

# LEARNING GOALS FOR MATH AND LANGUAGE ARTS



**WALDORF SCHOOL**  
ORANGE COUNTY

**Grades 1 – 8**

*Version 2018-19*

## INTRODUCTION

*This document, approved by the College of Teachers on March 7, 2019, will be subject to periodic revisions based on the faculty's continued research on the curriculum and on parent feedback. Comments or questions about the Learning Goals can be directed to the College of Teachers or to the class teacher.*

### The Unique Responsibility of the Class Teacher

In Waldorf education teachers have extensive freedom in methodology, teaching tools, choice of specific content and activities, and the order in which new skills are introduced. Out of the general guidelines of the Waldorf Curriculum, a class teacher creates lessons and activities tailored to the needs and character of her\* individual class.

At the Waldorf School Orange County, each class teacher is asked at the beginning of the year to present her personal adaptation of the curriculum in the form of a Block Plan. The teacher is also asked to keep parents informed about changes that may be made in the course of the year and about class performance in relation to the school's standard learning goals. When assessing learning goals for a given year, the teacher will always refer to the general picture of the students' underlying capacities. Some of these capacities form the substance of each and every lesson. Others will be worked on over the course of several years and will only gradually ripen into measurable skills. A Waldorf teacher will always view academic performance in the context of a student's gifts, learning style, and wide range of capacities in thinking, feeling and willing that the Waldorf curriculum strives to develop over the course of the eight-year journey.

### Purpose of This Document

This document is primarily intended to serve as a general guideline for teachers, outlining in broad terms the Language Arts and Math Learning Goals which should be mastered by the typical student by the end of each year. In any class there will be some children who cannot master these skills according to this schedule. There will also be children whose innate gifts carry them beyond the skill levels outlined here for each grade. A typical student may well master the majority of the skills outlined here for a particular year, but still be working on some of them by the end of that year. This document offers the faculty a basic standard for determining the learning profile of each class. It also offers the parents a basic standard for the skills their children should be working on in each grade.

*\*The pronoun "her" is chosen all through this document to indicate the class teacher whether male or female; "him" is chosen to indicate the student.*

### Skill Mastery

Education is a work in progress. Consequently, mastery of skills does not mean perfection. For the purposes of this document, mastery is understood to mean that the student consistently uses the skill correctly or appropriately in most contexts and that he can understand when a teacher points out a problem and is able to make corrections appropriately. While many of the skills in this document cannot precisely be quantified, a good benchmark for determining mastery is 80% accuracy. Similarly, mastery of a skill by 80% of the students in a class may be

taken as an indication that the class has been given appropriate introduction to and practice of the skill, although some individuals may need additional practice and/or remedial support to achieve automaticity. It is understood that mastery of a skill does not necessarily include memorization of terminology. For example, while fourth graders are expected to consistently apply correct spelling rules for gerund endings, it is not assumed that they understand what a gerund is or can identify it by name.

### **Assessment and Documentation of Class and Student Progress**

It is a class teacher's practice to share regularly with the mentor teacher samplings of student work and to discuss student progress. Based on her continued observations of the students and on self-assessment, a teacher will choose to vary methods and approaches that will enable the students to achieve mastery of skills. It is part of a teacher's responsibility to identify children whose skills are outside the norm, because of learning differences or special gifts, and to continually implement methods for meeting different levels of ability in the class. Ongoing assessment through direct observation is part and parcel of the teacher's daily work with the students. A variety of formal assessment tools are also used by teachers, and forms of record-keeping are reviewed in mentor meetings. A student's academic performance in relation to class and school standards is shared with parents in parent-teacher conferences and is included as part of the written end-of-year report.

When assessing a student with learning differences and his ability to achieve mastery of skills, the teacher and parents come together with the Care Group to share a picture of the child both in school and at home. Together, they create a plan of support, both in school and outside, that will allow the child to be served within the scope of the Waldorf School program. This may include support in the form of special therapies and tutorial services offered in school, as well as therapies and tutorial help provided by the parents outside of school hours.

