

K to 12 BASIC EDUCATION CURRICULUM

3rd Quarter: Developing Reading and Writing

WEEK	Learning Competencies										
	OL Oral Language	LC Listening Comprehension	RC Reading Comprehension	WC Writing/ Composition	PWR Phonics and Word Recognition	F Fluency	S Spelling	G Grammar	V Vocabulary Development	A Attitude	SS Study Strategy
1		EN3LC-IIIa- b-2.1 Recall details from texts viewed/ listened to	<i>(After: The leaf that they will read should be controlled depending on the PWR lesson.)</i> EN3RC-IIIa- b-2.1 Identify possible solutions to problems	EN3WC- IIIa-1 Participate in generating ideas through presenting activities	EN3PW- IIIa-b-2 Read words with long a sound (long a ending in e)	EN3F-IIIa- 1.6 Read grade 3 level texts consisting of words with long vowel sound with at least 95- 100% accuracy	EN3S-IIIa- d-4 Spell words that were introduced during word recognition	EN3G-IIIa- b-4.1.1 Use demonstrativ e pronouns (this/that, these/those)	EN3V-IIIa-7 Recognize some words represented by common abbreviations (e.g. Mr., Ave., Oct.)	EN3A-IIIa- 7 Identify favorite authors and stories	EN3SS-IIIa- 1.3 Get information from index and table of contents
2		EN3LC-IIIb- 2.10 Identify possible solutions to problems	EN3RC-IIIa- 2.7.1 Identify several effects based on a given cause	EN3WC- IIIb-a-3 Write at least three sentences from various familiar sources		EN3F-IIIa- j-3.5.1 Read grade 3 level texts consisting of 2-syllable words with long vowel sound with at least 95- 100% accuracy					
		EN3LC-IIIb- 4 Interpret sources	EN3RC-IIIa- 2.11 Make inferences and draw conclusions based on texts (pictures, title and content word)	EN3WC- IIIa-2.13 Distinguish fact from opinion		EN3F-IIIa- j-1.10.1 Read aloud from familiar prose and poetry Consisting of Long vowel words with fluency, appropriate rhythm, pacing and			EN3V-IIIa- c-13.1,13.2 Give the synonyms and antonyms of some words	EN3A-IIIb- c-2.8 Take part in creative responses to stories like preparing logs, journal and other oral presentations	EN3SS- IIIb-i-1.3 Engage in a variety of ways to share information (e.g. role playing, reporting, summarizing, retelling and show and tell
		EN3LC-IIIc- d-2.5 Validate ideas made after listening to a story	EN3RC- IIIa-j-1.1 Activate prior knowledge based on new knowledge formed						EN3V-IIIa- j-23 Show understandin g of meaning of long vowel words (a, i, o, and u) through drawing, actions, and using them in sentences		
		EN3LC-IIIa- j-3 Activate prior knowledge	EN3RC- IIIa-2.13 Distinguish fact from opinion						EN3V-IIIb- d-13 Increase vocabulary through Synonyms (e.g. quick/fast)		
		EN3LC-IIIa- j-3 Activate prior knowledge	EN3RC- IIIa-b-2.13 Identify cause								

K To 1curriculum Guide English

Jianjun Gao



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Resources in Education ,1999-10 Research in Education ,1969 *Research in Education* ,1971 **Nutrition and the Elderly** Shirley King Evans,1990 *Nutrition Education Printed Materials and Audiovisuals* Shirley King Evans,1990
Elementary English ,1974 SCC library has 1949 cur **Elementary English Review** ,1964-02 *Program Quality Review for High Schools* California. State Department of Education,1987 This document was designed to assist members of a program review team in conducting a program review and to assist school staff and parents in conducting a self study in preparation for a formal review The program review process is designed to evaluate the effects of curriculum instructional methodologies and effectiveness strategies on students guide development of an assistance plan and provide a model for a school s self study Chapter I describes the methodology and procedures to be used in a program review the determination of the quality of a school curriculum and instructional program by means of a set of standards and the means by which suggestions for increasing the effectiveness of the instructional program might be developed Chaper II describes the quality criteria and contains cautions for reviewers about the use of the criteria in diagnosing the quality of the school program Chapter III describes how the transaction between the reviewing team and the school results in an assistance plan for improving the program offered to the students Appendices list the criteria that describe a high quality school and present a guide to be used by schools in conducting a self study CB **Report of Survey Findings, Assessment of Needs of Bilingual Education Programs** National Consortia for Bilingual Education,1971 **Program Quality Review for Elementary Schools** ,1987 This document has been designed to assist members of a program review team through the process of reviewing a program The program review process has been designed for judging the effects of the curriculum instructional methods and improvement strategies on the students guiding the development of planned assistance and providing a model for the school s own self study process Chapter 1 describes the methods and procedures of program review the application of appropriate criteria for judging the schools instructional program and the development of proposals for improving the instructional program Chapter 2 describes a set of criteria for curricular quality and lists precautions for reviewers about applying these criteria to the school program Chapter 3 describes how the interaction between the review team and the school results in an assistance plan for improving the instructional program Two appendices comprise nearly two thirds of the document Appendix A The Quality Criteria for Judging the Effect of the Program on the Elementary School Student contains criteria for excellence in 12 areas language arts mathematics science history social science visual and performing arts physical education schoolwide effectiveness special needs learning environment staff development leadership and program planning Appendix B is the guide to be used by schools in conducting a self study TE Price List and Order Form for English Instructional Materials ... ,1989 **Language Census Report** ,1987 **New Serial Titles** ,1990 Racial Or Ethnic Distribution of Staff and Students in California Public Schools. 1988-89 California. State

