

**VALLEY STREAM DISTRICT 13**



# Taking the Standards Home

An English Language Arts  
Enrichment Guide for Parents and Care Givers

**Grades 2-4**

## HOW TO USE THIS GUIDE

This guide is based on the District 13 Draft English Language Arts Curriculum that was developed during the summer of 1999. The curriculum and this guide are based on and drawn from the New York State Standards and the *Teacher Resource Guide*.

Reading, writing, speaking and listening appear on separate pages. The first column on the left hand page in each area contains the Standards. These remain the same for all students, in all grades, Pre-K through 12.

Continuing across, each column is written to reflect a continuum of learning, from basic to mastery. The column labeled Resources contains the suggested references and materials that students can begin with and progress to.

The next column, Performance Indicators, lists descriptors of what students should know and be able to do—what competency in the standard “looks like.” These Performance Indicators are based on the student’s grade and developmental level, and change from Pre-K to grade 12.

The extreme right hand column is a list of suggested activities created by district faculty. They are arranged by degree of difficulty and represent a range of activities that parents and care givers can engage in with children to enrich learning in English Language Arts.

The last pages of each guide include lists of reading material and software that are appropriate for students at that grade level. Thanks to Carol Anne Weik for providing this information.

Content based on:  
The New York State Standards for English Language Arts  
The New York State Teacher Resource Guides for English Language Arts  
District 13 Faculty Grade Level Meetings

Concept and design:  
Jessica Bayer

Printed by Valley Stream CHSD Instructional Services Center

# READING

## THE STANDARDS

### Standard 1

Students will read, write, listen and speak for information and understanding.

### Standard 2

Students will read, write, listen and speak for literary response and expression.

### Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

### Standard 4

Students will read, write, listen and speak for social interaction.

## RESOURCES

Students will read a minimum of 25 books.

### WHAT STUDENTS READ FOR INFORMATION AND UNDERSTANDING

Read from informational texts, such as:

- books
- biographies
- age appropriate reference materials
- children's magazines/newspapers
- electronic based texts, such as encyclopedias.

### WHAT STUDENTS READ FOR LITERARY RESPONSE AND EXPRESSION

Read and view imaginative texts and performances, such as:

- stories
- poems and songs
- folk tales and fables
- plays
- film and video productions
- electronic books.

### WHAT STUDENTS READ FOR CRITICAL ANALYSIS AND EVALUATION

Read to analyze and evaluate information, ideas, and experiences from resources, such as:

- children's books
- children's articles
- editorials in student newspapers
- advertisements
- electronic resources.

### WHAT STUDENTS READ FOR SOCIAL INTERACTION

Read the following to establish, maintain, and enhance personal relationships:

- friendly letters, notes, cards, and messages
- published diaries and journals.

# Grades 2 through 4

## **PERFORMANCE INDICATORS**

**What students should know and be able to do.-**

**The competencies that Grade 2-4 students *demonstrate* as they learn to read include to:**

- Identify purpose for reading.
- Use letter/sound correspondence, knowledge of grammar, and overall context to determine meaning.
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes).
- Use self-monitoring strategies, such as rereading and cross- checking.
- Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools.
- Recognize the difference between phrases and sentences.
- Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension.
- Engage in independent silent reading.
- Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings.
- Recognize and discriminate among a variety of informational texts.
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.
- Read aloud at appropriate rate.
- Read with increasing fluency and confidence from a variety of texts.
- Maintain a personal reading list to reflect reading goals and accomplishments.
- Use computer software to support reading.

## **SUGGESTIONS FOR FAMILIES TO FACILITATE READING ACROSS THE STANDARDS GRADES 2- 4**

- Model good reading habits. Read for enjoyment and information.
- Make sure all family members have library cards. Take frequent family outings to the library.
- Set aside family reading time. Have silent reading sessions and read to your children and let them read to you. Ask older children to read to younger siblings and friends.
- Read alternate pages with your child, ask and answer questions. Discuss story elements such as plot, character, setting, problems and solutions.
- Read appropriate mail. Read directions on games and recipes.
- Subscribe to children’s magazines such as “Highlights,” “Zoo,” and “Ranger Rick.” Select and read appropriate newspaper articles or cartoons.
- Identify and distinguish between fact and opinion in advertisements.
- Read letters, notes, cards and email sent to the family.
- Read and follow directions in recipes, games and assembling items for the home.
- Respond gently to errors in reading when children read aloud. Wait a few seconds to give child time to self correct. Help children “sound out” or figure out words.” Praise children for reading.
- Keep a family “vocabulary list” of words that are found in reading material.
- Play word games such as Scrabble and Boggle.
- Purchase software that supports reading and writing activities. Use the family computer with your children to investigate appropriate web sites and do research.
- Discuss favorite books and authors.
- Give books as gifts.

