

# Language Arts in the Real World

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Heppner's Legacy Homeschool Resources - [www.legacyhomeschool.com](http://www.legacyhomeschool.com)  
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What is Language Arts? – Communications

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What is the goal? –

## Listening/Speaking:

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

## 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:

- When they're ready
- Cursive or Manuscript?
- Copywork both for penmanship and understanding
- 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

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

- Tools
- Studies have consistently shown that “knowledge of the definitions and rules of grammar does not, in itself, improve student writing”. (Beechick)
- “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)
- 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
- Standardized tests – Usage
- Practical Tips: collect nouns, DO verbs, “Describe & Guess” game, “Guess Who” pronoun game

## **Writing:**

- 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:

- Copywork can make for good input
- Dictation
- Rewrite using:
  - First person/third person
  - Change tense
  - What happened next?
  - Outline
  - Draw a picture
  - Add extra adjectives
  - Find the pronouns and ID who/what they represent

## **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-2<sup>nd</sup>)

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

[Letter of the Week](#) (P-K) – Carson-Dellosa

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

[Alpha Phonics](#) (K-1<sup>st</sup>) – Samuel Blumenfeld

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

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

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

[Pathway Readers](#) (1<sup>st</sup>-8<sup>th</sup>) – Pathway Publishers

[You Can Teach Your Child Successfully](#) (4<sup>th</sup>-8<sup>th</sup>) – Ruth Beechick

[Logic of English Essentials](#) and/or [Rhythm of Handwriting](#) – Denise Eide

[Institute for Excellence in Writing](#) – Andrew Pudewa

[Fix-It! Grammar](#) (4<sup>th</sup>+) or [Winston Grammar](#) (4<sup>th</sup>+)

[Jump In Writing](#) (6<sup>th</sup>+) – Apologia

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

Library Card!!!!!!

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