Department of Education,1989 This report presents a summary of data on the racial or ethnic distribution of staff and students in California Public Schools statewide and by county The following seven tables of data are included 1 Enrollment in California Public Schools by County and by Racial or Ethnic Group 1988 89 2 Enrollment in California Public Schools by Grade Level and by Racial or Ethnic Group 1988 89 3 Number of Twelfth Grade Graduates of California Public Schools by County and by Racial or Ethnic Group 1988 89 4 Certificated Staff in California Public Schools by Racial or Ethnic Group and by Sex 1988 89 5 Classified Staff in California Public Schools by Racial or Ethnic Group 1988 89 6 A Comparison of Racial or Ethnic Distribution in Enrollments in California Public Schools by County 1977 1981 1984 and 1988 in Percent and 7 A Comparison of the Public School Population with the Total Population in California by Racial or Ethnic Group 1981 1984 and 1988 in Percent Information about the following racial or ethnic groups enrollment in California Public Schools is charted by district for 1988 89 1 American Indian Alaskan Native 2 Asian 3 Pacific Islander 4 Filipino 5 Hispanic 6 Black and 7 White JS

Enrollment and Staff in California's Private Elementary Schools and High Schools ,1987 **The State of State Standards, 2000** Chester E. Finn (Jr.),Michael J. Petrilli,2000 **Effective Language Arts Programs for Chapter 1 and Migrant Education Students** Phillip C. Gonzales,Melvin H. Grubb,1989 This document describes changes in language arts instruction that are designed to recognize the unique strengths and abilities of Chapter 1 and migrant education students The document also describes a particular vision of a new language arts program for these students a program designed to teach to their strengths and provide them with opportunities to succeed The chapters include 1 Changes in Language Arts Instruction 2 The Curriculum in a Literature Based Program 3 The Language Arts as Tools for Learning 4 The Assessment of Language Arts Processes 5 The Classroom as a Place for Collaborative Learning 6 Role of the Language Arts Teacher and 7 A New Language Arts Program MS Celebrating the National Reading Initiative Janet McWilliams,California. State Department of Education,1989 Intended to challenge readers of all ages to celebrate the wonder of words arranged on the printed page this book contains descriptions of activities that have been highly successful in drawing children into literacy and keeping them there The 64 activities presented in the book can be performed in the home at school in the library around town and through the experience of reading around the world The impetus for the development of this book was the proclamation of 1987 as the Year of the Reader Appendixes include sample material for many of the activities An annotated list of readings is provided RS **ERIC Educational Documents Index** Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of Resources in education earlier called Research in education

Images Mattie Evans Gray,1988 This illustrated workbook is designed to help young black women develop self esteem and explore career options Part I Who Am I comprises the following chapters 1 The Search for Self exploring attitudes feelings values and interests 2 How I Get Along with People discussing interpersonal communication and language behavior

and 3 My Place in the World of Work identifying work habits and values and focusing on the connection between skills acquired in school and future job success Part II Where Am I Going comprises the following chapters 1 From Learning to Earning reviewing school experiences and identifying skill areas and 2 What Are My Career Options matching skills interests and work values with career choices Part III How Do I Get There comprises the following chapters 1 Reality and Responsibility examining the connection between personal decisions and academic and career success and exploring attitudes towards marriage and parenthood and 2 Defining My Own Success summarizing and applying the insights developed in the earlier chapters Each chapter includes exercises to help identify strengths and weaknesses in order to develop potential The personal narratives of 21 successful adult black women are also included under the rubric Images An index and a list of California State Department of Education publications are appended FMW

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