# WRITING

## THE STANDARDS

### Standard 1

Students will read, write, listen and speak for information and understanding.

### Standard 2

Students will read, write, listen and speak for literary response and expression.

### Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

### Standard 4

Students will read, write, listen and speak for social interaction.

## RESOURCES

Students will write on a daily basis across all content areas and standards.

Students will write an average of 1000 words per month across all content areas and standards.

### WHAT STUDENTS WRITE FOR INFORMATION AND UNDERSTANDING

Write the following in order to begin to transmit information:

- short reports of several paragraphs to two pages
- brief summaries
- graphs and charts
- concept maps and semantic webs
- simple outlines
- formal letters
- simple directions.

### WHAT STUDENTS WRITE FOR LITERARY RESPONSE AND EXPRESSION

Write original imaginative texts, such as:

- stories
- poems and songs
- plays.
- Write interpretive and responsive essays.

### WHAT STUDENTS WRITE FOR CRITICAL ANALYSIS AND EVALUATION

Write the following analyze and evaluate ideas, information, and experiences:

- expository essay
- persuasive texts
- movie and book reviews
- advertisements.

### WHAT STUDENTS WRITE FOR SOCIAL INTERACTION

Write the following to establish, maintain, and enhance personal relationships:

- friendly letters, notes, and cards to friends, relatives and pen pals
- personal journals.

# Grades 2 through 4

## **PERFORMANCE INDICATORS**

**What students should know and be able to do.**

**The competencies that Grade 2-4 students *demonstrate* as they learn to read include to:**

- Begin to develop a voice in writing.
- Spell frequently used words correctly.
- Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks.
- Use correct verb tense.
- Use specific vocabulary and varied sentence structure.
- Write sentences in logical order to develop ideas and create paragraphs.
- Use an organizational format that reflects a beginning, middle, and end.
- Develop an idea within a brief text.
- Learn and use the “writing process” (prewriting, drafting, revising, proofreading).
- Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste.
- Determine the intended audience before writing.
- Use legible print and/or cursive writing.
- Use word processing.

## **SUGGESTIONS FOR FAMILIES TO FACILITATE WRITING ACROSS THE STANDARDS**

- Write and post shopping lists together. Write menus for parties. Take phone messages.
- Send thank you, birthday, and get well cards and notes together.
- Make sure there is a dictionary in the house for the whole family to use.
- Keep journals of family trips and travel.
- Write poems, rhymes and stories.
- Write to an elected official about a community concern.
- Write stories and poems.
- Change the words to a favorite song.
- Create posters and signs.
- Answer and send email together.
- Write diaries and journals.
- Discuss your child’s ideas for stories and other writing.
- Encourage your child to use the “5 W’s” when writing—who, what, when, where and why.
- Check your child’s homework daily. If there is a writing assignment, focus gently on one area that can be improved ie: spelling; sentence structure, punctuation, details, descriptive language, etc. Suggest that your child reread to make corrections. After your child has made corrections, celebrate the improved writing.
- Encourage your child to use the computer or word processor for writing assignments.

# LISTENING

## THE STANDARDS

### Standard 1

Students will read, write, listen and speak for information and understanding.

### Standard 2

Students will read, write, listen and speak for literary response and expression.

### Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

### Standard 4

Students will read, write, listen and speak for social interaction.

## RESOURCES

Students will listen on a daily basis.

### WHAT STUDENTS LISTEN TO FOR INFORMATION AND UNDERSTANDING

•Listen for data, facts and ideas in, for example:

•small and large group discussions •conferences with teachers •school assemblies •student presentations •multimedia presentations •oral readings.

