussions
- K.14 demonstrate an understanding of directionality (e.g., left to right progression, top/bottom, beginning to end of book, left to right return sweep in reading)
- K.15 given a phonogram, create rhyming word families

Reading Comprehension

- K.16 recognize and reproduce own first, middle, and last name
- K.17 **comprehend concept of positional words (e.g., above, behind, between)**
- K.18 understand the concept of a story (e.g., beginning, middle, end)
- K.19 develop an awareness of real and unreal
- K.20_{1,2,3,4,5,8,9} **determine sequence of events**
- K.21 **complete sentences by choosing correct picture for meaning with**

- K.22 **beginning letters supplied**
develop an awareness of concepts of past, present, and future
- K.23_{2,3,4,5,6,9,11} **predict situations that might occur based upon text of a story**
- K.24_{2,3,4,5,6,7,8,9,11} **understand and relate to feelings of characters in a story**
- K.25_{1,2,3,4,5,6,7,8,9} **understand and identify the main idea in a story**
- K.26_{1,2} **use illustrations and oral text to comprehend both literally and interpretively**
- K.27 **make predictions from illustrations**

Reading Vocabulary

- K.28 recognize color and color names
- K.29 recognize likenesses and differences in objects, pictures, and designs
- K.30 **classify objects and pictures**
- K.31 recognize upper and lower case letters of the alphabet
- K.32 **match sound to letter**
- K.33 write from memory and auditory clues the lower and upper case alphabet letters
- K.34 **recognize and match pictures with the same consonants/sounds in initial word pictures**
- K.35₁ **identify beginning consonants (letter and sound) orally and in written form**
- K.36₁ **identify words beginning with a given consonant blend**
- K.37 **develop an awareness that sequence of letters in a written word represents a sequence of sounds in a spoken word**
- K.38 merge spoken segments into a meaningful target word (e.g., c-a-t says cat)
- K.39 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.40 use directionality (e.g., left/right, top/bottom, up/down)
- K.41 use dominant hand with correct paper position
- K.42 hold pencil correctly
- K.43 assume and maintain appropriate posture
- K.44 use appropriate stroke formation
- K.45 print upper/lower case letters correctly
- K.46 align writing (e.g., keeps on baseline)
- K.47 use uniform spacing between letters and words
- K.48 demonstrate uniformity when writing letters
- K.49 write numerals 0-9 correctly
- K.50 evaluate handwriting

Composition

- K.51 begin to compose fairly readable first drafts using appropriate parts of the writing process (initial attention to planning, drafting, rereading for meaning, and some self-correction)
- K.52 begin to write words, phrases and sentences
- K.53 publish class and individual writing
- K.54 begin to build a core of known words and be able to use them in own writing

Spelling

- K.55 recognize and differentiate among initial and final sounds
- K.56 begin to use phonemic awareness and letter knowledge to spell independently
- K.57 build a bank of words that can be used in oral and written communication

Language

- K.58^{1,2,3,4,5,6,7,8,9,10,11} capitalize first and last name and pronoun "I"
- K.59^{1,2,3,4} identify and use punctuation: period, question mark, and exclamation point
- K.60 recognize capital letters at the beginning of a sentence, days of week, months, and names of people

Study Skills

- K.61 acquire organizational skills to manage school materials and

- K.62 personal time management
- interpret information from graphic sources (e.g., charts, graphs)
- K.63 become familiar with test-taking strategies (e.g., listen closely, make careful choices, do your best)

Computer/Technology

- K.64 use appropriate software to practice and reteach Kindergarten reading/English language arts instructional objectives
- K.65 "log on" by typing his/her own name
- K.66 use special function keys such as "Return/Enter, space bar, and Esc"
- K.67 select a program from a menu
- K.68 use a mouse to manipulate around the screen
- K.69 identify the uses of technology at work and play
- K.70 identify various components of a computer (e.g., monitor, keyboard, CPU, 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
- 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 at an initial level of understanding
- 1.14 demonstrate appropriate listening behaviors (e.g., resist distractions, stay alert, and use appropriate listening posture- hands/feet quiet, eyes on the speaker)
- 1.15 given a word, create rhyming word families
- 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

- 1.18_{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

- 1.19_{K,2} use picture clues to complete a passage by choosing one of three words to complete a sentence describing a picture
- 1.20_{2,5,6,7,8,9} read for meaning in sentences using both illustration and text
- 1.21_{2,4,5,6,8,9,11} respond to both literal and interpretive comprehension questions after reading a short story selection
- 1.22_{K,2,3,4,5,8,9,10,11} follow written and oral directions sequentially to achieve a desired result
- 1.23 dramatize, illustrate, and retell stories that have been read
- 1.24 retell major events of a story in sequence
- 1.25 identify and understand cause and effect in a familiar story
- 1.26 recall main ideas and details from a familiar story
- 1.27 identify story elements (e.g., plot, character, setting)
- 1.28 use the text and illustrations to predict and confirm
- 1.29 read and comprehend both fiction and non fiction that is appropriately designed for grade level
- 1.30 reread to clarify and confirm story elements
- 1.31 describe new information gained from text in own words
- 1.32 engage in a variety of literary activities voluntarily (e.g., choosing books and stories to read)
- 1.33 can answer simple written comprehension questions based on material read
- 1.34 monitor own reading and self-correct when an incorrectly identified word does not fit context surrounding it
- 1.35 discuss prior knowledge of topics in expository texts
- 1.36 discuss how, why, and what-if questions in sharing non fictional texts
- 1.37 make a transition from emergent

- 1.88 spell irregular plural nouns (e.g., teeth, mice, wives, wolves)
- 1.89 use spelling patterns (e.g., consonant- vowel-consonant)
- 1.90 add inflectional endings to one syllable words with and without structural changes (e.g., going, makes, hopping, baked)
- 1.91 listen for a word in a dictated sentence and select the correct spelling of that word from given choices
- 1.92 spell correctly three-and-four letter short vowel words
- 1.93 use invented spelling/phonics-based knowledge to spell independently
- 1.94 show spelling consciousness or sensitivity to conventional spelling

Language

- 1.95 differentiate between common and proper nouns
- 1.96^{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)**
- 1.97^{2,3,4} **use correct punctuation: period, question mark, and exclamation point**
- 1.98^{2,3,4,5,6,7,8,9,10,11} **use correct subject-verb agreement with corresponding proper verb formation**
- 1.99 **edit sentences for complete meaning**
- 1.100^{2,3,4,5,6,7,8,9,10,11} **understand and correctly use present and past tense**
- 1.101^{2,3,4,7} **identify and correct errors in sentence construction and language expression**
- 1.102^{2,3,4,5,6,7,8,9} **identify sentence fragments**
- 1.103^{2,3,5,6,7,8,9,10,11} **identify supporting sentences that would or would not support key ideas in a text**
- 1.104₂ **identify words in alphabetical order beginning with different letters and beginning with the same letter**
- 1.105 identify and use nouns, verbs, pronouns, and adjectives
- 1.106 use regular verbs correctly
- 1.107 distinguish whether simple sentences are incomplete or fail to make sense

Study Skills

- 1.108 acquire organizational skills to manage school materials and time on task
- 1.109^{3,4,5,7,9,11} locate and become familiar with reference sources (e.g., dictionary, glossary, encyclopedia)

- 1.110 interpret information on graphic sources (e.g., charts/tables, graphs, lists, schedules, diagrams, scale drawings, maps/atlasses, statistical illustrations, timelines)
- 1.111^{5,6,7,8,9,10} given a book, identify the author, illustrator, and title; and be familiar with the location of the table of contents, glossary, and index
- 1.112 **practice and use test-taking strategies (e.g., listen closely, make careful choices, do your best)**

Computer/Technology

- 1.113 use appropriate software to practice and master first grade Reading/English language arts instructional objectives
- 1.114 turn on/off a student workstation
- 1.115 on a keyboard, use letters, numbers, and other special function keys (e.g., shift, delete/backspace, and arrow keys) to input information
- 1.116 save and/or retrieve a file with teacher assistance
- 1.117 print a document with teacher assistance
- 1.118 identify the uses of technology at home and school
- 1.119 identify fundamental computer terms (e.g., disk, software, hardware, boot/start, cursor, etc.)
- 1.120 use graphic software to read and interpret information from charts and bar graphs (1.110)

- 1.38 to "actual" reading for meaning
read with accuracy and
comprehension instructional level
texts designed for the first grade

Reading Vocabulary

- 1.39 create and use rhyming words
1.40 read sight words fluently from an
appropriate word list (e.g., Dolch)
1.41_{2,3,4,5,6,7,8,9,10,11} use context clues to
gain meaning of unfamiliar words
1.42_{K,2,3,4,5,6,7,8,9,10,11} identify and use
multiple meaning words
1.43 identify and manipulate phonemes
within words and syllables
1.44₂ 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)
1.45₂ identify single consonants/
sounds in initial, medial, and
final word positions
1.46₂ identify short and long vowels
and their sounds
1.47₂ identify consonant blends in
initial positions (e.g., bl, fl, pl, sl,
br, gr, fr)
1.48₂ identify consonant digraphs in
initial and final word positions
(e.g., ch, sh, th, wh)
1.49₂ identify irregular short vowel
sounds (e.g., oy, oo, ea, ou)
1.50₂ identify "r-controlled" vowel
sounds (e.g., ur, ir, er, ar, or)
1.51 use letter-sound correspondence
knowledge to sound out unknown
words when reading texts
1.52 read fluently from an appropriate
grade level vocabulary list
1.53 use descriptive words to name
objects, places, and things
1.54₂ identify and use compound
words
1.55₂ identify and use contractions
and be able to match them to the
two words being replaced (e.g.,
I'm - I am)
1.56₂ identify words with inflectional
endings (e.g., -s, -es, -ed, -ing,
-er, -est)
1.57 identify and use prefixes (e.g.,
reread, untie)
1.58 use context clues to determine
word meaning
1.59 understand and comprehend
multiple meaning words
1.60 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

