

Language Arts in the Real World

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Heppner's Legacy Homeschool Resources - www.legacyhomeschool.com
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What is Language Arts? – Communications

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What is the goal? –

It's all about **LAYERS**

Listening/Speaking:

- Age birth – 5
- Goal: Learn to speak by speaking
- Build Phonemic Awareness

Reading:

- Decode to Fluency – Goal: Learn to read (About age 5, or anywhere between 3 and 9 😊)
 - READ!!!! Practice, practice, practice
 - Reading is learned by reading
- Information Stage – Goal: Read to Learn (4th-Jr. High)
 - Read for information and recreation

Penmanship:

- Goal: legibility, efficiency, able to read other's writing
- When they're ready
- Cursive or Manuscript?
- May not need a curriculum, need a good model

Spelling:

- As they learn to read, then more formally Grades 3-6
- Traditional approach using phonics and lists
- Words in my life approach
- Copywork will help them "input" things in more than one manner
- Lists

Vocabulary: Built through exposure in literature and/or workbooks

Grammar: Parts of Speech, Punctuation, Capitalization (Grades 4-7)

- Goal: To be able to use parts of speech, punctuation, capitalization, etc. well, and to be able to understand any coaching or critique to writing and make improvements
- “Grammar is not a way to good writing; it is a tool that good writers use to analyze writing to justify doing something this way instead of that way, and so forth.” (Beechick)
- Studies have consistently shown that “knowledge of the definitions and rules of grammar does not, in itself, improve student writing”. (Beechick)
- Part to whole – learn a part of speech and do a workbook page
- Whole to part – Read a passage of interest and notice grammatical pieces or edit/proofread
- Standardized tests – Usage

Writing:

- Goal: to be able to express oneself in written form
- Best way to learn to write is to WRITE (sound familiar?)
- Workbooks dilute the task of writing. Filling in blanks is not a substitute
- Must at some point learn certain expected forms – outline, essay . . . but when?
- Keep the end goal in sight

Practical tips:

- Separate the skills
- Verbalize first
- Use a pen or keyboard
- Write on every other line

Literature:

- Read!!!!
- Exposure over terminology will provide good input and create good output

All of the following resources are available from Heppner’s Legacy:

[Green Alligators](#) (P-2nd)

[Big Thoughts for Little People](#) (P-3rd) – Kenneth Taylor

[Language and Thinking for Young Children](#) (P-2nd) – Ruth Beechick

[The Three R’s](#) (K-3rd) – Ruth Beechick

[Alpha Phonics](#) (K-1st) – Samuel Blumenfeld

[Logic of English Foundations](#), from the Logic of English (P-2nd) – Denise Eide

[Games for Reading](#) or [Games for Writing](#) (K-3rd) – Peggy Kaye

[Reason for Handwriting Series](#) (K-6th) – Common Sense Press

[Rhythm of Handwriting](#) (K-8th) – from the Logic of English

[Pathway Readers](#) (1st-8th) – Pathway Publishers

[Wordly Wise 3000, 3rd ed.](#) (2nd – 12th)

[Mad Libs](#) (3rd- Adult)

[Logic of English Essentials](#) (3rd- Adult) – Denise Eide

[IEW Structure & Style](#) (3rd- 12th) – Andrew Pudewa

[Fix-It! Grammar](#) (4th+) or [Winston Grammar](#) (4th+))

[Jump In: For Reluctant & Eager Writers](#) (6th+) – Sharon Watson

[Progeny Press Literature Study Guides](#) (All grades)

Library Card!!!!

Remember your end goal: Effective communication in written and oral form.