### WHAT STUDENTS LISTEN TO FOR LITERARY RESPONSE AND EXPRESSION

Listen to comprehend, interpret, and respond to imaginative texts and performances such as:

•stories •plays •poems and songs •films and video productions.

### WHAT STUDENTS LISTEN TO FOR CRITICAL ANALYSIS AND EVALUATION

•Listen to analyze and evaluate ideas, information, and experiences in, for example:  
•discussions in small and large group settings  
•speeches in class and groups settings such as assemblies •reviews of books, films, and stage plays •panel presentations •multimedia presentations.

### WHAT STUDENTS LISTEN TO FOR SOCIAL INTERACTION

•Listen to establish, maintain, and enhance personal relationships, for example:  
•class and group discussions •conferences with teacher •role play.

# Grades 2 through 4

## **PERFORMANCE INDICATORS**

What students should know and be able to do.

The competencies that Grades 2-4 students *demonstrate* as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is heard.

## **SUGGESTIONS FOR FAMILIES TO FACILITATE LISTENING ACROSS THE STANDARDS GRADES 2-4**

- Model good listening skills by avoiding interruptions and maintaining eye contact.
- Participate in conversations with questions that are open ended and require a response.
- Begin with 2 or 3 step directions and work up to more complex instructions for your child to follow.
- Have your child retell in his or her own words something that they've heard.
- Ask questions about something you and your child have read.
- Encourage family discussions around the dinner table or during car trips.
- Attend a play or performance.
- Listen to books on tape.
- Rehearse oral presentations at home.
- Play board games together, reading direction cards out loud, and following them.

# SPEAKING

## THE STANDARDS

### Standard 1

Students will read, write, listen and speak for information and understanding.

### Standard 2

Students will read, write, listen and speak for literary response and expression.

### Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

### Standard 4

Students will read, write, listen and speak for social interaction.

## RESOURCES

Students will speak on a daily basis.

### WHEN STUDENTS SPEAK FOR INFORMATION AND UNDERSTANDING

Speak to share data, facts and ideas in, for example:

- small group interactions
- class discussions and meetings
- conferences with teachers
- classroom presentations
- read-aloud situations.

### WHEN STUDENTS SPEAK FOR LITERARY RESPONSE AND EXPRESSION

Speak to present interpretations and responses to imaginative texts in, for example:

- class and group discussions
- role play and creative drama
- conferences with teacher
- book reviews.

### WHEN STUDENTS SPEAK FOR CRITICAL ANALYSIS AND EVALUATION

•Speak to express opinions and judgments in, for example:

- class and group discussions
- role plays
- conferences with teacher
- book reviews
- presentations.

### WHEN STUDENTS SPEAK FOR SOCIAL INTERACTION

•Speak to establish, maintain, and enhance personal relationships in, for example:

- informal conversations with peers and familiar adults
- small group discussions
- conferences with teacher.

# Grades 2 through 4

## **PERFORMANCE INDICATORS**

What students should know and be able to do.

The competencies that Grade 2-4 students *demonstrate* as they learn to speak include to:

- Respond respectfully.
- Initiate communication with peers and familiar adults.
- Use age appropriate vocabulary.
- Speak in grammatically correct sentences.
- Use gestures appropriate to conveying meaning.
- Establish eye contact to engage the audience.
- Speak loudly enough to be heard by the audience.

## **SUGGESTIONS FOR FAMILIES TO FACILITATE SPEAKING ACROSS THE STANDARDS GRADES 2- 4**

- Have meaningful conversations.
- Have dinner table discussions about family members' day.
- Model good speaking behavior. Answer questions in complete sentences. Use correct grammatical structure.
- Model polite conversation by saying please and thank you whenever appropriate.
- Expose children to higher vocabulary words, look new words up in the dictionary.
- Use specific vocabulary when working on a task such as cooking or making home repairs. Using proper words for tools and techniques builds vocabulary.
- Verbally sequence the day.
- Ask questions and then ask for further details.
- Play real/pretend games.
- Interview someone.
- Tell or make up a story based on picture prompts.
- Recapture an event by looking at photos and describing what happened.
- Play family show and tell.
- Ask children to explain the steps in doing a task.
- Encourage your child to have phone conversations with relatives and friends.
- Listen to stories on tape. Retell stories. Elaborate on details.
- Put on plays.
- Play "Twenty Questions."
- Gently correct any language errors by repeating language correctly.