- 1.61 use directionality (e.g., left/right,
top/bottom, up/down)
1.62 use dominant hand with correct
paper position
1.63 hold pencil correctly
1.64 assume and maintain appropriate
position
1.65 use appropriate stroke formation
1.66 write upper/lower case letters
correctly
1.67 use lined paper correctly with
headline, midline, baseline
1.68 demonstrate uniformity when writing
letters
1.69 use uniform spacing between letters,
words, and sentences
1.70 write numerals 0-9 correctly
1.71 write comma, question mark,
exclamation mark correctly
1.72 self-evaluate handwriting

Composition

- 1.73 compose fairly readable first
drafts using appropriate parts of
the writing process (initial attention
to planning, drafting, rereading for
meaning, and some self-
correction)
1.74 with appropriate teacher modeling,
write original and complete
sentences and paragraphs that
describe and explain
1.75 complete riddles and rhymes
1.76 summarize stories read or
dictated by drawing a picture
and/or writing a sentence
1.77 create own written text for others
to read
1.78 produce a variety of types of
compositions (e.g., stories,
descriptions, journal entries)
showing relationships between
printed text, illustrations, and other
graphics
1.79 edit for understanding and
meaning
1.80 compose narrative text using
correct sentence structure,
adding to key ideas and
supplying details
1.81 communicate ideas in well-
organized and clearly written
text

Spelling

- 1.82 recognize and differentiate among
initial, medial, and final sounds
1.83 match sounds to letters
1.84 spell phonetically regular words
1.85 spell some sight words
1.86 spell contractions
1.87 spell compound words

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 **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 a 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,1,5,9} **use illustrations and text as an aid to read for meaning in sentences and paragraphs**
- 2.25^{3,4,5,6,7,9,10,11} **use context clues to determine a reasonable meaning of an unknown word**
- 2.26^{K,1,3,4,5,6,7,8,9,10,11} **determine sequence of events from stories and written text**
- 2.27^{K,1,3,11} **comprehend and follow steps in a process and determine reasons and/or cause-effect relationships related to these steps**
- 2.28^{5,6,9,10,11} **read and comprehend to perform a task**
- 2.29^{3,4,5,6} **locate sources of additional information on a specific topic**
- 2.30 **recall details of a passage and identify the main idea of a**

- selected reading**
- 2.31 **understand first-person narrative**
- 2.32 **use figurative language (e.g., similes, metaphors)**
- 2.33 **determine relationships of events, characters, and objects in a story with regard to position, function, time, and quantity**
- 2.34_{5,8,10} **use graphic organizers such as story maps and Venn diagrams to compare, contrast, and construct meaning**
- 2.35_{1,3,4,5,6,7,8,9,10,11} **respond to both literal and interpretive comprehension questions after reading a short story selection**
- 2.36_{K,3,4,5,6,9,11} **predict outcomes based upon an understanding of the events and/or characters as described in a story**
- 2.37_{3,4} **incorporate all key concepts or the larger meaning of the text to select the best title for a selection**
- 2.38_{3,4,5,6,7,8,9,11} **empathize, relate to, and determine the motivations of characters within a story**
- 2.39 **use understanding and prior knowledge to make generalizations in a new situation**
- 2.40_{3,5,8,10,11} **identify author's purpose for writing and the organization used to accomplish that purpose**
- 2.41_{K,1,3} **use visualization techniques to determine and compare similar characteristics of objects described in a passage**
- 2.42 **explain personal reaction to a selection**
- 2.43 **discriminate between reality and fantasy and between fact and opinion**
- 2.44 **recognize descriptive language in literary works, including but not limited to, poetry**
- 2.45 **infer unstated information in a selection by asking "why" questions**
- 2.46 **given a selection, draw conclusions and generate a brief summary**
- 2.47 **given a selection, identify characters, plot, and setting**
- 2.48 **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

- 2.52_{3,4,5,6,7,8,9,10,11} **recognize synonyms,**

antonyms, homonyms, and homophones for identified vocabulary words

- 2.53_{3,4,5,6,7,8,9,10,11} **recognize the correct meaning of a multiple-meaning word as presented in text**
- 2.54_{3,4,5,6,7,8,9,10,11} **apply context clues to determine the meaning of an unknown word**
- 2.55 **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 patterns (e.g., CVC, VCV)**
- 2.61 **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 compound words**
- 2.68 **decode multi syllable words and count syllables**
- 2.69 **read fluently instructional level texts and sight words from an appropriate grade level list**

Writing

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

Handwriting

- 2.70 **maintain appropriate handwriting posture**
- 2.71 **maintain appropriate position of hand/pencil and paper/desk**
- 2.72 **write legible manuscript letters and numerals (0-20) using appropriate strokes**

- 2.73 evaluate manuscript writing in terms of letter formation, alignment, proportion, spacing, and line quality
- 2.74 write legible cursive letters using appropriate strokes and joinings as developmentally appropriate
- 2.75 self-evaluate cursive writing in terms of letter formation, alignment, proportion, spacing, and line quality

Composition

- 2.76 use the five-step writing process (e.g., prewrite, draft, revise, edit, publish) across the curriculum
- 2.77 compose a simple sentence using a subject and predicate
- 2.78 compose a short paragraph with a clearly identified beginning, middle, and end containing a main idea and supporting details
- 2.79 develop various types of writing including, but not limited to: personal narratives, stories, descriptions, friendly letters, book reports, poetry, and journal entries
- 2.80 use electronic and/or traditional editing strategies to spell words correctly (e.g., proper nouns)
- 2.81 use appropriate mechanics of print (e.g., capitalization, punctuation)
- 2.82 use conferencing to revise, edit, and clarify writing

Spelling

- 2.83 correctly spell basic sight words
- 2.84 correctly spell consonant sounds in initial, medial, and final positions including blends and digraphs
- 2.85 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)
- 2.86 correctly spell nouns, verbs, and root words with inflectional endings (e.g., -d, -ed, -s, -es, -ing, -er, -est)
- 2.87 make structural changes as needed when adding -ing, -ed, -er, or -est to base/root words ending in silent e
- 2.88 double a final consonant letter when necessary before adding an ending
- 2.89 change final "y" to "i" when necessary before adding an ending
- 2.90 correctly spell phonetically irregular words (e.g., could, they, one)
- 2.91 correctly spell irregular verbs and irregular plural nouns (e.g., knew, known, teeth, mice, wives, wolves)
- 2.92 correctly spell contractions
- 2.93 correctly spell compound words
- 2.94 correctly spell words with silent consonants (e.g., kn-, wr-, -mb)
- 2.95 use spelling patterns (e.g., taught-caught; light-right)

Language

- 2.96 alphabetize words to the first, second, and third letters
- 2.97 differentiate between common and proper nouns
- 2.98 identify nouns showing possession
- 2.99^{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)
- 2.100^{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)
- 2.101^{1,3,4,5,6,7,8,9,10,11} use correct subject-verb agreement with proper regular and irregular verb formations
- 2.102^{1,3,4,5,6,7,8,9,10,11} use past and present tense correctly
- 2.103^{1,3,4,5,6,7,8,9,10,11} recognize and write correctly formed sentences (e.g., telling, asking, exclamation, command)
- 2.104^{1,3,4,5,6,7,8,9} recognize and correct sentence fragments
- 2.105^{1,3,4,5,6,7,8,9,10,11} identify and correct errors in language expression and sentence construction
- 2.106^{1,3,4,5,6,7,8,9,10,11} identify sentences that would or would not support ideas in a text
- 2.107 write a paragraph using correct form containing a main idea and supporting details
- 2.108 recognize and appropriately use parts of speech in their own writing (e.g., nouns, pronouns, verbs, adjectives, and adverbs)
- 2.109^{1,3,4,5,6,7,8,9,10,11} determine the purpose, audience, and intent of written composition
- 2.110^{6,7,8,9,10,11} organize information and make decisions about what information is necessary and important to include

Study Skills

- 2.111^{3,4,5,6,7,8,9,10,11} determine if a given word is on a dictionary page when guide words are supplied
- 2.112 use the dictionary for spelling and meaning
- 2.113 acquire organizational skills to

- manage school materials, personal time management, and information to be studied (e.g., sequence, timeline, mapping)
- 2.114^{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
- 2.115 follow written directions with multiple steps
- 2.116 use a study plan to spell new words (e.g., look-say-spell-write-check)
- 2.117 choose/narrow a topic for story paragraph writing
- 2.118 adjust reading rate to purpose
- 2.119 interpret graphic sources (e.g., charts, tables, graphs, lists, schedules, diagrams, maps, and timelines)
- 2.120 **practice and use test-taking strategies (e.g., read directions carefully, read for key words, budget time, read all choices)**

