

Sevier County School System
Companion to the
Tennessee Curriculum Standards
(Revised 2009)

English, Creative Writing, Spelling,
Handwriting, Math

for Use by Teachers
of Grades K-5

Jack A. Parton, Director of Schools
Debra Ann Cline, Director of Curriculum and Instruction
Randall B. Kincaid, Instructional Supervisor for Primary Grades
Susan Latham, Instructional Supervisor for Intermediate Grades
Judith Harrell, K-8 Special Projects Supervisor, Mathematics

Sevier County School System
Companion to the Tennessee Curriculum Standards
K-5 English, Creative Writing, Spelling, Handwriting, Math
(Revised 2009)

ENGLISH

English instruction includes a balanced approach to grammar and writing. Grammar lessons give students the tools they need to communicate effectively. Reading, writing, speaking, and listening are complementary processes. Growth in any one area enhances growth in the others. Students need to achieve oracy (speaking and listening competency) and literacy (reading and writing competency). The curriculum should function to give students opportunities for total language growth.

Implementation of Instruction

- Adherence to the system guidelines for time-on-task and use of the adopted text (McGraw-Hill Language Arts) as specified per grade level is required. McGraw-Hill Language Arts is designed for the heterogeneous classroom; the activities are meant to be used by students with a wide range of ability levels.
- The Tennessee Curriculum Standards in conjunction with the Sevier County Standards Based Curriculum Correlations contain the guidelines for the skills and objectives to be taught and must be incorporated into daily lesson plans.
- Supplemental materials, such as the TCAP Coach Reading and Language Arts (grades 3-5), Blowing Away the State Writing Assessment, etc., may be integrated into the English program.

Materials

- A Teacher Resource Package for McGraw-Hill Language Arts is provided for each teacher at grade level and is the property of the Sevier County Board of Education.
- A copy of the Tennessee Curriculum Standards and Sevier County Standards Based Curriculum Correlations can be accessed at www.sevier.org.
- Supplemental materials, such as the TCAP Coach Reading and Language Arts (grades 3-5), may be integrated into the English program.

Testing/Recordkeeping

- In addition to the McGraw-Hill Language Arts testing program, the teacher may create his/her own tests to assess or retest particular skills.
- Teachers will use the results of testing along with professional judgment to determine progress and the need for modification such as reteaching, acceleration, and enrichment.
- The TCAP Writing Assessment will be administered to students in grade 5.

CREATIVE WRITING

In his book, Results Now, Mike Schmoker makes the following statement:

Reading scholars have been informing educators about the importance of writing in students' reading development and the importance of reading in students' development as writers. The reading-writing connection is clear and needs to be emphasized in all elementary classrooms. Reading and writing inform and improve each other – the more students write, the better their reading will become. The more students read, the better their writing will become. As students write and begin to believe in themselves as real writers for real purposes, they will read more widely and deeply (Silvers, 1986).

Materials

- McGraw-Hill Language Arts is the adopted text for classroom instruction and will be the key implementation tool.
- A teacher Resource Package for McGraw-Hill Language Arts is provided for each teacher at grade level and is the property of the Sevier County Board of Education.
- A copy of the Tennessee Curriculum Standards and Sevier County Standards Based Curriculum Correlations can be accessed at www.sevier.org.
- Supplemental materials, such as TCAP Coach Reading and Language Arts (grades 3-5) and Blowing Away the State Writing Assessment may be integrated into the McGraw-Hill program.

Testing/Recordkeeping

- TCAP Writing Assessment will be administered to fifth grade students; however, it is implicit that students in first through fourth grades be given direct instruction in the writing process.
- Documentation of student progress should be collected through various forms such as the following:
 1. A portfolio of student writing samples.
 2. Display of student writing in the classroom and school.
 3. Use of other supportive strategies such as the promotion of publication of student work.
- Each instructor will gauge the appropriateness and extent of use of such activities.

SPELLING

In the Struggling Readers Integrated Learning Workshop by the Wright Group, Rick Dufour stated the following:

Spelling instruction is one of the most neglected strategies for teaching reading. Effective spelling instruction does the following:

- Informs about sound in words.
- Teaches consistent spellings for vowels, consonants, syllables, and morphemes.
- Teaches the origin of words.
- Teaches the meaning of words.
- Links spelling to word identification and writing (Moats, 1997)

The conventions of spelling allow students to read and understand thoughts. Spelling is a problem-solving process in which writers apply knowledge of letters, sounds, spelling patterns, and the meaning of print to construct words.

There are three major spelling patterns:

- Sound patterns can be found in words with rhyming sounds. Sound patterns are related to the visual cues in reading.
- Function patterns relate to the form of the words and how words are used in sentences. Sentence structure requires that particular words have plural or past tense endings or suffixes. These suffixes represent spelling patterns.
- Meaning patterns refer to words with the same root, base, or origin. These words have similar spellings and related meanings, even though they may have quite different pronunciations.

When students see that words are linked by spelling patterns such as those described above, they can more easily spell new words by linking them with familiar words and patterns.

Effective spelling requires an environment in which the teacher demonstrates numerous spelling patterns and strategies and in which the students read and write extensively. Writing gives students a context for learning to spell and allows them to internalize the spelling strategies as they progress.

Understanding the relationships between reading, writing, and spelling is important. Word recognition, phonemic awareness, and spelling are all interrelated and predict one another in the early stages of reading development.

Implementation of Instruction

- Adherence to the system guidelines for time-on-task and use of the adopted text (Houghton Mifflin Spelling and Vocabulary) as specified per grade level is required. Houghton Mifflin Spelling and Vocabulary is designed for the heterogeneous classroom; the activities are meant to be used by students with a wide range of ability levels.
- The Tennessee Curriculum Standards in conjunction with the Sevier County Standards Based Curriculum Correlations contain the guidelines for the skills and objectives to be taught and must be incorporated into daily lesson plans.

