

Vision: All students equipped with literacy skills that will empower them to become lifelong learners.

Mission: To develop capability and cultivate interests that allows all students to develop into literate, college or career ready individuals.

Philosophy: The Elementary English Language Arts framework consists of the teaching and learning in the areas of reading, writing, language, and speaking & listening. Each component is a complex, integrated network requiring equal attention to fully develop a student's capacities to become a literate individual. The ELA integrated literacy framework considers the incorporation of systematic, explicit instruction, assessment for and of learning, responsible use of technology and uses evidence based best practices. The integrated literacy classroom is child centered, developmentally appropriate, promotes thinking based learning, and ensures access for all. The integrated literacy teacher models lifelong learning, makes informed professional decisions and strives to build positive relationships.

What is an integrated Reading/English Language Arts program?

Integration of Content and Skills

Literacy in the 21st Century requires that students be critical readers, fluent writers, and strategic thinkers who make use of multiple media sources to connect, interpret and express ideas. The Calvert County Public Schools Reading/English Language Arts Curriculum provides opportunities for students to develop the skills necessary to be productive, literate citizens in tomorrow's world.

The CCPS R/ELA curriculum is based on the philosophy that students learn best when content and processes are taught together. The curriculum integrates the processes of reading, writing, speaking, listening, and language arts through various text genres and multimedia sources. Because these five language processes begin and continue to develop in conjunction with each other, the process approach to teaching English language arts fosters a natural and balanced integration of reading, writing, listening, speaking, and viewing. Integrating language processes within a context encourages students to transfer the knowledge and skills learned to everyday situations in and out of school.

Curricular Organization

The organizing framework for the CCPS R/ELA curriculum is built upon integrated thematic units. Integrated units bring together literacy concepts around a common theme or topic area.

Reading, writing, language, and speaking/listening instruction are blended within a unit of study so that students will read about an idea or issue, write about it, conduct related research, make appropriate language choices to express it, and collaborate, speak, and listen with colleagues and peers about the given theme or topic.

Reading texts come from both informational and literary sources and multimedia. Texts can be read by the teacher, with a partner or independently. Writing assignments include informational, argument, and narrative writing related to the readings and the theme or topic. Research skills, language study and speaking/listening are woven into the assignments and instruction as well.

While the Reading/ELA curriculum is implemented in an integrated approach, the bullets below note learning targets and content standards embedded within curriculum.

Demonstrate Phonics and Word Recognition

- Use combined knowledge of all letter-sound correspondences, syllabication patterns (e.g., when two consonants come between two vowels in a word, divide syllables between the consonants like bor-der) and morphology (e.g., roots, prefixes, and suffixes) to read unfamiliar words with multiple syllables.

Demonstrate Fluency

- Read with sufficient accuracy and fluency to support comprehension.

Demonstrate Comprehension of Literature

- Quote accurately from a text when explaining what is directly stated in the text and making inferences.
- Determine a theme of a story, drama, or poem using details from the text including how characters respond to challenges and how the speaker of a poem reflects upon a topic. Summarize the text.
- Compare and contrast two or more characters, settings, or events in a text.
- Describe how a narrator's or speaker's point of view influences how the events are described.
- Compare and contrast stories in the same genre with similar themes and topics.

Demonstrate Comprehension of Informational Text

- Quote accurately from a text when explaining what is directly stated in the text and making inferences.
- Determine two or more main ideas of a text and explain how key details support those ideas. Summarize the text.
- Compare and contrast the overall structure (e.g., comparison, sequential, problem/solution) of information in two or more texts.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Combine information from several texts on the same topic in order to write or speak about the subject.

Respond to Text in Writing in a Variety of Ways

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce the topic or text clearly, state an opinion, and organize the ideas to support the purpose for writing. Provide logically ordered reasons that are supported by facts and details and provide a concluding statement or section.
- Write informative texts to examine a topic. Introduce the topic clearly, provide a general observation and focus, and logically group related information. Develop the topic with facts, definitions, concrete details, quotations, and other information, and provide a concluding statement or section.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Introduce a narrator or characters and organize events naturally. Use dialogue and description and pacing, as well as concrete words, phrases, and sensory images to develop experiences. Provide a conclusion that follows from the narrated experiences and events.

Demonstrate Comprehension and Collaboration When Listening

- Engage effectively in a range of collaborative discussions.
- Summarize a written text read aloud or information presented in diverse media and formats.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Present Knowledge and Ideas Through Speaking

- Report on a topic or text, tell a story, or recount an experience in an organized manner using appropriate facts and relevant and descriptive details.

Demonstrate Conventions of Standard English When Writing or Speaking

- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.

Acquire and Use Vocabulary

- Determine the meaning of unknown and multiple meaning words using context clues, common grade-appropriate Greek and Latin prefixes, suffixes and roots, and reference materials (e.g. dictionaries, glossaries, thesauruses).
- Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, common idioms (e.g., raining like cats and dogs), adages, and proverbs (e.g. The early bird gets the worm.).