**WALDORF SCHOOL OF ORANGE COUNTY  
MATH LEARNING GOALS 1 – 8**

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***GRADE ONE***

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**Forms and Patterns in Time - Number Sense**

- Recognition of all numerals, both in Roman and Arabic form.
- Count forward and backwards to 100, in writing and orally.
- Number concept of whole numbers to 100.
- Familiarity with times tables: 2's, 5's, 10's, 11's.
- Odd and even numbers.

**Computation and Procedures**

- Concept of four operations as qualities/images
- Familiarity with addition and subtraction facts for numbers up to 20
- Simple computations in all processes using manipulatives
- Equations from the whole to the part (e.g.  $5=2 + ?$ ) as mental and written problems

**Forms and Patterns in Space - Form Drawing**

- Form a circle or square with classmates in circle
- Differentiates left from right in body and in movement
- Draws patterns with a feeling for straight and curved line

**Geometry**

- Knows right from left on the page
- Forms a circle or square with class

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## **GRADE TWO**

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### **Number Sense**

- Familiarity with times tables through 12's.
- Can recite tables 2,5,10,11.
- Number patterns and sequences.
- Familiarity with place value out to one million.

### **Computation and Procedures**

- Daily mental math in all four processes.
- Vertical and horizontal problems.
- Carrying and borrowing up to thousands.
- Multiplication with one and two-digit multiplier.
- Division of one digit divisor and 3 digit dividend.
- Mastery of addition and subtraction facts up to 24.

### **Geometry**

- Recognize symmetry and congruence through form drawing.
- Drawing simple shapes (circle, triangle, square, oval, etc).
- Familiarity with names of simple shapes

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## **GRADE THREE**

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### **Number Sense**

- Place value established up to 10,000; expanded notation.
- Mastery of times tables in sequence: 3, 4, 6, 7, 8, 9, 12.
- Working towards mastery of times tables out of order.
- Continue to develop rhythmic work with times tables and other math concepts (odd-even etc).

### **Computation and Procedures**

- Column addition and subtraction.
- Carrying and borrowing in addition and subtraction with emphasis on thousands, including zero.
- Carrying in multiplication with emphasis on 2- and 3- digit multipliers.
- Daily mental math in all four processes.
- Familiarity with short and long division algorithms with one-place divisor.

### **Geometry**

- More complex symmetry and congruence through form drawing including all four quadrants.

### **Measurement**

- Use of measurement: linear, weight, volume, time and money.
- Simple word problems using measurement.

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## **GRADE FOUR**

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### **Number Sense**

- Familiarity with simple fractions: manipulatives and visual images.
- Daily mental math with four processes mixed.
- Identify prime numbers up to 100.
- Familiarity with square numbers.
- Familiarity with prime numbers.

### **Computation and Procedures**

- Expand and contract/reduce fractions; equivalencies.
- Finding a common denominator; addition and subtraction (LCM).
- Converting improper fractions to mixed numbers; and reverse.
- Multiplication tables up to 12 mastered out of sequence.
- Finding factors of a given number.
- Multiplication and division with larger numbers.
- Long division, e.g., two digit numbers into three digit numbers.
- Simple word problems, using whole numbers and fractions.

### **Geometry**

- Perimeter and area of rectangular figures.
- Division of a circle into 4, 6, 8, and 12 equal parts.

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## **GRADE FIVE**

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### **Number Sense**

- Understanding of decimals as a special fraction type.
- Decimal/fraction equivalents.
- Prime numbers and familiarity with prime factorization.
- Square numbers and whole-number square roots.
- Daily mental math using all operations.

### **Computation and Procedures**

- Extensive work with fractions and mixed numbers in the four processes.
- Word problems with fractions.
- Changing fractions to decimal form and vice versa.
- Four processes with decimals.
- Word problems involving decimals.
- Reinforce and maintain mastery of math facts previously memorized.
- Short and long division with 2 digit divisor.
- Averages.
- Measurement: practice with U.S. measurement system; familiarity with metric system.

