

Grade Level	Language Study in the Language Arts Class: Major Curriculum Elements		
	Dictionary Skills (using 3 levels of dictionaries: elementary, junior high, and high school or collegiate)	Language Variation (historical change, dialect, social groups, etc.)	Oral Discourse: Routines and Conventions
4	Alphabetical order. Syllabication Understanding definitions. Using the pronunciation key; comparing it with rules of phonics. Introduction to parts of speech and the terminology. Inflections and compound words.	Regional variation, comparing one's own dialect with those of visitors to the classroom. Emphasis on different names for common items and different pronunciations.	Telephone techniques: answering, calling, speaking to friends
5	Continuing with parts of speech. Introduction to syntax, especially limited-class words (preposition, conjunctions, personal pronouns) in context. Introduction to roots, prefixes and suffixes.	Study of age variation. Studying and comparing language of toddlers, teen talk, and older adults. Emphasis on sentence formation, invention of words, retaining words from one's youth.	Telephone techniques: speaking to strangers, calling others to the phone, dealing with unwelcome calls.
6	More on parts of speech, defining by inflection More on syntax, esp. noun phrases. More on word formation, especially multiple prefixes and suffixes.	Language of in-groups: family, clique, occupation, avocation. Emphasis on words and how life experiences affect language.	Classroom discourse: recitation, asking questions, working in pairs and small groups, interviewing visitors.
7	Writing your own definitions, of unfamiliar words used repeatedly in a text. Introduction to using context clues and word parts to define terms. Introduction to historical notes. Introduction to history of English.	Historical variation: comparing texts of various ages. Understanding that language change is inevitable. Contrasting oral, changeable language with more conservative written versions.	Classroom discourse: discussion and debate, within the whole class and small group.
8	Introduction to formal parsing of sentences, esp. to understand usage notes. More on history of English. Introduction to concepts--meanings beyond what is written in the dictionary.	Variation within social contexts: levels of formality and levels of educational and socio-economic status.	Classroom discussion for problem-solving, within the whole class and small group. Studying how private conversations are conducted.
9	Study of a h.s. or adult dictionary, including front matter. More on parsing of sentences, especially with reference to language issues being covered in the media. More on concepts, especially how to learn new words	Ethnic variation: variation due to race, country of origin, recent immigration, etc.	Formal Speechmaking: speaker roles and audience roles; giving informative speeches, including using visuals and answering
10	Technical terminology. Introduction to specialized dictionaries. Borrowings of foreign words and their connections to world history. More on parsing sentences. More on concepts and taking control of words/concepts learned in school.	Variation of language style: issues of clarity, accuracy, obfuscation, prestige, etc.	Formal speechmaking: persuasive and ceremonial speaking.

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	Print Media: Their organization, genres, and language	Conventions of Writing (Spelling, Punctuation, Usage, Capitalization, etc.)	Linguistic Features of the Modes (narration, description, classification, evaluation)
4	Books. Fiction: parts of fiction books (titles, dedications, chapters, etc) and their language; dialogue; dramatic language. Trade: parts of the books and their language, language of exposition, use of quotations.	Punctuation: basic end punctuation; basic comma usage. Spelling: improving connections between sound and spelling patterns. Capitalization: sentence beginnings, proper nouns. Reported speech: making transcripts of short speeches.	Language of narration in stories: sequencing, causal stepping, first and third person narrating.
5	Reference books: their nature and their language, encyclopedias, biographical dictionaries, atlases, etc.	Punc: other full stops (colon, semicolon; Spelling: adding inflections, homonyms. Capitalization: in dialogue. Reported speech: transcript of Q & A, transforming into a report.	Language of literary description, for characters and scene. Language of narration in personal writing: first person, emotion and drama; using action verbs.
6	Magazines (mainly for young people): their organization, parts, and types (literary, general interest, specialized topics), language variations of these aspects.	Punctuation of dialogue in stories: quotation marks and associated punc.; Spelling: affixes and bases and their spellings in combinations. Reported speech: the language of dialogue and quotations, including speaker tags.	Language of literary description: more on person and scene; action vs. linking verbs; selecting better nouns. Language of historical narration, 3rd person; action with less drama.
7	Newspapers: genres within (news, features, editorials, etc.); main sections; language variations by genre and section.	Punctuation: Other marks such as dash, hyphen, ampersand. Spelling: keeping a spelling journal. Reported speech: summarizing, paraphrasing, quoting. Capitalization: Titles, both stand alone and in-text.	Language of basic description: defining point of view and selecting details. Language of classification/division: the form of basic definitions; distinguishing between categories.
8	Electronic print media and its language: informational web sites, commercial sites, e-mail, instant messaging. Introduction to informational databases such as Infotrac.	Punctuation, capitalization, and reported speech: Introduction to academic documentation (seeing it in texts; trying it out in simple forms). More on summarizing and paraphrasing. Spelling journals.	Language of evaluation: expressing values; locating values in subjects; levels of precision in measurement and expressing measurement; clarity of evaluation methods.
9	Specialized magazines: newsmagazines, trade publications, hobbyists, special interest, etc.	Academic documentation in more complex forms of writing. Spelling journals: analyzing one's own error patterns.	Dominance of the aim of discourse in selecting language for the modes. Noting how modes are usually mixed but not the language used for point of view, emotional impact, etc..
10	Introduction to journals: by industry, professions, academic fields; language aspects, especially technical and in-group; sponsors and financing; access to journals in libraries and databases	Academic documentation: Introduction to the formal term paper. Punctuation and capitalization: Making one's own guide to the basics..	Mode of discourse as the overall organizational pattern of certain genres. Influence of mode on language of coherence, cohesion, and syntax.

