

District Philosophy

Because clear communication skills are necessary for understanding and success in modern society, and because culture informs language and language shapes culture, we at Califon School value the language arts as building blocks to a sound education.

We believe that learning should be ongoing, interactive, exciting and meaningful. We believe that learning occurs when activities spark curiosity and challenge students to think and grow. We believe that collaboration among students, among teachers, and between students and teachers is a key factor for educational security and success. We believe that an honest exchange of ideas leads to trust and to further discovery. We believe that words have power, and that self-expression helps the student grow in self-awareness and in peer-acceptance. We believe that language and experience impact reading, and that reading impacts language and experience.

In Califon School, basic skills are introduced, taught, and reinforced, so as to provide students with a strong foundation for learning. In addition, creativity is encouraged, and questions, mistakes, and tangents are honored as valuable paths to understanding and mastery. In our language arts program, we weave a rich tapestry of genres and activities.

Our program encourages students and teachers to demonstrate responsibility to themselves, to the school groups, and to the larger community.

District Goals

The goals of the Califon School District in the arena of language arts include the following:

To adhere to and to elaborate upon the Core Curriculum Standards set forth by the New Jersey State Department of Education

To isolate and to integrate in instruction the appropriate skills and the necessary awareness to move students along a learning continuum

To demonstrate and to expect clear communication and advancing literacy

The Standards to be followed/enhanced are the following:

- 3.1 Reading - to become independent and fluent readers; to read a variety of materials with fluency and comprehension
 - A. Concepts about print/text
 - B. Phonological awareness
 - C. Decoding and word recognition
 - D. Fluency
 - E. Reading strategies
 - F. Vocabulary development
 - G. Comprehension skills
 - H. Research processes

- 3.2 Writing - to write in clear, concise organized language that varies in content and form for different audiences and purposes
 - A. As process
 - B. As product
 - C. Mechanics and print
 - D. Forms and purposes

- 3.3 Speaking - to speak in clear, concise language that varies according to audience and purpose
 - A. Discussion
 - B. Inquiry and contribution
 - C. Word choice
 - D. Presentations and performances

- 3.4 Listening - to listen actively to material from a variety of sources in different types of situations
 - A. Active
 - B. Comprehension

- 3.5 Viewing and Media Literacy - to view, access, and respond to print, non-print and electronic resources
 - A. Constructing meaning
 - B. Analyzing messages
 - C. Living with media

Methodology

The Califon School Language Arts Curriculum is committed to a balanced instruction of reading, writing, speaking, listening, viewing, and using technology. Aspects of this approach include the following:

- A. Making meaning from print
- B. Creating visual images to enhance learning
- C. Monitoring reading and checking for understanding
- D. Asking questions to identify key points in text
- E. Synthesizing new with existing information about a topic
- F. Summarizing and understanding how different parts of text are related
- G. Evaluating and forming opinions about ideas presented
- H. Writing as a process
- I. Writing as a product
- J. Discussing, questioning, and contributing
- K. Developing vocabulary
- L. Presenting orally
- M. Listening actively for comprehension
- N. Exploring and constructing meaning from different media forms

In order to accomplish this goal, The New Jersey Edition of Harcourt Trophies 2005 will be used in grades K - 4.

The Kindergarten program also includes Letter People Curriculum (Abrams and Company, 1997).

Grade 4 texts are Language Arts Today (McGraw Hill, 1998), Reading for Comprehension (F) (Continental Press, 2000), and Spelling and Vocabulary 4 (Houghton Mifflin, 1994).

Grade 5 texts include Language Arts Today (McGraw Hill, New York, 1998), and Spelling and Vocabulary (Grade 6 text) (Houghton Mifflin, Boston, 2004). Supplemental Materials: A Picture is Worth 1000 Words by Anthony Mollica, (Soleil Publishing, New York, 1992), First Steps Writing Program, (Interaction Publishers, Lakeside, Calif., 1989), Poetry 1-2-3, (Interaction Publishers, Lakeside, Calif., 1989).