### **Geometry**

- Familiarity with angle measurement (Mesopotamia).
- Right angle triangle (3-4-5, Egypt).
- Pythagorean theorem in pictorial form (Greece).
- Simple freehand geometry and terminology (line, parallel line, point, intersection, angle, etc.).
- Perimeter and area measurement for squares and rectangles.
- Area measurement of right angle triangle.
- Weekly practice of free-hand geometry in form drawing.

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## **GRADE SIX**

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### **Number and Operations**

- Reinforce and maintain mastery of math facts
- Reinforce and maintain mastery of the four operations with fractions and decimals
- Understand place value of whole numbers and decimals
- Learn the relationship of percent to decimal and fraction
- Understand and memorize basic fraction, decimal, and percent equivalents
- Convert fractions to decimals, decimals to percents, and vice versa
- Interpret number patterns and sequences
- Develop an understanding of order of operations
- Understand the concepts of primes, composites, square numbers, abundant numbers
- Understand the meaning of exponents and square roots
- Learn to identify factors and multiples, and use prime factorization
- Learn to round and estimate, both whole numbers and decimals
- Be familiar with repeating and non-repeating decimals

### **Business Math and Data Analysis**

- Learn about business concepts: interest, principal, rate, discount, profit
- Compute simple interest problems
- Understand simple data analysis: mean, median, mode, range
- Construct and interpret circle graphs and bar graphs

### **Geometry**

- Use a compass, straightedge, and protractor
- Practice constructions: division of circle, perpendicular lines, parallel lines, bisection of angles and lines; all categories of angles, parallelograms, triangles
- Be familiar with geometric terminology, including plane figures, parts of a circle, types of triangles, types of angles
- Understand degrees of a circle
- Calculate perimeter and area

### **Measurement**

- Practice using both standard (U.S.) and metric systems of measurement
- Become familiar with Celsius and Fahrenheit conversion

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## GRADE SEVEN

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### Number and Operations

- Maintain mastery of the four operations with both fractions and decimals
- Convert between fractions, decimals, and percents, including more challenging examples
- Practice estimating and rounding
- Understand repeating and non-repeating decimals
- Learn the meaning of irrational numbers: ratio in a square, pi, non-repeating decimals
- Change repeating decimals to fractions and vice versa
- Extend understanding of exponents and powers (square, cube, 4<sup>th</sup>, etc.)
- Learn and use divisibility rules
- Understand and use prime factorization, LCM and GCF
- Use order of operations
- Expand use of percent
- Perform all operations with positive and negative integers; use a number line
- Learn the concept of absolute value
- Use ratio and proportion to solve word problems
- Become familiar with direct and inverse proportion (from mechanics ML block)

### Data Analysis, Probability, Patterns

- Master the concepts of mean, median, mode, and range
- Become familiar with independent probability
- Interpret and analyze data from all types of graphs; make graphs
- Recognize number patterns and solve number puzzles with increasing ease
- Become familiar with coordinate graphing
- Become familiar with the use of functions and graphing in problem solving

### Algebra Readiness

- Use algebraic terminology: expression, term, coefficient, equation, variable, inequality, etc.
- Translate English phrases/sentences into mathematical expressions/sentences
- Evaluate algebraic expressions using the order of operations
- Combine like terms
- Solve for a variable in one and two step equations using the four operations
- Use fractions and decimals in equations
- Use formulas in word problems:  $D=RT$ , temperature conversions,  $I=PRT$ , etc.

## Geometry

- Review and extend basic constructions
- Solidify proficiency with protractor, compass, and straightedge
- Understand the Pythagorean Theorem and begin to learn to use the formula
- Become familiar with the Golden Ratio
- Identify the properties of the triangle
- Identify the properties of the circle
- Calculate the relationship of circumference to diameter; explore the meaning of pi
- Extend use and understanding of geometric terminology
- Solve problems with standard formulas: perimeter, area, circumference
- Become familiar with congruence, similarity, and transformations

## Measurement

- Be familiar with the metric system; make conversions within this system
- Convert measurements easily using the standard (U.S.) system
- Become familiar with conversions between the two systems, especially distance and weight