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	Linguistic Features of the Rhetorical Aims (persuasion, expression, literature, exposition)	Linguistic Features of Basic Pragmatics (text formation, language arts, size of audience, speech acts)	The Language of Evaluation, Intolerance, and Discrimination
4	Language of poetry: how rhyme and rhythm work in relation to dictionary skills; recognizing complete sentences and how divided by lines. Introduction to language of fact and opinion.	Tracing what personal pronouns stand for and the differences among the three articles. Reflecting on one's reading and listening habits. Connections between text and illustrations.	Introduction to language of stereotype (using an animal such as a dog). Negative terms and feelings and their results (fear and intolerance of dogs). Working toward more accurate language and images.
5	Language of persuasion: recognizing poetic techniques in advertising. Introduction to identifying the central idea (thesis) in pieces that have one. Language of emotion vs. language of fact.	Large coherence patterns in what one reads and writes, especially in narration. Evaluating one's basic abilities in reading: speed, dealing with "big words," etc. Illustrating one's writing. Variations in word choice as the audience gets larger.	More on stereotyping of non-human objects / creatures / skills (e.g., snakes, SUVs, playing football). Looking again at negative terms, their sources, and impact. Methods of improving evaluation.
6	Figurative language. The varying relationship between author and reader and its manifestation in language, esp. personal pronouns. Introduction to the language of formal and informal logic.	Larger coherence patterns in informative writing. Evaluating one's progress in making changes in reading patterns, if needed. Illustrating oral reports. More on language variations as audience size varies, esp. in oral discourse.	Beginning to look at stereotypes of people, perhaps with regional differences. How negative stereotypes are manifested in language and discrimination. Feelings of those on the receiving end. Evaluating and
7	Variations in central ideas and their manifestation in language. Using language as a clue to identifying an author's rhetorical purpose. Looking for purpose in writing and speaking assignments.	Larger coherence patterns in persuasive writing. Expanding one's interests through reading both fiction and nonfiction. Identifying illocutionary acts in texts and their felicity conditions.*	A second look at stereotypes of people, perhaps with job categories. Negative terms and their assumptions. Learning methods of finding more accurate information.
8	The language of journalism: reported speech, standards of objectivity in language, active verbs without bias(?), variations due to subject (science, sports, investigation, etc.)	Non-personal pronouns and their use in cohesion between sentences.. Non-text variations needed for variations in audience size in both oral and written discourse. Syntax and illocutionary acts.	Starting at the other end: Noting instances of discrimination and seeking to understand the sources, workings, language, and impacts of the discrimination. Discussing and applying concepts such as fairness and equity.
9	More on the language of logic, espec. logic of formal argument: qualifiers, precision, mathematics, generalization. Language of formal documentation.	Studying the cohesion of one's own writing. Evaluating whether one's writing and reading skills will be adequate to pass state tests, and making plans for improvements. Recognizing indirect illocutionary acts.	Studying a large example of discrimination such as the Holocaust. Applying concepts and skills learned in the past to understanding events.
10	Language of exploration for personal and issue-oriented thought and expression.	Coherence in formal argumentation. Variations in illocutionary acts: direct and indirect, expressed and implied, literal and nonliteral. Comparing oral and written expression.	Studying an effort to combat a stereotype and /or discrimination, esp. the language issues involved. Finding a proposing a remedy for an instance of local discrimination.

*Illocutionary acts: an expanded and more precise version of the traditional sentence types (e.g., declarative, interrogatory, imperative)