Materials

- A Teacher Resource Package for Houghton Mifflin is provided for each teacher at grade level and is the property of the Sevier County Board of Education.
- A copy of the Tennessee Curriculum Standards and Sevier County Standards Based Curriculum Correlations can be accessed at www.sevier.org.
- Supplemental materials, such as the TCAP Coach Reading and Language Arts (grades 3-5), may be integrated into the English program.

Testing/Recordkeeping

- In addition to the Houghton Mifflin testing program, the teacher may create his/her own tests to assess or retest particular skills.
- Teachers will use the results of testing along with professional judgment to determine progress and the need for modification such as reteaching, acceleration, and enrichment.

HANDWRITING

Handwriting is one of the most important means of communication. Knowing how to write legibly with ease and fluency allows the writer to record and communicate ideas rapidly and understandably.

Handwriting is a perceptual motor skill that is best taught through frequent periods of trisensory (visual, auditory, and kinesthetic) instruction. This instruction must include purposeful, meaningful, and interesting practice.

The most effective method of teaching handwriting is through an integrated approach. When instruction in any one element of the communication skills is isolated, it then becomes necessary to spend additional time teaching the application of the newly acquired skill in context.

The practice of handwriting skills should include continuous evaluation by the student and by the teacher. The quality of handwriting practice is more important than the quantity. Practice makes permanent, not necessarily perfect.

Implementation of Instruction

- There is almost a century of research that demonstrates the power of **directly** and **systematically** teaching handwriting.
- Zaner Bloser Handwriting (K-3) is designed for the heterogeneous classroom, which contains students of a wide range of developmental skill levels.
- Adherence to the system guidelines for time-on-task and use of the adopted text (K-3) as specified per grade level is required.
- The Tennessee Curriculum Standards in conjunction with the Sevier County Standards Based Curriculum Correlations incorporate handwriting within language arts guidelines when addressing oral and written communication skills.
- Cursive handwriting is required to be taught as well as modeled in grades 3-8. Following introduction and solidification of handwriting skills, both manuscript and cursive in grades K-3, the teacher will expand and perpetuate the use of legible handwriting. Manuscript is introduced and practiced in grades K-2. Cursive handwriting will be introduced in grade 3 through formal handwriting instruction and will be perpetuated along with manuscript handwriting in grades 4-8.

Materials

- Zaner Bloser Handwriting is the adopted writing style for classroom instruction in grades K-8, and the text will be the key implementation tool in grades K-3.
- A Teacher Resource Package for Zaner Bloser Handwriting is provided for each teacher at grade level (K-3) and is the property of the Sevier County Board of Education. A poster of Zaner Bloser cursive script is provided in grades 4-5.
- A copy of the Tennessee Curriculum Standards and Sevier County Standards Based Curriculum Correlations can be accessed at www.sevier.org.

Testing/Recordkeeping

- Students should exhibit their best handwriting to be used for grading purposes.
- A handwriting grade (E, S, N, or U) will be given and recorded on the grade card.
- The handwriting grade is not considered for honor roll purposes.

MATHEMATICS

The State of Tennessee's K-5 Mathematics Curriculum, correlated to the Sevier County Standards Based Curriculum Correlations, is the adopted curriculum guide to be used in mathematics instruction with the Sevier County School System. Saxon Math is the adopted textbook series for use in grades K-5.

Implementation of Instruction

Saxon Math is designed for the heterogeneous classroom with math instruction and activities to be used by students with a wide range of ability levels.

- Adherence to the system guidelines for time-on-task and the adopted text as specified per grade level is required.
- The Tennessee Curriculum Standards in conjunction with the Sevier County Standards Based Curriculum Correlations contain the guidelines for the skills and objectives to be taught and must be incorporated into daily lesson plans.
- Saxon Publisher's Placement Inventory is available for use with new students for prescriptive purposes.
- The Saxon Math tests must be given according to the testing sequence required by the Saxon Math program.

Use of Materials

- Saxon Math is the adopted program for classroom instruction and will be the key implementation tool.
- A Teacher Resource Package for Saxon Math is provided for each teacher at grade level and is the property of the Sevier County Board of Education.
- A copy of the Tennessee Curriculum Standards and Sevier County Standards Based Curriculum Correlations can be accessed at www.sevier.org.
- Saxon Math tests will be provided by the system. Grades K-2 are consumable; however, grades 3-5 are **not consumable**.
- Supplemental materials, such as the TCAP Coach Mathematics (grades 3-5), Accelerated Math, and/or math intervention software programs, may be integrated into the Saxon Math program.

Testing/Recordkeeping

A Student Individual Recording Form, provided by the Saxon Math Company, must be kept and continuously updated for each student K-3. In addition, grades 3-5 should utilize the Tennessee Test Preparation and Practice booklet provided by the system. For your convenience, student answer sheets are provided for these grade levels.

- Teachers will use the results of testing along with professional judgment to determine progress and the need for modification such as reteaching, acceleration, and enrichment.
- The tests are hand-scored. Progress must be documented on the Student Individual Recording Form (both written and oral) for grades K-3.
- The Pre-Test/Post-Test and the Final Exam sheets for grades 4-5 must be scored and kept in each student's folder, and then forwarded the next year to the student's new teacher.
- During the year, the Student Individual Recording Form for Grades K-3 must be kept in the teacher's math binder, for review by building level administrators and instructional supervisors. However, the Student Individual Recording Form must be passed on to the next year's teacher. For grades 4-5, the Pre-Test and Final Exam, as well as the Tennessee TCAP Test Preparation and Answer Sheets, must be kept in each student's folder and given to the next year's teacher.