Computer/Technology

- 2.121 use appropriate software to practice and reteach second grade Reading/English language arts instructional objectives
- 2.122 demonstrate correct keyboarding posture and finger placement for the home row keys
- 2.123 on a keyboard, locate and use symbol keys (e.g., period, question mark, Caps Lock, arrow keys, shift, and ESC)
- 2.124 using a word processing program, input information such as spelling words, vocabulary words and definitions, journal writing, etc
- 2.125 use a mouse to "click and drag"
- 2.126 execute a program from disk and/or CD-ROM
- 2.127 identify the uses of technology in the community
- 2.128 describe the right of an individual to ownership of his/her (computer) work
- 2.129 identify the function of the various components of a computer system (e.g., monitor, keyboard, CPU, disk drive, CD-ROM, printer, etc)
- 2.130 use graphic software to read and interpret information from charts and bar graphs (2.119)

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, non-fiction, chapter books and WV authors
- 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,1,2,4,8,10,11} 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_{6,7,8,9,10,11} 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^{2,5,6,8,9} **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 choose and respond 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

- 3.38^{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**
- 3.39^{2,5,6,7,8,9,10,11} **recognize the correct meaning of a word with multiple meanings when presented in text**
- 3.40^{K,2,4,5,6,7,8,9,10,11} **apply structural analysis and context clues to decode and encode words**
- 3.41 identify and use content area vocabulary
- 3.42 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 instructional level texts and sight words from an appropriate grade level text

Writing

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

Handwriting

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

Composition

- 3.46 use the writing process (e.g., prewriting, drafting, revising, editing, publishing) across the curriculum
- 3.47 develop various types of writing including but not limited to narrative, informative, and persuasive (e.g., paragraphs, short stories, reports, and letters)
- 3.48 produce original writing samples related to creative arts including but not limited to poetry and journal entries
- 3.49^{7,10} **using complete sentences, write a composition with a clearly identified beginning, middle, and end**
- 3.50^{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**
- 3.51 use appropriate mechanics 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

- 3.56 **correctly spell basic sight words and/or frequently used words**
- 3.57 **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)**
- 3.58 **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**
- 3.59 **apply spelling rules to spell words with prefixes and suffixes**
- 3.60 **correctly spell irregular verbs and irregular plural nouns (e.g., knew, known, teeth, mice, wives, wolves)**
- 3.61 correctly spell compound words
- 3.62 given a contraction, correctly identify the two words that form that contraction; given two words,

- combine them into a correctly spelled contraction
- 3.63 correctly spell abbreviations
- 3.64 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)
- 3.65 identify and correctly spell homophones

Language

- 3.66^{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")
- 3.67^{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)
- 3.68^{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)
- 3.69^{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)
- 3.70^{1,2,4,5,6,7,8,9,10,11} use correct subject-verb agreement
- 3.71^{4,5,6,7,8} recognize and correctly use adjectives (including articles) and adverbs
- 3.72^{1,2,4,5,6,7,8,9} distinguish between correct and incorrect usage (e.g., this here)
- 3.73^{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)
- 3.74 identify types of sentences (e.g., statement, question, command, exclamation)
- 3.75 identify the subject and predicate in a sentence
- 3.76^{4,5,6,7,9,10,11} identify and use correct paragraph structure (e.g., indent, topic sentence, supporting sentences, recognize sentences that do not belong)
- 3.77^{4,5,6,9} recognize and use the correct combining of sentences
- 3.78^{1,2,4,5,6,7,8,9,10,11} recognize the intended audience and purpose of a brief reading selection/paragraph
- 3.79 identify and use appropriate dictionary skills (e.g., word meaning, guide words, syllabication, pronunciation guide)

- 3.80 identify appropriate reference sources for specific information (e.g., dictionary, encyclopedia, atlas)
- 3.81 identify a heading for a category of words
- 3.82^{1,2,4,5,6} correctly write and punctuate a friendly letter

Study Skills

- 3.83^{4,5,6,7} identify and use sources for different types of information (e.g., dictionary, encyclopedia, newspapers, card catalog)
- 3.84^{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)
- 3.85_g organize and classify information (e.g., headings, categories, sorting)
- 3.86 use graphic sources to interpret and organize information (e.g., tables, graphs, diagrams, maps, timelines)
- 3.87 acquire organizational skills to manage school materials, time on task, and information to be studied
- 3.88 follow written directions with multiple steps
- 3.89 practice and use test-taking strategies (e.g., read directions carefully, read for key words, budget your time, read all choices)
- 3.90 identify and use parts of a book (e.g., glossary, index, title page, table of contents)
- 3.91 use a library and its reference sources (e.g., card catalog, computer listing, electronic retrieval systems)

Computer/Technology

- 3.92 use appropriate software to practice and reteach third grade Reading/English language arts instructional objectives
- 3.93 demonstrate proper finger placement for all letters on the keyboard
- 3.94 using a word processor, input information such as stories, reports, and narratives
- 3.95 use a mouse to draw simple graphics
- 3.96 identify the ways technology changes the lives of people in the community
- 3.97 demonstrate the understanding of the concept that copyright law protects a person's (or company's) work
- 3.98 relate the input, output, and

- processing devices of a computer
to their functions
- 3.99 select and use appropriate software
and/or other technologies to locate
and use reference sources (3.28,
3.29, 3.83, 3.91)
 - 3.100 use the spell check function in a
word processor
 - 3.101 use graphic software to, read,
interpret and organize information
in the form of tables, graphs,
diagrams and charts (3.86)

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*
 Conceptual Mathematics
 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.

Conceptual Mathematics

Conceptual Mathematics 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.

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

- CM.16 calculate costs, simple and compound interest, finance charges, loan payments and taxes
- CM.17 compare various methods of investing money

Computer and Technology

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

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.

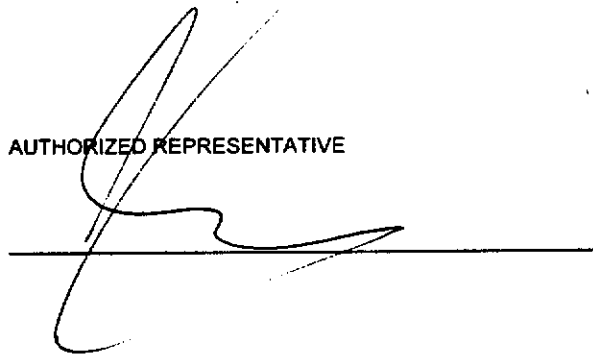
DATE

AGENCY

AUTHORIZED REPRESENTATIVE

February 10, 2000

West Virginia Department of Education



POLICY 2520: Instructional Goals and Objectives: English Language Arts
COMMENT LOG

February 22, 2000 - April 14, 2000

ACTION TYPE

N: No Response - Negative)
 N/A: Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual Organization	Comments	Action/ Type	Rationale
March	Emerson Kindergarten 1605 36 th Street Parkersburg, WV	Kindergarten: Listening, Speaking, Viewing IGO's seem appropriate.		
March	Kathy Fenton 211 W 4 th Street Williamstown, WV	I like the changes.		
March	Patricia Milhoan Neale School 2305 Grand Central, Vienna, WV	K.1 - Suggest dropping science fiction from listening. Science fiction themes often border on a violence that would upset a 4 or 5 year old.		
March	Laura Bradley Gayle Hoschar Jane Chandler Judy Langkamer Patty Yazombek Jefferson Elementary Parkersburg, WV	K.6 - Delete "understood" and replace with "basic" K.11 - Leave all of this in.		
April	Esther Lauderman - Teacher Williamstown Elementary Williamstown, WV	All IGO's in this section are good. K.11 - seems repetitive, could be added to K.1 and K.2.		

Date	Individual Organization	Comments	Action/ Type	Rationale
March	Jody Rago HC63 Box 140 Frank, WV	Kindergarten: Listening, Speaking, Viewing K.14 – ☺ K.24 – Omit two letter consonant blends, and two letter consonant digraphs. K.37 ☺ K.38 ☺ K.25 ☺ K.26 ☺		
March	Sandi McCoy Gihon Elementary Parkersburg, WV	Acceptable (New) K.7 thru K.14 Acceptable - K.1, K.3, K.6, K.10 Do not eliminate - K.7, K.8, K.11 originals.		
March	J. Ireland Gihon Elementary Parkersburg, WV	K.1 – Acceptable. K.3 – Acceptable. K.6 – Acceptable. K.7 - Original, should not be eliminated. K.7 – New acceptable. K.8 – New acceptable. K.11 – Original should not be eliminated. K.9 – Acceptable. K.10 New – Acceptable. K.12 through K.14 – Acceptable.		
March	Diana Winter Gihon Elementary Parkersburg, WV	Acceptable – K.1, K.3, K.7, K.8, K.9, K.10, K.11, K.12, K.13, K.14 Keep originals K.7, K.11.		
March	Snyder, McNeel Title 1 – 926 A Fifth Avenue Marlinton, WV	K.14 – Insert (shared reading).		
March	Virginia Farley Riverside Elementary Williamson, WV	I like – K.1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14.		
March	Frances Horton Cabell County Schools Huntington, WV	1.15 – Given a phonogram, create rhyming word families.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Kindergarten: Listening, Speaking, Viewing				
April	Sandra Sheatsley 807 Teel Road Beckley, WV 25801	Great Changes! (Old K.7-K.11) Thank you for taking this out. This is not fair to those children with speech and hearing problems. (Re: New K.11-12.) I am glad to see emphasis placed on rhyming.		
April	Augusta Elementary Vickie vanBeem Augusta, WV 26704	IGO's are more condensed – easier to refer to.		
April	Chris Leach Neale Elementary Vienna, WV	Negative – K.1 – Delete “science fiction” and possibly add another genre.		
April	Karen Harris Neale Elementary Vienna, WV	K.1 – Eliminate science fiction.		
April	Lynn Dowler Blenn Elementary Wood County	K.5 – Must be a goal for continued success thru ALL grades. K.7 – Important. K.90 – Must for reading. K.10 Keep. K.14 Keep.		
April	Jackie Spanner Blenn Elementary Wood County	K.10 – Important. K.5 – Important. K.14 – Keep. K.7 – Good.		
April	Arva Reynolds – Teacher Riverside Elementary Williamson, WV	I like: K.1, K.2, K.3, K.4, K.5, K.6, K.7, K.8, K.9, K.10, K.11, K.12, K.13, K.14. Composition: I Like K.51, K.50. K.52, K.53 – NO. What is your definition of composition? Writing sentences is ok. Writing paragraphs and long stories: NO		
April	Rebecca Miller Pleasant Hill School Grantsville, WV	K.1 – Add listens to nursery rhymes. K.2 – Recites rhymes includes nursery rhymes. K.11 – Not necessary.		