**Contemporary Books  
for Young Readers  
(Children's Book Council)**

Alice and Greta: Steven J. Simmons  
Alligator Baby: Robert Munsch  
Beardream: Will Hobbs  
Bearobics: Vic Parker  
Birdson: Audrey Wood  
The Bookmaker and the Elves: Susan Lowell  
A Box Can Be Many Things: Dana Meachen Rau  
Bunny Cake: Rosemary Wells  
Burnt Toast on Davenport Street: Tim Egen  
Butterflies: Claude Delafosse and Gallimard  
Jeunesse  
Clay Boy: Mirra Ginsburg  
Cock-a-doodle-doo: Steve Lavis  
Dinosaur Roar!: Paul and Henrietta Stickland  
The Dinosaurs are Back...Wendy Harman  
Don't Laugh, Joel!: Keiko Kasza  
The Dumb Bunnies Go to the Zoo: Sue Denim  
Engelbert Joins the Circus: Tom Paxton  
Frogs: Claude Delafosse  
The Gingerbread boy: Richard Egielski  
Gus and Grandpa: Claudia Mills  
The Halloween House: Erica Silverman  
I Wish My Brother Was a Dog: Carol Diggory  
Shields  
Is That You, Winter?: Stephen Gammell  
Is There Room on the Featherbed?: Libba Moore  
Gray  
Just Another Ordinary Day: Rod Clement  
Ketchup on Your Cornflakes?...:NickSharrat  
Look to the North: A Wolf Pup Diary: Jean  
Craighead George  
Miss Spider's New Car: David Kirk  
Moosetache: Margie Palatini  
My Dog Never Says Please: Suzanne Williams  
My Life With the Wave: Catherine Cowan  
The Old Woman Who Loved to Read: John Winch  
Open Me...I'm a Dog! Art Spiegelman  
A Pinky Is a Baby Mouse..Pam Munoz Ryan  
Puppy Love: Dick King-Smith  
Rockin' Reptiles: Stephanie Calmenson and  
Joanna Cole  
Tangle Town: Kurt Cyrus  
Three Stories You Can Read to Your Cat: Sara  
Swan Miller  
Twinnies: Eve Bunting  
Verdi: Janell Cannon  
What's Faster Than a Speeding Cheetah?: Robert  
E. Wells

**Contemporary Books  
for Intermediate Readers  
(Children's Book Council)**

The Adventures of Captain Underpants: Dav Pikey  
Billy the Ghost and Me: Gery Greer & Bob Ruddick  
Buddy: William Joyce  
The Case of the Crooked Candles: Jonathan V.  
Cann  
Cinderella Bigfoot: Mike Thaler  
Dribble, Shoot, Score!...Joe Layden  
Elizabeth, who Is Not a Saint: Kathleen C. Szaj  
Hanzel and Pretzel: Mike Thaler  
Hoops: Robert Burleigh  
I Met a Dinosaur: Jan Wahl  
Jacob's Collection: Brian Mundt  
The Kind's Beard Tish Rabe: Adapted by Joe  
Mathieu  
A Knock at the Door: Eric sonderlin  
Lightning: Seymour Simon  
Mouse's Halloween: Alan Baker  
The Mystery of the Treasure Map: Andrew Richardson  
NBA Action From A to Z: James Prella  
The Princess and the Peaano: Jared Lee  
Rattlesnake Dance: True Tales, Mysteries,...  
Jennifer Owings Dewey  
Schmoe White and the Seven Dorfs: Mike Thaler  
The Secret of the Eagle Feathers: Maura Elizabeth  
Keleher McKinley  
A Song for Cecilia Fantini: Cynthia Astor  
Trucks: Darlene Stille  
What's Bugging You?: James Preller  
What's Wrong With This Book?: Richard McGuire  
Wild, Wet and Windy: Claire Llewellyn

Additional titles available at:

<http://www.ala.org/alsc/nquick.html>

**Suggested Software Titles**

Reader Rabbit I—Popular program to build reading skills.  
Harry and the Haunted House—Provides reading practice with the stories of the adventures of Harry and his dog Spot.  
Money Town—Multimedia games and songs that teach kids about money.  
Schoolhouse Rock Series—In Exploration Station, Interplanet Janet has crashed on Earth and needs help.