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## **GRADE EIGHT**

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### **Number and Operations**

- Maintain mastery of all operations with whole numbers, fractions, and decimals
- Demonstrate mastery of operations with positive and negative integers
- Demonstrate mastery of the order of operations rules
- Extend ability to recognize number patterns and solve number puzzles
- Use estimating and rounding readily; understand significant digits
- Use standard formulas to solve word problems
- Solve proportion problems
- Show understanding of number sets: whole, natural, integers, rational, irrational, real
- Understand and use number properties: associative, commutative, distributive, zero and one
- Learn the square root algorithm, also guess and check method
- Be familiar with solving equations with two variables (substitution method)
- Develop understanding of graphing ordered pairs, function charts, linear equations
- Understand scientific notation
- Show familiarity with number bases, e.g., base two

### **Algebra**

- Translate English phrases/sentences to algebraic expressions/sentences
- Write equations for simple word problems
- Solve expressions and equations, from simple to complex
- Combine like terms in polynomials
- Develop familiarity with operations with polynomials
- Understand and use the concept of slope and y-intercept

### **Geometry**

- Understand and calculate volume and surface area of prisms, spheres, cones, cylinders; including word problems
- Use algebra to solve for missing angles, diameters, etc.
- Investigate Platonic solids – constructions and properties
- Develop familiarity with loci and conic sections (optional?)

## **Measurement**

- Use metric units, and needed conversions, in problems
- Use standard (U.S.) units, and needed conversions, in problems
- Use the conversion formulas for Celsius and Fahrenheit temperatures

## **Middle School Math Assessments and Evaluation**

- Mental math problem-solving
- Group work in class
- Homework assignments
- Weekly or “pop” quizzes
- End-of-unit review tests
- Class participation
- Organization of materials

## **A Sampling of Basic References and Resources for Math Curriculum and Goals**

Making Math Meaningful: A Middle School Math Curriculum for Teachers & Parents by Jamie York, Whole Spirit Press, ISBN 978 1892857088

Math Lessons for Elementary Grades by Dorothy Harrer, Mercury Press, ASIN B0018Z27TS

Active Arithmetic – Movement & Mathematics Teaching in the Lower Grades of a Waldorf School by Henning Andersen, Assoc. of Waldorf Schools, ISBN 978 8788258745

Teaching Mathematics for First and Second Grades in Waldorf Schools by Ernst Schubert, Rudolf Steiner College Press, ISBN 978 0945803379

Mathematics Lessons for Sixth Grade by Ernst Schubert, AWSNA Publications, ISBN 1 888365 37 4

Geometry Lessons in the Waldorf School by Ernst Schubert, Assoc. of Waldorf Schools, ISBN 978 1888365528

Teaching Mathematics in Rudolf Steiner Schools: For Classes I – VIII by Ron Jaromn, Hawthorne Press, ISBN 978 1869890926

Geometric Drawing and the Waldorf School Plan by Hermann von Baravalle, Rudolf Steiner College Press, ISBN 0 945803 16 8

String, Straightedge and Shadow: The Story of Geometry by Julia E. Diggins, Viking Juvenile, ISBN 978 0670678587

Mathematics Around Us by John Blackwood, Floris Books, ISBN 978 0863155604

Mathematics in Time and Space by John Blackwood, Floris Books, ISBN 978 0863155604

Solid Geometry by Harry Kretz, AWSNA Publications, ASIN B00073B16G

A Beginner's Guide to Constructing the Universe: Mathematical Archetypes of Nature, Art, & Science by Michael S. Schneider, Harper Perennial, 978 0060926717

Algebra: Mathematics for Grades 6, 7, 8 by Amos Franceschelli,

Everyday Mathematics – University of Chicago School Mathematics Project, Everyday Learning Corp.