Date	Individual Organization	Comments	Action/ Type	Rationale
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Kindergarten: Listening, Speaking, Viewing

April	Madonna Blyler – Reading Specialist Webster County Schools Webster Springs	Re: Deletion of K.8: Engage in genuine, purposeful conversation with students in various roles as listener, speaker, mentor, facilitator, etc. across all aspects of teaching, learning, and evaluating.		
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First Grade: Listening, Speaking, Viewing

April	Caferina Haught Johnson Elementary Bridgeport, WV	First grade should have time built-in for circle time – students today do not have sufficient personal verbal interaction		
March	Janice Emerick Gihon Elementary Parkersburg, WV	1.5 - May be too difficult. 1.1.0 – Very good skill. 1.13 – This is too hard, reword to just include specific details.		
March	SaraLie Sheets Gihon Elementary Parkersburg, WV	1.5 – This is very difficult on this level for them to know the difference. The words themselves are difficult. 1.13 – interpret & evaluate is difficult		
April	Augusta Elementary Vickie vanBeem Augusta, WV 26704	Omit 1.16. Omit 1.4. Omit 1.10. (1.11 – 1.12) Put together as 1.		
March	First Grade Teachers Vienna Elementary Vienna, WV	Please keep: 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.31, 1.32, 1.36, 1.37, 1.43, 1.52.		
April	Madonna Blyler – Reading Specialist Webster County Schools Webster Springs	See K- Add to first grade.		

Second Grade: Listening, Speaking, Viewing

March	Nutter Fort Primary 1302 Buckhannon Pike Nutter Fort, WV	OK.		
March	Jody Rago HC63 Box 140 Frank, WV	Good.		
March	Frances Horton Cabell County Schools Huntington, WV	Add the Word text after narrative in items 2.3, 2.4, 2.7, 2.9.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Third Grade: Listening, Speaking, Viewing				
March	Debbie Bradley, Teacher Ravenswood Grade School Ravenswood, WV	No changes.		
March	Sue Cross - Teacher Ravenswood Grade School Ravenswood, WV	No changes.		
March	Holly Jett - Teacher Ravenswood Grade School Ravenswood, WV	I have reviewed all of the revisions and I don't think I saw anything different that is going to change our curriculum or way of teaching.		
March	Debbie Kelps - Teacher Ravenswood Grade School Ravenswood, WV	Nothing new.		
March	Polly Nutter - Teacher Ravenswood Grade School Ravenswood, WV	These objectives are already put in our reading and language arts curriculum.		
March	Mike King Williamstown Elementary Williamstown, WV	OK.		
March	Coalton Elementary	Good skills emphasized - concerned students aren't generalizing most of these skills even with strategies.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Kindergarten: Reading Comprehension				
March	Emerson Kindergarten 1605 36 th Street Parkersburg, WV	IGO's seem appropriate. Deleted items seem to be more appropriate to the Listening, Speaking, Viewing portion, where they were relocated.		
March	Kathy Fenton 211 W 4 th Street Williamstown, WV	Changes all good. K.15 – I also add middle name – most 5 year olds know already.		
March	Laura Bradley Gayle Hoschar Jane Chandler Judy Langkamer Patty Yazombek Jefferson Elementary Parkersburg, WV	OK.		
March	Sandy McCoy Gihon Elementary Parkersburg, WV	Acceptable New: K.15 through K.27. Do not eliminate original K.15, K.16, K.17.		
March	J. Ireland Gihon Elementary Parkersburg, WV	K.15 – Should not be eliminated. K.16 – Should not be eliminated. K.17 – Should not be eliminated.		
March	Diana Winter Gihon Elementary Parkersburg, WV	K.15 – Through K.19 New acceptable. Accept new – K.15, K.16, K.17, K.18, K.19, K.20, K.27 Keep originals – K.16, K.17, K.15.		
March	Snyder, McNeel Title I – 926 A Fifth Avenue Marlinton, WV	K.14 – K.1.1 match moves L -> R, return step in guided text reading.		
March	Virginia Farley Riverside Elementary Williamson, WV	I like – K.15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27 K.22: I need help with this one, material – curriculum – activities.		
April	Sandra Sheatsley 807 Teel Road Beckley, WV 25801	I am glad to see that phonemic awareness has been placed under reading vocabulary instead of comprehension.		
April	Dee Bolyard Reading Resource Central Ave Vienna, WV	Keep: K.15, K.16, K.17, K.19, K.32		

Date	Individual Organization	Comments	Action/ Type	Rationale
Kindergarten: Reading Comprehension				
April	Lynn Dowler Blenn Elementary Wood County	K.22 – Not age appropriate.		
April	Jackie Spanner Blenn Elementary Wood County	K.22 – Not age appropriate for all children		
April	Arva Reynolds – Teacher Riverside Elementary Williamson, WV	I Like: K.15, K.16, K.17, K.18, K.19, K.20, K.21, K.23, K.24, K.25, K.26, K.27. K.22- I need help with this one! Material, curriculum and activities.		
April	Esther Lauderdale – Teacher Williamstown Elementary Williamstown, WV	All good.		
April	Madonna Blyler – Reading Specialist Webster County Schools Webster Springs	Re: Deletion of K.15. Use little voice to print match until such time that the eyes are able to adequately take over while learning to look at print and in order to monitor reading. Establish left to right, top to bottom, return sweep, i.e., directional behaviors.		
April	Rebecca Miller Pleasant Hill School Grantsville, WV	K.15 & K.16 – Delete. K.19 – Recognize real and unreal stories.		

Date	Individual Organization	Comments	Action/ Type	Rationale
First Grade: Reading Comprehension				
April	Caferina Haught Johnson Elementary Bridgeport, WV	First grade teachers should have an IGO to read a story daily since research shows that students write and read better when read to each day.		
March	Janice Emerick Gihon Elementary Parkersburg, WV	1.37 – Omit		
March	Saralie Sheets Gihon Elementary Parkersburg, WV	1.44 – Take out manipulate.		
March	Snyder, McNeel Title 1 – 926 A Fifth Avenue Marlinton, WV	Searches for further information, rereads, checks pictures, reads on. Monitors with known words, beginning sounds, and ending parts.		
April	Augusta Elementary Vickie vanBeem Augusta, WV 26704	1.19 – 1.20 should be under vocabulary. Put 1.25 – 1.26 together as 1. 1.32 Combine with 1.29. 1.33 – Omit 1.34 - Omit same as 1.30. 1.38 – 1.40 Omit		
April	Cynthia Barker – Cadre 312 22 nd Street Pt. Pleasant, WV	Moving phonemic awareness and phonics to this section is much better than under comprehension.		
April	Dee Bolyard Reading Resource Central Avenue Vienna, WV	Keep: 1.33.		

First Grade: Reading Comprehension

April	Madonna Blyler – Reading Specialist Webster County Schools Webster Springs	Read with fluency and phrasing to support meaningful predictions and syntax. Add use little voice to print match (seek) as well as establish directional behaviors (seek). Learn to self-monitor and self-correct reading when the reading process breaks down. Read for different purposes, i.e. for enjoyment and information, etc. (across various genres). Learn how to access and integrate all sources of information available in order to meaningfully process text from various genres.		
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Date	Individual Organization	Comments	Action/ Type	Rationale
Second Grade: Reading Comprehension				
	Lisa Moser Wood County	I'm pleased.		
March	Nutter Fort Primary 1302 Buckhannon Pike Nutter Fort, WV	OK.		
March	Jody Rago HC63 Box 140 Frank, WV	2.22 – Terminology? Students don't always understand "fiction/nonfiction 2.23/2.40 – Students in second grade have difficulty with organization of text – it is too difficult for them to analyze an author's original style.		
March	Frances Horton Cabell County Schools Huntington, WV	2.39-24 – Use text illustrations as an aid when reading for meaning in sentences and paragraphs. 2.25 – Omit reasonable. 2.58.42 – Omit 4.5.		
April	Cynthia Barker – Cadre 312 22 nd Street Pt. Pleasant, WV	Good revision.		