Grade 6 texts include Daily Oral Language (Level 6) (McDougal, Littell & Company, Evanston, Illinois, 1989), Write Source 2000 (Houghton Mifflin Company, Great Source Education Group, Inc, Wilmington, MA, 1999) and Vocabulary Workshop (Level A) (Sadlier - Oxford, New York, N.Y., 2005).

Grade 7 texts are Daily Oral Language (Level 7) (McDougal, Littell & Company, Evanston, Illinois, 1989), Warriner's Composition and Grammar (Second Course) (Harcourt Brace Jovanovich, Orlando, Florida, 1988), and Vocabulary Workshop (Level B) (Sadlier - Oxford, New York, N.Y., 2005).

Grade 8 texts are Daily Oral Language (Level 8) (McDougal, Littell & Company, Evanston, Illinois, 1989), Getting Ready for New Jersey Language Arts GEPA: Review and Practice Book (Prentice Hall Pearson, Boston, MA, 2005), and Vocabulary Workshop (Sadlier - Oxford, New York, N.Y., 2005).

As reference: Grammar and Composition (grades 6 - 8) (Prentice Hall, Englewood Cliffs, NJ, 1990), Roget's II Thesaurus, Webster's New College Dictionary.

In addition, students on each middle and upper grade level will read/study novels from suggested works lists.

New Jersey Core Curriculum Content Standards
For Language Arts

Califon School Grades K – 8

Standard		K	1 st Grade	2 nd Grade	3 rd Grade
3.1 Reading	A. Concepts About Print/Text				
	B. Phonological Awareness (includes phonemic awareness)				
	C. Decoding and Word Recognition				
	D. Fluency				
	E. Reading Strategies				
	F. Vocabulary and Concept Development				
	G. Comprehension Skills and Response to Text				
	H. Inquiry and Research				
3.2 Writing	A. Writing as a Process				
	B. Writing as a Product				
	C. Mechanics, Spelling, Handwriting				
	D. Writing Forms, Audiences, and Purposes				
3.3 Speaking	A. Discussion				
	B. Questioning				
	C. Word Choice				
	D. Oral Presentation				
3.4 Listening	A. Active Listening				
	B. Listening Comprehension				
3.5 Viewing and Media Literacy	A. Constructing Meaning				
	B. Visual and Verbal Messages				

New Jersey Core Curriculum Content Standards
For Language Arts

Califon School Grades K – 8

Standard		4 th Grade	5 th Grade	6 th Grade	7 th Grade
3.1 Reading	A. Concepts About Print/Text				
	B. Phonological Awareness (includes phonemic awareness)				
	C. Decoding and Word Recognition				
	D. Fluency				
	E. Reading Strategies				
	F. Vocabulary and Concept Development				
	G. Comprehension Skills and Response to Text				
	H. Inquiry and Research				
3.2 Writing	A. Writing as a Process				
	B. Writing as a Product				
	C. Mechanics, Spelling, Handwriting				
	D. Writing Forms, Audiences, and Purposes				
3.3 Speaking	A. Discussion				
	B. Questioning				
	C. Word Choice				
	D. Oral Presentation				
3.4 Listening	A. Active Listening				
	B. Listening Comprehension				
3.5 Viewing and Media Literacy	A. Constructing Meaning				
	B. Visual and Verbal Messages				

New Jersey Core Curriculum Content Standards
For Language Arts

Califon School Grades K – 8

Standard		8 th grade			
3.1 Reading	A. Concepts About Print/Text				
	B. Phonological Awareness (includes phonemic awareness)				
	C. Decoding and Word Recognition				
	D. Fluency				
	E. Reading Strategies				
	F. Vocabulary and Concept Development				
	G. Comprehension Skills and Response to Text				
	H. Inquiry and Research				
3.2 Writing	A. Writing as a Process				
	B. Writing as a Product				
	C. Mechanics, Spelling, Handwriting				
	D. Writing Forms, Audiences, and Purposes				
3.3 Speaking	A. Discussion				
	B. Questioning				
	C. Word Choice				
	D. Oral Presentation				
3.4 Listening	A. Active Listening				
	B. Listening Comprehension				
3.5 Viewing and Media Literacy	A. Constructing Meaning				
	B. Visual and Verbal Messages				