College Preparatory Mathematics (CPM) – Making Connections

## **WALDORF SCHOOL OF ORANGE COUNTY LANGUAGE ARTS LEARNING GOALS 1-8**

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### **GRADE ONE**

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### ***Speaking and Listening***

- Follows simple instructions
- Shows enthusiasm for oral storytelling
- Respectfully takes turns in conversations
- Pronounces correctly all consonant and vowel sounds
- Participates in creative dramatic and choral speaking
- Can retell parts of a story in his/her own words
- In retelling a story, imitates use of new and less common words

### ***Writing and Reading***

- Writes with correct posture and pencil grip using a left to right, top to bottom progression
- Correctly forms all upper case print letters
- Can write his/her own name and a few familiar sight words
- Can copy written words and sentences from known stories and verses
- Identifies the shapes, sounds and letter names of upper case letters

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## **GRADE TWO**

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### ***Speaking and Listening***

- Follows simple two to three step instructions
- Participates in class conversations
- Speaks in complete sentences and expresses ideas clearly
- Retells a story in logical order
- Can share a simple narrative
- Can recite a short poem
- Can clap syllables in words and sentences

### ***Writing and Reading***

- Can write all upper and lower case print letters
- Writes in cursive, forming all lower and upper case letters correctly
- Uses basic punctuation and capitalization in writing sentences
- Is attentive to proper spacing on the page
- Can spell common sight words and common word families
- Familiar with common spelling rules
- Recognizes short familiar words and letter patterns in and out of context
- Recognizes short common words at sight
- Can write simple sentences from dictation
- Writes simple sentences from stories heard or from life experiences using phonetic spelling
- Introduce basic parts of speech
- Reads aloud familiar materials and level one readers chorally and alone
- Uses rereading, cross-checking and self-correcting to help reading
- Uses context clues for reading comprehension

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## **GRADE THREE**

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### ***Speaking and Listening***

- Follows oral directions with three or four steps
- Can paraphrase and summarize what he/she has heard
- Uses appropriate grammar and word choice when speaking
- Uses descriptive vocabulary when speaking
- Can hold an individual speaking role in a dramatization

### ***Writing***

- Spells using continued phonic work and encoding skills
- Uses basic punctuation and capitalization in writing sentences
- Can identify and use nouns, verbs, adjectives and adverbs
- Uses complete sentences
- Can write at least a four sentence dictation with attention to correct spelling of known words
- Can write a short narrative or description
- Can self-correct spelling of familiar high frequency words

### ***Reading***

- Reads all digraphs and blends in context
- Sounds out unfamiliar words
- Can read and respond to narrative materials
- Extracts information about settings, characters and events
- Relates what is read to prior knowledge and experience
- Uses cross checking, predicting and confirming, and self-correcting to facilitate reading
- Can determine the meaning of unknown words using context

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## **GRADE FOUR**

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### ***Speaking & Listening***

- Listens respectfully to others' points of view
- Can paraphrase and summarize to express content from a presentation or book
- Uses appropriate grammar and word choice when expressing thoughts

### ***Writing***

- Has mastered cursive writing for upper and lower case letters
- Recognizes and correctly uses syllabification, contractions, basic spelling rules (endings), basic punctuation and capitalization
- Recognizes and correctly uses proper and common nouns, simple tenses, synonyms, antonyms
- Has a basic understanding of the main parts of speech
- Can create alliterative verses and rhymes
- Takes simple one paragraph dictations, proofreading for spelling of all known words
- Writes to tell a story both narrative and biographical with a sense for narrative development
- Can write a simple dialogue or short interview
- Can write to inform reader using both appropriate facts and colorful details (letter form, description, simple report with lead questions)

### ***Reading***

- Reads for meaning and with appropriate level of expression (smoothly, with attention to punctuation)
- Uses a range of cueing systems, e.g. phonics, meaning, grammar and overall context to determine pronunciation and meaning
- Reads both fiction from a variety of cultures and non-fiction which has been selected by the teacher or by him/herself
- Relates what is read to prior knowledge and makes simple inferences (e.g. How would you feel if this happened to you?)
- Makes, confirms and revises predictions and extracts appropriate, significant information about events, characters and settings
- Extracts information from material read by following lead questions; can state both main idea and significant details in his/her own words
- Alphabetizes by second and third letters and has basic dictionary skills

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## **GRADE FIVE**

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### ***Speaking and Listening***