Third Grade: Reading Comprehension				
March	Debbie Bradley, Teacher Ravenswood Grade School Ravenswood, WV	Obj. 3.36 - Will be difficult to evaluate.		
March	Sue Cross – Teacher Ravenswood Grade School Ravenswood, WV	SRA comprehension and AR will be very beneficial to implement the new objectives.		
March	Debbie Kelps – Teacher Ravenswood Grade School Ravenswood, WV	These have always been taught in our curriculum.		
March	Mike King Williamstown Elementary Williamstown, WV	OK.		
March	Coraletta Houck Reta Tennant Gihon School Parkersburg, WV	3.36 – I like because oral reading is an important element of comprehension.		
April	Cynthia Barker – Cadre 312 22 ⁿ . Street Pt. Pleasant, WV	3.44 – 3.37 Great		
March	Coalton Elementary	3.35, 3.36, 3.37 – Good to emphasize more.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Kindergarten: Reading Vocabulary				
March	Emerson Kindergarten 1605 36 th Street Parkersburg, WV	IGO's seem appropriate.		
March	Kathy Fenton 211 W 4 th Street Williamstown, WV	OK. I like the way the objectives are all clear – to the point – and cover the basic skills of kindergarten. It also appears that duplications have been removed. I find the IGO's very good.		
March	Laura Bradley Gayle Hoschar Jane Chandler Judy Langkamer Patty Yazombek Jefferson Elementary Parkersburg, WV	OK.		
March	Sandy McCoy Gihon Elementary Parkersburg, WV	Acceptable (New) As is except color words are covered in vocabulary. K.28 should not be required of all kids. Do not eliminate original.		
March	J. Ireland Gihon Elementary Parkersburg, WV	K.28 through K.38 – Acceptable. However color words K? K.16 is vocabulary, why was it changed? K.28 – should not be required of all K students, I question the appropriateness developmentally?		
March	Diana Winter Gihon Elementary Parkersburg, WV	OK, except color words would be vocabulary development.		
March	Virginia Farley Riverside Elementary Williamson, WV	I like: K.28, 29, 30, 31, 32, 33, 34, 36, 37, 38. K.35 – “Blends” need these in our curriculum.		
April	Cynthia Barker – Cadre 312 22 nd Street Pt. Pleasant, WV	Much more detailed. Good change from IGO's under comprehension and moved to Voc.		
April	Dee Bolyard Reading Resource Central Avenue Vienna, WV	Keep: K.41.		
April	Arva Reynolds – Teacher Riverside Elementary Williamson, WV	I Like: K.28, K.29, K.30, K.31, K.32, K.33, K.34, K.36, K.37, K.38. K.35 – “blends”, need these in curriculum.		
April	Esther Lauderdale – Teacher Williamstown Elementary Williamstown, WV	All good.		
April	Rebecca Miller Pleasant Hill School Grantsville, WV	Add recognizes colors and color words. Add recognizes names.		

Date	Individual Organization	Comments	Action/ Type	Rationale
First Grade: Reading Vocabulary				
April	Caferina Haight Johnson Elementary Bridgeport, WV	Since a majority of students learn phonemically, I would like to suggest that the state adopt a Reading series that supports phonemic awareness.		
March	Janice Emerick Gihon Elementary Parkersburg, WV	1.44 - Omit manipulate .		
April	K-3 Committee Ranson Elementary Ranson, WV	1.51 - Should be omitted.		
April	Augusta Elementary Vickie vanBeem Augusta, WV 26704	1.42 - Should be in comprehension. 1.59 - Same as 1.42.		

Second Grade: Reading Vocabulary				
I think deleting parts of 2.79 (lang.) is logical.				
March	Lisa Moser Wood County Nutter Fort Primary 1302 Buckhannon Pike Nutter Fort, WV	Remove 2.70. We feel this should be introduced at third grade level.		
March	Jody Rago HC63 Box 140 Frank, WV	2.51 – Nice addition to include fluency. 2.52 – Who will identify the “vocabulary” words. 2.53 – The “text” needs to be longer than one sentence in most situations. 2.70 – The teaching of a pronunciation key will slow down the time spent on “natural” reading and decoding skills. 2.62 – Glad to see more IGO’s related to decoding. How about wording it to identify and assign meaning to words”.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Second Grade: Reading Vocabulary				
March	Frances Horton Cabell County Schools Huntington, WV	2.66.53 - Substitute <u>as</u> for <u>when</u> presented . 2.61 - Omit and word families. 2.71 - Omit <u>and use</u> .		
April	Augusta Elementary Vickie vanBeem Augusta, WV 26704	2.67 - Possessive nouns -- move to language. 2.70 - Pronunciation key is too hard -- eliminate.		
April	Cynthia Barker - Cadre 312 22 nd Street Pt. Pleasant, WV	Good revision, moving IGO's under comprehension to vocabulary.		
April	Sharon Stevens Blenn Elementary Wood County	Delete 2.70.		
April	Peggy Ahlborn Blenn Elementary Wood County	Delete 2.70.		
April	Patricia McElhinny Blenn Elementary Wood County	Delete 2.70.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Third Grade: Reading Vocabulary				
March	Debbie Bradley, Teacher Ravenswood Grade School Ravenswood, WV	The added objectives fit into our county program of phonics and SRA comprehension.		
March	Sue Cross - Teacher Ravenswood Grade School Ravenswood, WV	The added objectives should help to improve scores on S.A.T.		
March	Debbie Kelps - Teacher Ravenswood Grade School Ravenswood, WV	This is not new.		
March	Mike King Williamstown Elementary Williamstown, WV	OK.		
April	Cynthia Barker - Cadre 312 22 nd Street Pt. Pleasant, WV	3.44 -- Great.		
March	Coalton Elementary	3.43, 3.44, - Good to emphasize more.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Kindergarten: Writing				
March	Emerson Kindergarten 1605 36 th Street Parkersburg, WV	IGO's are good, like the separation of handwriting and composition skills. K.50 – leave the word begin in statement.		
March	Kathy Fenton 211 W 4 th Street Williamstown, WV	OK. I like the way the objectives are all clear – to the point – and cover the basic skills of kindergarten. It also appears that duplications have been removed. I find the IGO's very good.		
March	Patricia Milhoan Neale School 2305 Grand Central Vienna, WV	Composition – suggest dropping K.50 – This is not an age appropriate (4-5 year olds) kindergarten skill.		
March	Laura Bradley Gayle Hoschar Jane Chandler Judy Langkamer Patty Yazombek Jefferson Elementary Parkersburg, WV	OK.		
March	Jody Rago HC63 Box 140 Frank, WV	K.5148 should be able to write numerals 0-20 correctly. K.54 ☹		
March	Sandy McCoy Gihon Elementary Parkersburg, WV	Handwriting all acceptable. Composition – new K.50 is not developmentally appropriate., Unacceptable. Acceptable – K.54 deleted. Acceptable - K.51, K.52, K.53.		
March	J. Ireland Gihon Elementary Parkerburg, WV	Handwriting IGO's are all acceptable. K.50 – Is not acceptable. K.54 – Acceptable change. K.51 through K.53 – Acceptable.		
April	Madonna Blyler – Reading Specialist Webster County Schools Webster Springs	Compose meaningful messages.		

Date	Individual Organization	Comments	Action/ Type	Rationale
March	Diana Winter Gihon Elementary Parkersburg, WV	<p align="center">Kindergarten: Writing</p> Acceptable all new K.39 – K.49, K.5.1 – K.53. Yes remove K.54 (Old number). K.50 is not developmentally appropriate for this age please remove. K.50 - Is inappropriate.		
April	K-3 Committee Ranson Elementary Ranson, WV	I Like: K.39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49. Need these in Head Start & Pre-K Programs, also use scissors correctly! Composition: I live K.51. I Do not like: K.50, 52, 53, What's your definition of composition? Writing sentences is okay! Writing paragraphs and long stories: NO! K.50 - Seems vague. How should kindergarteners use the writing process? (1.74 explains what is required at the first grade level).		
March	Virginia Farley Riverside Elementary Williamson, WV	Division of handwriting and composition is great.		
April	Sandra Sheatsley 807 Teel Road Beckley, WV 25801	K.50 – Too many steps to process writing, perhaps shorten to prewritten, revise, and publish.		
April	Cynthia Barker – Cadre 312 22 nd Street Pt. Pleasant, WV	Composition: K.50 not age appropriate.		
April	Karen Harris Neale Elementary Vienna, WV 26105	Composition: K.50 – No!		
April	Lynn Dowler Blenn Elementary Wood County	I Like: K.39, K.40, K.41, K.42, K.43, K.44, K.45, K.46, K.57, K.48, K.49 *Need these in Head Start & Pre-K Programs, also use scissors correctly.		
April	Jackie Spanner Blenn Elementary Wood County	? K.5249 – This can mean different things to different teachers, what do you mean?		
April	Arva Reynolds – Teacher Riverside Elementary Williamson, WV	Reproduces own first and last name. K.50 – Five step writing process is totally inappropriate for Kindergarten students development.		
April	Esther Lauderman – Teacher Williamstown Elementary Williamstown, WV			
April	Rebecca Miller Pleasant Hill School Grantsville, WV			

