

ENGLISH LANGUAGE ARTS DEVELOPING LIST OF RESOURCES

WEBSITES

www.miclimb.net	Clarifying examples to better understand all the standards and benchmarks-prepared by teachers
www.marcopolo.worldcom.com	Excellent resources and links for language arts and literature (as well as social studies, the arts, and science)
www.readwritethink.org	The language arts component of Marco Polo. Outstanding!
www.nwrel.org	Many resources including 6 + 1 Trait writing
www.darsie.net/talesofwonder	Texts of folk and fairy tales from several countries and cultures
www.webenglishteachaer.com	Great resources
www.ldonline.org	Resources and activities for students learning disabilities
www.pbs.org/teachersource	Variety/ cross curricular resources and links
www.pbs.org/circleofstories	Artwork, music, film to explore Native American storytelling
www.icdlbooks.org	International Children's Digital Library- books 200 titles and 45 cultures
www.discoverwriting.com	Barry Lane practical resources for writing
http://docsouth.unc.edu/neh/neh/html	African American Slave Narratives
www.readingonline.org/electronic/elec_index.asp	Resources for integrating technology with literacy in the classroom
www.nationalgeographic.com/features/99/railroad/index.html	Many resources on the Underground Railroad
www.un.org/cyberschoolbus/	United Nations- Bring the world to your classroom
www.vocabulary.com	Interactive site for practicing word etymology and word meaning. Level 1 Elementary Level 2 Middle School
www.webEnglishteachers.com	Webquests
www.mcirel.org	Resources
www.meddybemps.com/9.700.html	Young Writer's Workshop

www.hpol.org	History and politics out loud. Famous speeches
www.poetryteachers.com	
www.onlinepoetryclassroom.org	
www.learner.org/catalog/extras/vvspot/index/html	For Secondary-American poets – Spotlight on Voices and Visions
www.icdlbooks.org	International digital children's library
http://falcon.jmu.edu/~ramseyil/biochildhome.htm	Children and Young adults' Authors and Illustrators.org Index to internet sites
www.schoolsdiscovery.com/schrockguide	Resources
www.tolerance.org	Anti-bias activities
www.teachersfirst.com	
www.aesopfables.com	
www.americaslibrary.gov	Activities from historical collections in Library of Congress
www.americanfolklore.net	Numerous tales
www.nasaexplores.com	NASA has lesson plans and resources
www.publishingstudents.com	Links to websites on student writing
www.SmartWriters.com	
http://readinglady.com	
http://educationalworld.com	

BOOKS

6 + 1 Traits of Writing: A Complete Guide for Grades 3 and up by Ruth Culham
 Reviser's Toolbox by Barry Lane

ENGLISH
LANGUAGE ARTS
CURRICULUM
Draft Copy

Diocese of Kalamazoo
2004

MEANING AND COMMUNICATION

Standard 1--
Read.

Standard 2--
Write.

Standard 3--
Understand.

LANGUAGE

Standard 4--
Use the
language well.

LITERATURE

Standard 5--
Know
self, society,
humanity &
diversity.

VOICE

Standard 6--
Communicate
well.

**LANGUAGE
ARTS
STANDARDS**

SKILLS AND PROCESSES

Standard 7--
Know skills
& processes.

CRITICAL STANDARDS

Standard 12--
Evaluate
effectively.

GENRE AND CRAFT OF LANGUAGE

Standard 8--
Know craft
to convey
meaning.

INQUIRY AND RESEARCH

Standard 11--
Research
and explore
for ideas.

IDEAS IN ACTION

Standard 10--
Apply ideas
to life.

DEPTH OF UNDERSTANDING

Standard 9--
Understand
complexities of
issues and
texts.

August 2004

Dear Teachers and Principals,

This Diocese of Kalamazoo English Language Arts Curriculum is presented to you as a work in progress for the academic year 2004-2005 through the efforts and coordination of a committee of 18 members who provided leadership and collaboration in diligently preparing the document.

The document incorporates the standards and benchmarks of the Michigan Curriculum Framework and many ideas from the Michigan Department of Education's MiClimb website as well as the Grade Level Content Expectations. You will also find activities from our faith heritage and other content areas integrated throughout the curriculum. The foundational language arts skills of speaking, listening, reading, writing, and viewing are at the core of all content areas and living in general. May all of our students grow in the proficiency of these skills so that they may live a rich and full life loving and serving God and their neighbor.