- Asks appropriate questions and responds to the questions of others

- Uses appropriate grammar, word choice and pacing during oral presentations
- Introduce an understanding of paragraph structure, including topic sentences, supporting sentences and conclusion
- Paraphrases and summarizes to increase understanding
- Listens responsively and respectfully to others' points of view
- Uses clear and specific language to communicate ideas to the intended audience
- Uses language and gestures expressively
- Participates in choral and individual recitation as well as dramatization

### **Writing**

- Organizes ideas for writing
- Includes appropriate facts and details from more than one source to develop a subject
- Provides an engaging beginning that establishes the situation, moves through the sequences of events and concludes in an appropriate manner
- Expresses ideas clearly
- Proofreads his or her own writing using a dictionary
- Takes a dictation of up to one page
- Is able to self-correct with peers with attention to complete sentences and correct grammar

### **Reading**

- Reads aloud accurately material of grade appropriate level
- Self-corrects when subsequent reading indicates an earlier error
- Uses rhythm, pace and intonation that sound like natural speech
- Determines the meanings of unknown words using context, glossaries and dictionary; works actively to increase vocabulary
- Uses phonics, grammar and overall context to determine pronunciation and meaning of unknown words
- Reads for meaning and with expression
- Reads for information
- Reads 4-8 assigned books in the school year

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## GRADE SIX

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### ***Speaking and Listening***

- Asks appropriate questions and responds to the questions of others, participating in either small or large group
- Uses grade appropriate grammar, word choice and pacing during formal oral presentations
- Recapitulates material in a clear, sequential and thorough manner
- Listens responsively and respectfully to others' points of view
- Uses language that is clear, audible and appropriate for communicating to the intended audience
- Uses grade appropriate language and gesture to engage the listener
- Gives a short talk using notes
- Effectively perform in a full length play
- Recites poetry with expression

### ***Writing***

*Conventions (spelling, punctuation, grammar, language usage, basic sentence structure):*

- Recognizes and correctly uses basic parts of speech and basic punctuation
- Self corrects run-ons and fragments and agreement of subject and verb
- Correctly uses noun functions (subject, direct/indirect object, object of the preposition) and transitive/intransitive verbs
- Recognizes and correctly uses direct and indirect speech
- Correctly uses all linking verbs and state of being verbs
- Recognizes and correctly uses modal verbs (can, may, should, ought, would) in the context of a specific text (announcement, invitation, contract, rule book, etc.)
- Recognizes and correctly uses the active and passive voice in writing a lab report

*Style (word choice, use of descriptive language, variety and quality of sentence structures), gesture and mood:*

- Uses richness of descriptive language and a variety of sentence structures to make writing effective and interesting
- Uses peer editing, reading and listening to the work of others to make improvements both for style and clarity of expression

*Content: form and purpose (descriptive, narrative, persuasive, expository; letter, report, proposal, diary entry, short story, review, poetic forms), choice of voice and audience:*

- Recognizes distinctions between descriptive and narrative writing
- Writes personal and business letters (inquiry, apology, thank you)
- Writes to inform, to persuade, to express a point of view (reports, book reviews, announcements and invitations, lab reports, news reports, rule books, contracts)

*Organization: paragraph structure, clarity of thinking (main idea/supporting detail), logic in narrative development, sequencing in the development of ideas, analysis, revision, editing, sources*

- Takes notes from a spoken presentation and from written text
- Creates an organizing structure for writing, e.g, content outline, clustering, brainstorming; combines information from multiple sources; writes a bibliography
- Takes notes from a spoken presentation and from written text
- Organizes information into a coherent description as shown in a physics demonstration, using visuals and graphs as needed to support the text
- Supports an idea or viewpoint with relevant facts and details

### **Reading**

- Uses context clues, rereading, predicting and questioning to clarify meaning
- Summarizes excerpts from a written text
- Reads longer and/or more difficult texts and continues to build vocabulary
- Reads non-fiction text and informational materials to develop understanding and expertise
- Relates new information to prior knowledge and experience; makes connections to related topics or real world situations
- Compares and contrasts ways characters solve problems
- Makes predictions based on evidence from the text
- Reads 8 – 10 assigned books in the school year