Date	Individual Organization	Comments	Action/ Type	Rationale
First Grade: Writing				
April	Caferina Haight Johnson Elementary Bridgeport, WV	I like the separation of penmanship and composition. Emphasis should also be put on making sure that each teacher has clearer guidelines on writing (penmanship) expectations.		
March	Janice Emerick Gihon Elementary Parkersburg, WV	All good!		
March	Frances Horton Cabell County Schools Huntington, WV	1.2 - Use comma, question mark, exclamation mark correctly.		
April	Augusta Elementary Vickie vanBeem Augusta, WV 26704	1.74 - 1.75 Too hard for first grade. 1.77 - Omit. 1.78 - 1.81 Omit.		
April	Cynthia Barker - Cadre 312 22 nd Street Pt. Pleasant, WV	Excellent revision for composition, much more clear.		
April	Dee Bolyard Reading Resource Central Avenue Vienna, WV	(Composition) Keep: 1.69, 1.70, 1.71, 1.72, 1.73, 1.74.		
April	Madonna Blyler - Reading Specialist Webster County Schools Webster Springs, WV	Learn to compose meaningful messages which can be understood by intended audience.		
Second Grade: Writing				
March	Nutter Fort Primary 1302 Buckhannon Pike Nutter Fort, WV	OK.		
March	Jody Rago HC63 Box 140 Frank, WV	2.74 - Will there be a state-wide guideline for "appropriate" strokes? 2.76/2.77 - Cursive writing should be introduced in third grade, second grade should focus on the strokes, not actual letters.		
March	Frances Horton Cabell County Schools Huntington, WV	3.51 - Use appropriate mechanics (I'm not sure conventions of print is best choice of words).		
April	Augusta Elementary Vickie vanBeem Augusta, WV 26704	2.82 - Eliminate electronic (computers are limited in classrooms). Handwriting should be separate, writing and composition should be with language.		
April	Cynthia Barker - Cadre 312 22 nd Street Pt. Pleasant, WV	2.79 - Much clearer. 2.84 - Great! Handwriting: 2.76 & 2.77 - I do not like cursive writing in 2 nd grade.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Third Grade: Writing				
March	Debbie Bradley, Teacher Ravenswood Grade School Ravenswood, WV	We already do this, but I was glad to see it separated from composition.		
March	Sue Cross – Teacher Ravenswood Grade School Ravenswood, WV	No changes, we already have hand writing and composition separated.		
March	Debbie Kelps – Teacher Ravenswood Grade School Ravenswood, WV	This will only work if earlier grades have covered the basics of “what is a sentence”.		
March	Mike King Williamstown Elementary Williamstown, WV	OK.		
March	Coraletta Houck Reta Tennant Gihon School Parkersburg, WV	3.51 – Is especially good. Proper punctuation needs to be emphasized! (should paragraph structure be included in writing as well as in reading)?		
March	Frances Horton Cabell County Schools Huntington, WV	3.45.50 – Change: vivid word choices to 3.51 – Conventions of print doesn't seem to fit meaning perhaps mechanics is what is meant/good word choices.		
April	Cynthia Barker – Cadre 312 22 nd .Street Pt. Pleasant, WV	Introduction: Cursive writing in 3 rd grade. 3.53 – Great. 3.55 - Great.		
March	Coalton Elementary	I strongly agree that underlined goals need to be taught ongoing through school. Concerned about 3.50, 3.52, 3.54, 3.55 - being mastered in third grade. I know some students in Fresh. Comp in college mastering those objectives.		

Date	Individual Organization	Comments	Action/ Type	Rationale
March	Emerson Kindergarten 1605 36 th Street Parkersburg, WV	Kindergarten: Spelling IGO's are appropriate.		
March	Kathy Fenton 211 W 4 th Street Williamstown, WV	OK. I like the way the objectives are all clear – to the point – and cover the basic skills of kindergarten. It also appears that duplications have been removed. I find the IGO's very good.		
March	Laura Bradley Gayle Hoschar Jane Chandler Judy Langkamer Patty Yazombek Jefferson Elementary Parkersburg, WV	OK.		
March	Sandy McCoy Gihon Elementary Parkersburg, WV	Acceptable New – K.54. K.55 & K.56 – Not developmentally appropriate for all K age children.		
March	J. Ireland Gihon Elementary Parkersburg, WV	K.55 & K.56 – Are questionable. Are you saying all K students should be doing these tasks to go on to 1 st grade? I question if these items are developmentally appropriate.		
March	Diana Winter Gihon Elementary Parkersburg, WV	New acceptable: K.54. Not acceptable – K.55. K.56.		
March	Virginia Farley Riverside Elementary Williamson, WV	I Like: K.54, 55, 56.		
April	Cynthia Barker – Cadre 312 22 nd Street Pt. Pleasant, WV	K.57 – Good revision.		
April	Lynn Dowler Blenn Elementary Wood County	K.56 – Not age appropriate.		
April	Jackie Spanner Blenn Elementary Wood County	K.56 – No!		

Date	Individual Organization	Comments	Action/ Type	Rationale
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Kindergarten: Spelling

April	Arva Reynolds – Teacher Riverside Elementary Williamson, WV	I Like: K.54, K.55, K.56.		
April	Esther Laudermon – Teacher Williamstown Elementary Williamstown, WV	K.55 – Spell independently, does this mean invented spelling is acceptable or not? If yes, then this is ok, if not, it is not an appropriate objective. K.56 – From memory or not? Correct spelling or inventive?		

First Grade: Spelling

April	Caferina Haught Johnson Elementary Bridgeport, WV	Spelling should be initiated at a specific time early in the 1 st semester, as it is now, it is discretionary in timing.		
March	Janice Emerick Gihon Elementary Parkersburg, WV	1.91 - With and without structural changes?		
March	Saralie Sheets Gihon Elementary Parkersburg, WV	1.91 – With and without structural changes?		
April	Augusta Elementary Vickie vanBeem Augusta, WV 26704	1.78 – 1.88 Too hard, omit. 1.93 Should go with 1.85.		
April	Dee Bolyard Reading Resource Central Avenue Vienna, WV	Keep: 1.84, 1.82, 1.83, 1.87, 1.88, 1.89, 1.90.		

Second Grade: Spelling

March	Nutter Fort Primary 1302 Buckhannon Pike Nutter Fort, WV	OK.		
March	Jody Rago HC63 Box 140 Frank, WV	2.97 – Nice addition.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Third Grade: Spelling				
March	Debbie Bradley, Teacher Ravenswood Grade School Ravenswood, WV	No changes.		
March	Sue Cross – Teacher Ravenswood Grade School Ravenswood, WV	No changes.		
March	Debbie Kelps – Teacher Ravenswood Grade School Ravenswood, WV	No changes.		
March	Mike King Williamstown Elementary Williamstown, WV	OK.		
March	Coraletta Houck Reta Tennant Gihon School Parkersburg, WV	How about rules, I before a double consonant?		
March	Coalton Elementary	Concerned many third grade students not generalizing the spelling goals even when strategies taught. Many do not have the long term memory/visual memory cognition developed.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Kindergarten: Language				
March	Emerson Kindergarten 1605 36 th Street Parkersburg, WV	IGO's are appropriate.		
March	Kathy Fenton 211 W. 4 th Street Williamstown, WV	OK. I like the way the objectives are all clear – to the point – and cover the basic skills of kindergarten. It also appears that duplications have been removed. I find the IGO's very good.		
March	Patricia Milhoan Neale School 2305 Grand Central Vienna, WV	K.59 – Beginning sentence & names of people is about all an average kindergarten child can handle - I suggest dropping days of week & months.		
March	Laura Bradley – Judy Langkamer Gayle Hoschar – Patty Yazombek Jane Chandler Jefferson Elementary Parkersburg, WV	OK.		
March	Jody Rago HC63 Box 140 Frank, WV	Capitalize first & last name – Great! <u>Months of the year, days of the week, names of people, & pronoun I TOO MUCH!</u>		
March	Sandy McCoy Gihon Elementary Parkersburg, WV	New K.57 – Acceptable. K.59 – Acceptable. New K.58 – Identify & acceptable. Not acceptable – “use”.		
March	J. Ireland Gihon Elementary Parkerburg, WV	K.57 – Acceptable. K.58 – Identify – acceptable but for asking K children to use correctly – unacceptable – not appropriate for 5 year olds.		
March	Diana Winter Gihon Elementary Parkersburg, WV	Acceptable new K.57. Keep original K.59, identify these acceptable but not correctly use.		
April	K-3 Committee Ranson Elementary Ranson, WV	K.58 typo.		
March	Virginia Farley Riverside Elementary Williamson, WV	I Like: K.57, 58, 59.		
April	Lynn Dowler Bienn Elementary Wood County	K.58 – Identify (mark out) punctuation.		
April	Arva Reynolds – Teacher Riverside Elementary Williamson, WV	I Like: K.57, K.58, K.59.		

Date	Individual Organization	Comments	Action/ Type	Rationale
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Kindergarten: Language

April	Esther Lauderman – Teacher Williamstown Elementary Williamstown, WV	K.58 – what is a 22 nd exclamation point? (ERROR).		
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Second Grade: Language

March	Nutter Fort Primary 1302 Buckhamon Pike Nutter Fort, WV	OK.		
March	Jody Rago HC63 Box 140 Frank, WV	2.98 – Should remain as is, to second letter.		
April	Cynthia Barker – Cadre 312 22 nd Street Pt. Pleasant, WV	2.98 – Is much clearer.		

Third Grade: Language

March	Debbie Bradley, Teacher Ravenswood Grade School Ravenswood, WV	No changes.		
March	Sue Cross – Teacher Ravenswood Grade School Ravenswood, WV	No changes.		
March	Debbie Kelps – Teacher Ravenswood Grade School Ravenswood, WV	No changes.		
March	Mike King Williamstown Elementary Williamstown, WV	OK.		
March	Coalton Elementary	3.70, 3.73, 3.76, 3.77 – Too difficult for mastery in third grade.		