As you study and use this document this year, please plan to give your feedback and suggestions for content and resources in late spring of 2005 via a feedback sheet and/or regional curriculum review meetings.

Sincerely yours,

Mary Anne Dalton, SSJ, Ph.D.
Associate Superintendent for Curriculum and Instruction
madalton@dioceseofkalamazoo.org
269-349-8714, Ex. 248

English Language Arts Committee Members

Shelley Edds	Immaculate Conception, Three Rivers	Grade1
Debbie Wagner	St. Mary School, Paw Paw	Grade 1
Frank Deja	Lake Michigan Catholic, St. Joseph	Grade 2
Chris Griffith	Immaculate Conception, Three Rivers	Grade 2
Beth Hutchison	St. Joseph School, Battle Creek	Grade 2
Andrea Ziolkowski	St. Therese School, Wayland	Grade 3
Dianne Cascio	St. Mary School, Kalamazoo	Grades 3-4
Liz Casterline	St. Joseph School, Battle Creek	Grade 4
Paula Zetts	Lake Michigan Catholic, St. Joseph	Grade 4
Heather McClothelen	Holy Angels School, Sturgis	Grade 5
Jan Reinstein	St. Monica School, Kalamazoo	Grade 6
Gloria Mc Namara	St. Philip Middle School, Battle Creek	Grade 6-7-8
Nancy Ray	St. Monica School, Kalamazoo	Grade 8
Keith Mohan	St. Joseph School, Kalamazoo	Grades MS
Terri Luzenske	Hackett Catholic Central, Kalamazoo	High School
John Jaksa	St. Mary Visitation, Byron Center	Principal
Karen Fox	Battle Creek Area Catholic Schools	Grades K-12

Vision Statement English Language Arts Curriculum

The English language arts of speaking, writing, reading, listening, and viewing are the foundation on which learning rests. The English language arts include both process and content, that is, how people communicate as well as what they communicate. Process includes skills and strategies and content includes the ideas, themes, issues, problems, and conflicts found in life, literature and other texts, speeches, and technology. The insights students gain from the English language arts will enable them to understand social, cultural, linguistic, and literary heritages as well as God's vision of our world.

Through the English language arts, students learn to appreciate, apply, and integrate what is learned for real purposes in their homes, church, schools, communities and workplaces. The goal of the English Language arts is to enhance the religious, personal, social, occupational, and civic lives of the individual and the community.

Students will use the English language arts to:

- Incorporate principles of Catholic Social Teaching through choices in speaking, writing, listening, reading, and viewing
- Communicate skillfully and effectively in speaking, writing, reading, listening, and viewing in the home, church, school, community, and workplace
- Think analytically and creatively to identify and solve problems
- Understand and appreciate diversity of human and religious experience
- Comprehend, create, appreciate, and enjoy written, oral, and visual texts
- Develop the characteristics of lifelong learners, workers, and worshippers
- Connect knowledge for all curriculum areas to communicate and enhance understanding of God and our world

ENGLISH LANGUAGE ARTS STANDARDS MICHIGAN CURRICULUM FRAMEWORK

MEANING AND COMMUNICATION

1. All students will read and comprehend general and technical materials.
2. All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.
3. All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social occupational, and civic contexts.

LANGUAGE

4. All students will use the English language effectively.

LITERATURE

5. All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understand of their individuality, our common heritage and common humanity, and rich diversity of our society.

VOICE

6. All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

SKILLS AND PROCESSES

7. All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

GENRE AND CRAFT OF LANGAUGE

8. All students will explore/ and use the characteristics of different types of texts, aesthetic elements, and mechanics--including text structure, figurative and descriptive language, spelling, punctuation, grammar- to construct and convey meaning.

DEPTH OF UNDERSTANDING

9. All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

IDEAS IN ACTION

10. All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

INQUIRY AND RESEARCH

11. All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

CRITICAL STANDARDS

12. All students will develop and apply personal, shared, and academic criteria for the employment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Grades K-2

Grades 3-5

Grades 6-8

High School

ELA
Curriculum
Checklists

Appendix

**ENGLISH
LANGUAGE ARTS
CURRICULUM**

Draft Copy

**Diocese of Kalamazoo
2004**