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## GRADE SEVEN

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### Speaking and Listening

- Asks appropriate questions and responds to the questions of others
- Uses appropriate grammar, word choice and pacing during formal oral presentations
- Uses dialogue with increasing skill as part of a narration; writes dialogues for a dramatic presentation
- Writes poems, fictional narratives and autobiographical accounts
- Paraphrases and summarizes to increase understanding
- Listens attentively and respectfully to others' points of view
- Uses language that is clear, audible and appropriate for communicating to the intended audience
- Effectively delivers various oral presentations to an audience
- Effectively engages in dramatic dialogue based on student work or literary text, with conscious attention to voice projection and articulation
- Recites poetry with attention to mood and style

### Writing

*Conventions (spelling, punctuation, grammar, language usage, basic sentence structure):*

- Recognizes and correctly uses all parts of speech
- Self-corrects errors in grammar, usage, spelling, punctuation and mechanics
- Uses literary elements of narration with increasing facility (situation, plot, point of view, setting, conflict and characters)
- Self-corrects run-on sentences and fragments and agreement of subject/verb and pronoun/antecedent when indicated
- Uses a variety of sentence structures with appropriate punctuation
- Uses the conditional form and the forms of the subjunctive in the context of a given text

*Style (word choice, use of descriptive language, variety and quality of sentence structures), gesture and mood:*

- Recognizes and uses simile, metaphor and other figures of speech
- Uses increasingly rich vocabulary and varied sentence structure to make writing lively and descriptive
- Uses writing to express feelings, moods and aspirations
- Proofreads and edits writing to improve strength and clarity of expression

*Content: form and purpose (descriptive, narrative, persuasive, expository...; letter, report, proposal, diary entry, short story, review, poetic forms), choice of voice and audience*

- Continues to write personal, business letters and email
- Writes to inform, to persuade and to express a point of view
- Writes for self-expression or to entertain

- Creates poems using many different forms
- Writes narratives and autobiographical accounts

*Organization: paragraph structure, clarity of thinking (main idea/supporting detail), logic in narrative development, sequencing in the development of ideas, analysis, revision, editing, sources*

- Uses a variety of methods to take notes from presentations and texts
- Uses outlines, clusters and bubbles to organize thoughts before writing
- Combines information from multiple sources to write reports and essays
- Continues to organize information into increasingly coherent descriptions, using visuals and graphs as needed
- Develops a controlling idea to convey a viewpoint, choosing relevant facts and details to support it
- Maintains a focus throughout a piece of writing
- Uses standard essay form

### **Reading**

- Easily applies reading strategies and continues to develop vocabulary
- Makes inferences and draws conclusions about contexts, events, characters and settings
- Distinguishes between significant and minor details
- Extracts ideas and makes connections between texts and own experience
- Reads 8-10 assigned books in the school year

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## GRADE EIGHT

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### Speaking and Listening

- Asks appropriate as well as challenging questions and responds to the questions of others
- Uses appropriate grammar, word choice and pacing during formal oral presentations
- Paraphrases and summarizes to increase understanding
- Listens attentively and respectfully to others' points of view
- Uses language that is clear, audible and appropriate for communicating to the intended audience
- Anticipates the listener's point of view and addresses this perspective in the presentation
- Effectively delivers various types of oral presentations, such as informational, persuasive and humorous speeches, to a variety of audiences
- Effectively delivers a dramatic presentation based on student work or literary text, with conscious attention to voice projection and articulation, and a feeling for character
- Recites poetry out of feeling for mood, voice and intention

### Writing

*Conventions (spelling, punctuation, grammar, language usage, basic sentence structure):*

- Recognizes and uses correct tense agreement
- Recognizes and correctly uses "problem" homophones such as their, there and they're
- Recognizes and correctly uses perfect tenses, participial phrases and gerunds
- Self-edits for spelling, punctuation and capitalization with increasing accuracy