Date	Individual Organization	Comments	Action/ Type	Rationale
March	Emerson Kindergarten 1605 36 th Street Parkersburg, WV	Kindergarten: Study Skills IGO's seem appropriate.		
March	Kathy Fenton 211 W 4 th Street Williamstown, WV	OK. I like the way the objectives are all clear – to the point – and cover the basic skills of kindergarten. It also appears that duplications have been removed. I find the IGO's very good.		
March	Laura Bradley Gayle Hoschar Jane Chandler Judy Langkamer Patty Yazombek Jefferson Elementary Parkersburg, WV	OK, but K children shouldn't be tested.		
March	Sandy McCoy Gihon Elementary Parkersburg, WV	OK.		
March	J. Ireland Gihon Elementary Parkersburg, WV	K.62 & K.62 – Acceptable.		
March	Diana Winter Gihon Elementary Parkersburg, WV	OK.		
March	Virginia Farley Riverside Elementary Williamson, WV	I Like: K.60, 61. K.62 - I don't think kindergarten students should be tested. The test is too hard!!!		
April	Cynthia Barker – Cadre 312 22 nd Street Pt. Pleasant, WV	K.61 – Excellent revision for grade level.		
April	Lynn Dowler Blenn Elementary Wood County	K.60 – Important to all learning.		
April	Arva Reynolds – Teacher Riverside Elementary Williamson, WV	I Like: K.60, K.61 K.62 I don't think kindergarten students should be tested. This test is too hard!!		
April	Esther Lauerman – Teacher Williamstown Elementary Williamstown, WV	All good.		
April	Rebecca Miller Pleasant Hill School Grantsville, WV	K.62- Test taking strategies – Inappropriate for Kindergarten. K.68 – Identify use of technology at work and play, WHAT does this mean?		

Date	Individual Organization	Comments	Action/ Type	Rationale
First Grade: Study Skills				
March	Janice Emerick Gihon Elementary Parkersburg, WV	1.112 Too difficult, Omit!		
March	Sarialie Sheets Gihon Elementary Parkersburg, WV	1.12 – This is a difficult skill, more appropriate for second – glossary, index.		
Second Grade: Study Skills				
March	Nutter Fort Primary 1302 Buckhannon Pike Nutter Fort, WV	Remove 2.112 We feel this is a third grade skill. Take out pronunciation in 2.113.		
March	Jody Rago HC63 Box 140 Frank, WV	2.114 – Nice addition – this has an effect on everything else. 2.113 – Again, I think using a pronunciation key is inappropriate in 2 nd . Grade.		
April	Augusta Elementary Vickie vanBeem Augusta, WV 26704	2.113 - Eliminate pronunciation.		
April	Sharon Stevens Blenn Elementary Wood County	Delete 2.114.		
April	Peggy Ahiborn Blenn Elementary Wood County	Delete 2.114, 2.115.		
Third Grade: Study Skills				
March	Debbie Bradley, Teacher Ravenswood Grade School Ravenswood, WV	Obj. 3.89 on going process – Reading for key words is taught with our SRA comprehension.		
March	Sue Cross – Teacher Ravenswood Grade School Ravenswood, WV	This is already addressed by SRA comprehension.		
March	Debbie Kelps – Teacher Ravenswood Grade School Ravenswood, WV	Already doing.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Third Grade: Study Skills				
March	Mike King Williamstown Elementary Williamstown, WV	OK.		
March	Coalton Elementary	3.89 - Good.		
Kindergarten: Computer/Technology				
March	Emerson Kindergarten 1605 36 th Street Parkersburg, WV	IGO's seem appropriate.		
March	Kathy Fenton 211 W 4 th Street Williamstown, WV	Difficult to master when computers are constantly down! Or outdated and can't run new programs bought by school.		
March	Laura Bradley Gayle Hoschar Jane Chandler Judy Langkamer Paity Yazombek Jefferson Elementary Parkersburg, WV	K.63 – Delete words “master & practice” and replace with “review & reinforce”.		
March	Sandy McCoy Gihon Elementary Parkersburg, WV	K.70 – Identify keyboard, mouse, printer, cursor and screen.		
March	J. Ireland Gihon Elementary Parkersburg, WV	New 64 – Acceptable. K.70 – Should not be eliminated.		
March	Diana Winter Gihon Elementary Parkersburg, WV	Please keep K.70, identify various components of a computer (monitor, keyboard, mouse, printer, hard drive).		
March	Virginia Farley Riverside Elementary Williamson, WV	I Like K.63, except for “Master”, 64, 65, 66, 67, 68.		
April	Cynthia Barker – Cadre 312 22 nd Street Pt. Pleasant, WV	Much more user friendly for grade level.		
April	Lynn Dowler Blenn Elementary Wood County	K.63 – Remove word <u>master</u> .		

Date	Individual Organization	Comments	Action/ Type	Rationale
Kindergarten: Computer Technology				
April	Arva Reynolds – Teacher Riverside Elementary Williamson, WV	I Like: K.63, except for “Master”, K.64, K.65, K.66, K.67, K.68.		
April	Esther Lauderman – Teacher Williamstown Elementary Williamstown, WV	All good.		
April	Katherine Marino Holden Elementary	K.63 – Delete, (all other IGO’s).		

First Grade: Computer/Technology				
April	Caferina Haught Johnson Elementary Bridgeport, WV	We need to get our Compass working. Our computers have been dysfunctional for the 116 days we have been in school.		
March	Janice Emerick Gihon Elementary Parkersburg, WV	OK!		
April	K-3 Committee Ranson Elementary Ranson, WV	Eliminate 1.117 & 1.118.		
April	Augusta Elementary Vickie vanBeem Augusta, WV 26704	1.117 - To hard for first grade, omit. 1.119 – Omit. 1.121 - Do not have the software to do this, Comment – Stick to only the basic skills.		
April	Cynthia Barker – Cadre 312 22 nd Street Pt. Pleasant, WV	Much more user friendly.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Second Grade: Computer/Technology				
March	Nutter Fort Primary 1302 Buckhannon Pike Nutter Fort, WV	OK.		
April	K-3 Committee Ranson Elementary Ranson, WV	Spell check should be listed here not composition 2.82.		
April	Augusta Elementary Vickie vanBeem Augusta, WV 26704	2.123, 2.124, 2.125 possible of the school has a computer lab -- difficult if there are only 4 computers in a room.		
April	Cynthia Barker – Cadre 312 22 nd Street Pt. Pleasant, WV	Much more user friendly.		
April	Sharon Stevens Blenn Elementary Wood County	Delete 2.125.		
April	Peggy Ahlborn Blenn Elementary Wood County	Delete 2.125, 2.127.		
April	Patricia McElhinny Blenn Elementary Wood County	Delete 2.125.		

Date	Individual Organization	Comments	Action/ Type	Rationale
Third Grade: Computer/Technology				
March	Debbie Bradley, Teacher Ravenswood Grade School Ravenswood, WV	No changes – I don't know how many of these could ever be taught in third grade, along with everything else we must teach.		
March	Sue Cross – Teacher Ravenswood Grade School Ravenswood, WV	Glad to see technology implemented in all areas.		
March	Debbie Kelps – Teacher Ravenswood Grade School Ravenswood, WV	No changes.		
March	Mike King Williamstown Elementary Williamstown, WV	OK.		
April	Cynthia Barker – Cadre 312 22 nd Street Pt. Pleasant, WV	3.01 – Would be better to read and interpret, not create (very complex for age level).		
March	Coalton Elementary	Good – resources not always available or working.		

Additional Comments:

Wayne Elementary

The staff at Wayne Elementary has reviewed the current revisions of the Instructional Goals and Objectives for English Language Arts. We are pleased to find the goals and objectives aligned with the reading plan. The changes are positive and reflect the research completed for Reading For All. We are quite happy with the revisions and commend the committee for a job well done.

Monongalia County Schools

Marie Alsop, Director of Federal Programs

Helen Davies, Family Literacy Educator

Sandy Walsh, Title I – Even Start Coordinator

We Recommend:

That the State Department of Education use a newer up to date format addressing state content standards. Formats developed by the US Department of Education's Office of Educational Research and Improvement that delineates reading and writing standards grade by grade or Richard Gentry's Literacy Map (K-3) that delineates benchmarks for each grade.

That if the IGO format continues to be used, a recategorization of items under the present topics be considered. Many items are not categorized properly. See the attached sample.

That additional topics be added, i.e., Phonemic Awareness and Phonics.

That a standards format with indicators be considered rather than a specific skills format. For example, rather than listing all the phonics skills i.e., 1.45-1.52 a standards format would read, "Students can apply phonics knowledge." This standard would be defined with performance indicators, i.e., "Students can accurately decode phonetically regular one-syllable words."

Coalton Elementary

General concern: Multiply Intelligence including different styles of learning not a part of IGO's.

Dee Bolyard

Reading Resource

Vienna, WV

I feel this process could have been made MUCH simpler if when the IGO was crossed out, the new number was written beside it. It took hours to cross reference and determine that IGO 1.22 was now IGO 1.44

Chris Leach

Neale Elementary

Vienna, WV

With so many problems our educational system is facing, I would rather not delve into the realm of science fiction with 5/6 year olds, especially not when you want to emphasize nursery rhymes.