### **Caldecott Medal Winners Award Winning Books**

- 1999—Snowflake Bentley: Jacqueline Briggs Martin  
1998—Rapunzel: Paul O. Zelinsky  
1997—Golem: David Wisniewski  
1996—Officer Buckle and Gloria: Peggy Ratham  
1995—Smoky Night: Eve Bunting  
1994—Grandfather's Journey—Allen Say  
1993—Mirette on the High Wire: Emily Arnold  
1992—Tuesday: David Wiesner  
1991—Black and White: David Macaulay  
1990—Lon Po Po: A Red Riding Hood Story from China: Ed Young  
1989—Song and Dance Man: Karen Ackerman  
1988—Owl Moon: Jane Yolen  
1987—Hey, Al: Arthur Yorinks  
1986—The Polar Express: Chris Van Allsburg  
1985—Saint George and the Dragon: retold by Margaret Hodges  
1984—The Glorious Flight: Across the Channel with Louis Bleriot: Alice and Martin Provensen  
1983—Shadow: Traslated by Marcia Brown  
1982—Jumanji—Chris Van Allsburg  
1981—Fables: Arnold Lobel  
1980—Ox-Cart Man: Donald Hall  
1979—The Girl Who Loved Wild Horses: Paul Goble  
1978—Noah's Ark: Peter Spier  
1977—Ashanti to Zulu: African Traditions: Margaret Musgrove  
1976—Why Mosquitoes Buzz in People's Ears: retold by Verna Aardema  
1975—Arrow to the Sun: Gerald McDermott  
1974—Duffy and the Devil: retold by Harve Zemack  
1973—The Funny Little Woman: Retold by Arlene Mosel

### **Newbery Medal Winners**

- 1999—Holes: Louis Sachar  
1998—Out of the Dust: Karen Hesse  
1997—The View from Saturday: E.L. Konigsburg  
1996—The Midwife's Apprentice: Karen Cushman  
1995—Walk Two Moons: Sharon Creech  
1994—The Giver: Lois Lowry  
1993—Missing May: Cynthia Rylant  
1992—Shiloh: Phyllis Reynolds Naylor  
1991—Maniac Magee: Jerry Spinelli  
1990—Number the Stars: Lois Lowry  
1989—Joyful Noise: Poems for Two Voices: Paul Fleischman  
1988—Lincoln: A Photobiography: Russel Freedman  
1987—The Whipping Boy: Sid Fleischman  
1986—Sarah, Plain and Tall: Patricia MacLachlan  
1985—The Hero and the Crown: Robin McKinley  
1984—Dear Mr. Henshaw: Beverly Cleary  
1983—Dicey's Song: Cynthia Voigt  
1982—A Visit to William Blake's Inn...: Nancy Willard  
1981—Jacob Have I Loved: Katherine Paterson  
1980—A Gathering of Days: A New England Girl's Journal...Joan W. Blos  
1979—The Westing Game: Ellen Raskin  
1978—Bridge to Terabithia: Katerine Paterson  
1977—Roll of Thunder, Hear My Cry: Mildred D. Taylor  
1976—The Grey King: Susan Cooper  
1975—M. C. Higgins, the Great: Virgina Hamilton

Additional titles available at:

<http://www.ala.org/alsc/nquick.html>







**VALLEY STREAM DISTRICT 13**

**Board of Trustees**

Cathy Subbiondo  
*President*

Jeanne Greco Jacobs  
*Vice President*

Frank Chiachiere, Ph.D.  
Debra Evans  
Bonnie Gorham  
Michael Mastrocinque  
William P. Stris

**Administration**

Elizabeth Lison, Ed.D.  
*Superintendent of Schools*

Meredith Brosnan  
*Assistant Superintendent for Business*

Eileen Hodrinsky  
*Assistant Superintendent for Curriculum and Instruction*

Lisa Sells-Asch  
*Director of Special Services*

**Principals**

Darren Gruen  
*James A. Dever School*

Frank Huplosky  
*Howell Road School*

Christine Zerillo  
*Wheeler Avenue School*

Stephanie Capozzoli  
*Willow Road School*