*Style (word choice, use of descriptive language, variety and quality of sentence structures), gesture and mood:*

- Uses simile, metaphor and personification to effectively describe situations, settings, characters and mood
- Uses a variety of storytelling techniques such as suspense, flashbacks, timing and dialogue to create colorful and personal short stories
- Uses increasingly rich and varied vocabulary and sentence structure to make writing interesting and effective

*Content: form and purpose (descriptive, narrative, persuasive, expository...; letter, report, proposal, diary entry, short story, review, poetic forms), choice of voice and audience*

- Uses the literary elements of narration such as situation, plot, point of view, conflict and characters with increasing facility
- Writes to inform and to persuade, using varied styles and formats, such as advertisements, brochures, fliers, essays, book reviews and contracts
- Continues to write personal and business letters with increasing clarity of expression

*Organization: paragraph structure, clarity of thinking (main idea/supporting detail), logic in narrative development, sequencing in the development of ideas, analysis, revision, editing, sources*

- Clearly states judgment and/or point of view
- Uses the standard essay form with increasing facility and effectiveness
- Uses the short story form to convey an idea, mood, theme, question or character description
- Organizes writing so that the reader can easily follow a train of thought
- Increasingly uses descriptive and pertinent details to support a thesis or theme

### **Reading**

- Easily applies reading strategies and continues to develop vocabulary
- Collaborates with others to build text interpretations
- Retells or paraphrases selectively to illustrate central ideas
- Determines fact vs opinion
- Identifies recurring themes across works in print and media
- Connects literary selections to historic events
- Reads non-fiction texts and informational materials to develop understanding and expertise
- Explains the differences between various styles of writing
- Responds to fiction (e.g. poetry, novels, drama) employing analysis, interpretation and evaluation
- Reads 8-10 assigned books in the school year

## **Middle School Language Arts Assessments and Evaluation**

Teacher observations

Oral presentations

Classroom work

Main lesson books

Spelling and grammar quizzes End of block reviews

## **A Sampling of References and Resources for Language Arts Curriculum and Goals**

Curriculum for Waldorf Schools by K. Stockmeyer, Steiner Schools Fellowship Publications, ISBN 0 9510331 23

The Educational Task and Content of the Steiner-Waldorf Curriculum by T. Richter-M. Rawson, Steiner Schools Fellowship Publ., ISBN 1 900169 07 X

Teaching Language Arts in the Waldorf School: A Compendium of Excerpts From the Foundations of Waldorf Education, R. Steiner, Compiled by Roberto Trostli, AWSNA Publications, ISBN 1-888365-56-0

(This resource provides reference to all Foundations of Waldorf Education lecture series by Rudolf Steiner that form the basis for all curriculum and pedagogy, not listed here for the sake of space)

An English Manual by Dorothy Harrer, ASWNA Publications, ISBN 9 781888 3654 48 1 Teaching

Children Handwriting, by A. McAllen, Rudolf Steiner College Press, ISBN 0-945803-55-9

Sing me the Creation by Paul Matthews, Hawthorne Press, ISBN 1 869 890 604

Healing Forces in the Word and Its Rhythms by H. Muller, Rudolf Steiner College Publications  
Webster's New World English Grammar Handbook by G. Loberger - K. Shou, p, ISBN 978-0-470-41080-6

The ABC's and All Their Tricks by M. Bishop, Mott Media, ISBN 978-0-880-62149-6 Recipe for Reading by N. Traub, Educators Publishing Services, ISBN 0 8388 0505 1

English: A Comprehensive Course by Harold Levine, AMSCO School Publications, Inc. NY, ISBN 0-87720-303-2

The Art and Science of Teaching Composition by D. Winter, AWSNA Publications, ISBN 1 888 365 18 8

The Little, Brown Essential Handbook for Writers, Fourth Edition, by Jane E Aaron, Addison-Wesley Educational Publishers, Inc. 2003, ISBN 0321-10045-X

Building Grammar: Teaching the Basics One Skill at a Time, Grades 5-8 by Rhonda Chapman, McGraw-Hill Children's Publishing ISBN 1-56822-911-9