Betty Bebout

Reading Specialist

Jefferson Primary

Brooke County School

I have reviewed the proposed revision of K-3 English Language Arts and am pleased with the results.

You have taken out some of the confusing and unnecessary parts and replace them with more applicable terms that each student needs. You have made it easier for the teacher to read and accomplish.

Your committee did an excellent job. Don't change any revision or deletion!!!!

Jody Rago – Teacher

Frank, WV

The IGO's that are crossed out are not appropriate for most K students, so I am glad to see they are marked out and being considered for removal.

Rebecca Wood

I have made copies for the primary teachers here at our school. All of them have read the IGO's and feel they are better organized.

McKinley Elementary School

Parkersburg, WV

All of the changes seem appropriate and reasonable.

Lynn Palmer & Carol Saunders

Gihon Elementary

Parkersburg, WV

We think the changes are OK on K-3

Patricia McDonald – Teacher

Blenn. Elementary School

Parkersburg, WV

I went through all these areas, and the ones I questioned deleting, I would later find in the IGO's under another heading.

POLICY 2520: Instructional Goals and Objectives: Mathematics in the Community
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March 3, 2000	Kimberly Musick 1932 Fairchance Road Morgantown, WV 26508	<p>I would like to see the issue of when Algebra Support may be taken clarified. The current IGO's and the statement present in this information currently on comment clearly states "Algebra Support is an elective course designed for students who have completed Algebra I or Applied I and II, but have not demonstrated mastery on an end-of-course exam."</p> <p>I interpret this statement to mean that a student should not be enrolled in Algebra Support unless she/he has completed Algebra I or Applied I and II. Therefore, a student should not be concurrently enrolled in Algebra I or Applied I or II and Algebra Support.</p> <p>My second comment is in reference to the statement "Elective credit will be given for the Algebra Support class and the Algebra Geometry Prep class." If a child works through Algebra Support and takes an exam at the conclusion of the course, can that child be given Algebra I credit and not elective credit? The intention of the course, as stated, is to provide support of Algebra I skills; therefore, I concur that the course should receive elective credit. The student should have already received Algebra I credit, per the intent of Algebra Support, making this option obsolete.</p> <p>I would like to see the issue of when Algebra Support may be taken clarified. The current IGO's and the statement present in this information currently on comment clearly states "Algebra Support is an elective course designed for students who have completed Algebra I or Applied I and II, but have not demonstrated mastery on an end-of-course exam."</p> <p>The statement infers that Algebra Geometry Prep can not be used as a math credit. However, the next statement states "The Algebra Support class may not be used to fulfill the three mathematics credits required for graduation." This second statement does not address Algebra Geometry Prep. These two statements seem to be contradictory. Clearly, my question is whether or not Algebra Geometry Prep can be counted toward the three mathematics credits for graduation. If this course may not be counted for graduation credit, exactly when did this change occur? With which graduating class does this become effective?</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
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March 3, 2000	Vincent Elder St. Marys High School 1002 2 nd Street St. Marys, WV 26170	I personally and professionally feel this has a wonderful place in our mathematics curriculum. This could help many of our students. I totally support this addition to the mathematics program core classroom!		

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March 7, 2000	Sheila Byers Ripley High School #2 School Street Ripley, WV 25271	The IGO's overlap other classes -- is this just for review purposes? It seems we would have to buy textbooks, since more of ours cover all the topics listed. There appears to be a lot of statistics. This might be too difficult for students who haven't had algebra II.		
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March 13, 2000	Gail McClure Riverside High School Belle, WV 25015	<p>There has long been a need for such a class as this. The IGO's are not only practical, the number of IGO's seems to facilitate their mastery. The concepts can be applied to topics that high school student would enjoy investigating. It sounds like a class that I would love to teach!</p>		
March 20, 2000	Betty Jo Jordan Executive Director Office of Program Services WVDE	<p>I believe that Mathematics in the Community will be an important addition to the mathematic program of study. Especially for seniors who need mathematics in order to keep their math skills sharp for success in entering postsecondary education and also as a way of re-emphasizing many math concepts that students may not have used since seventh or eighth grade. I also think that Mathematics in the Community will be a great opportunity for mathematics teachers to work with other disciplines in creating joint projects that allow students to use math principles and apply them to at least one other content area.</p>		
March 20, 2000	Barbara Lockhart and Megan K. Johnson Capital High School Charleston, WV 25311	<p>A course that is post Algebra/Geometry and pre Algebra II is definitely needed. Students who have struggled to learn Algebra I and Geometry are usually not ready to tackle Algebra II since their level of comprehension and application of basic algebraic and geometric skills is low. Therefore, the type of student that this class will serve is a student who has little understanding of basic algebraic and geometric concepts. Based on this premise, the IGOs should reflect this need.</p> <p>This course uses two textbooks, <u>Advanced Algebra Through Data Collection and Discovering Geometry</u>. Each of these texts is a very activity based with little drill and practice. The activities are good but a teacher will need to pick and choose from the material in the books for the applicable activities that fit the IGOs. A listing of where the IGOs are addressed in the two textbooks being used would be helpful. Also, there does need to be an element of drill and practice. Do these book provide supplemental materials to cover this need or can supplemental drill and practice materials be provided? Ideally, a teacher of this course should be able to identify the activities and relate the basic concepts to build student understanding. However, experience shows that often this is not the case. Students will suffer if we do not provide a more clear-cut curriculum and ways to implement it for those instructors that require it.</p>		

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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 Educaiton
1900 Kanawha Blvd., East
Building 6 - Room 330
Charleston, WV 25305
Phone: (304) 558-7805
Fax: (304) 558-0459
E-mail: bkingery@access.k12.wv.us

**POLICY 2520: Instructional Goals and Objectives for West Virginia Schools
Mathematics in the Community**

Comment Response Form

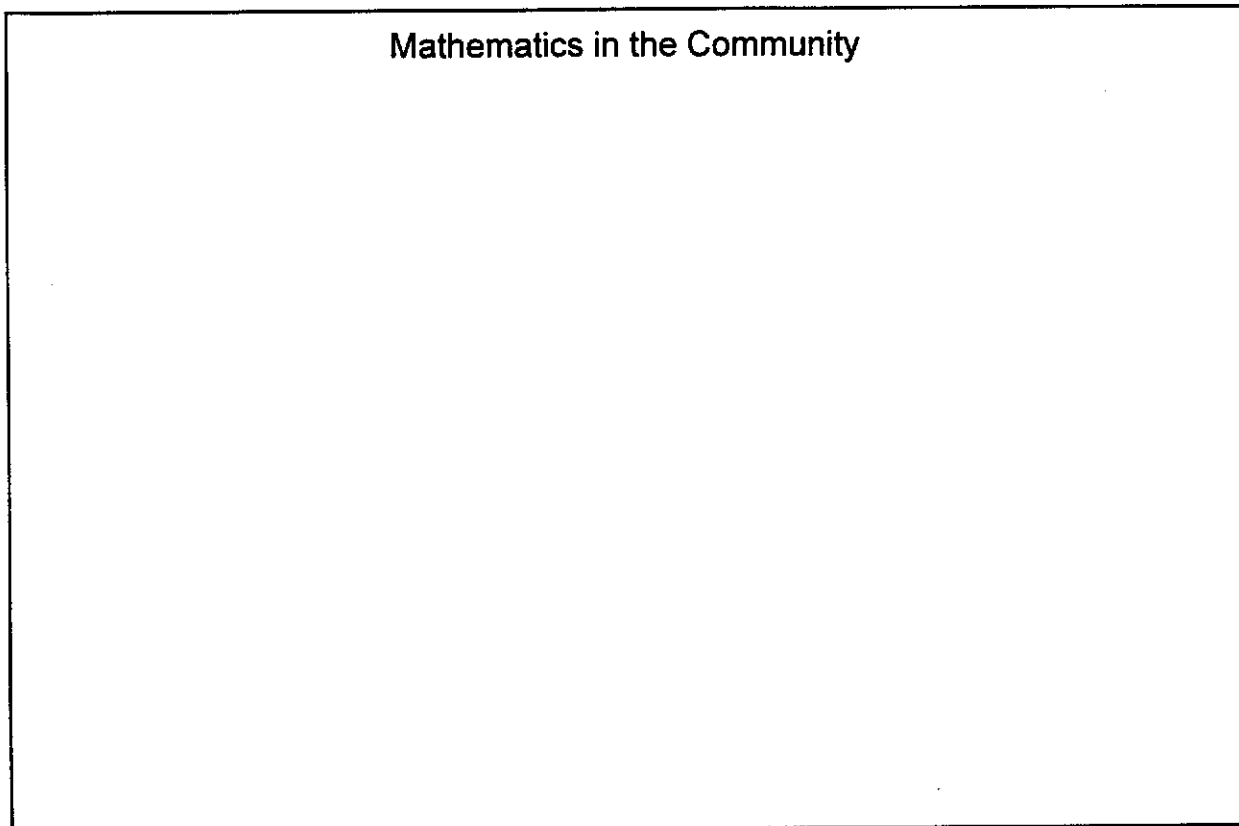
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Mathematics in the Community



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Larry Lamb, Coordinator of Mathematics
Office of Instructional Services
West Virginia Department of Education
Building 6, Room 330
1900 Kanawha Boulevard, East
Charleston, WV 25305-0330
E-mail: llamb@access.k12.wv.us
FAX: (304) 558-0459**

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