

Infusing Conflict Management with Ohio Academic Content Standards

Ohio has developed Academic Content Standards for areas of instruction. As educators, our instruction must be standards-driven, not only to meet state, but also federal regulations as mandated by the No Child Left Behind Act. New state proficiency tests are to reflect the grade level benchmarks and indicators contained in the academic content standards. Because of limited time, conflict management instruction must be infused with these standards in order for students to master their grade level indicators and thus perform well when assessed. This paper will demonstrate how the state kindergarten indicators for language arts can be matched with corresponding lessons from the Ohio Commission on Dispute Resolution and Conflict Management's (the Commission) and the Ohio Department of Education's (ODE), *School Conflict Management Resource Guide for Grades K-8*.

The Ohio Academic Content Standards are organized with indicators for specific grade levels. For example, standard a. for Language Arts is Phonemic Awareness, Word Recognition, and Fluency. Indicator #a.K.(Kindergarten)2. Is to identify and complete rhyming words and patterns. In the resource guide, activities based on Dr. Seuss's *The Butter Battle Book* and *The Sneetches* (LA-35 &49) work well to instruct students for this indicator. In #a.K.8. students must read one syllable and often-heard words by sight. The lessons "The Land of Many Colors" (LA-29) and "Creating a Feeling Vocabulary" (LA-66) address this. #a.K.9. is to reread stories independently or as a group, modeling patterns of changes in timing, voice and expression. Any of the selections from the Book Guide Chart and Annotated Bibliography (LA-3) can be used for this purpose.

The following tables were developed for each Ohio Academic Content Standard in Language Arts. Kindergarten grade level indicators are matched with specific lessons from the Commission and ODE's *School Conflict Management Resource Guide for Grades K-8*.

a. Phonemic Awareness, Word Recognition and Fluency Standard

Indicator	Resource Guide Lessons
a.K.2. Identify and complete rhyming words and Patterns.	LA-35 and 49: <i>The Butter Battle Book</i> and <i>The Sneetches</i> .
a.K.8. Read one syllable and often Heard words by sight.	LA-29 and LA-66: <i>The Land of Many Colors</i> and Creating a Feeling Vocabulary.
A.K.9 Reread stories independently or as a group, modeling patterns of changes in timing, voice and Expression.	LA-3: Book Guide Chart and Annotated Bibliography

b. Acquisition of Vocabulary Standard

Indicator	Resource Guide Lessons
b.K.1. Understand new words from the context of conversation or from the use of pictures within a text.	Use of any or all books and stories listed for K in Language Arts section of Resource guide
b.K.2. Recognize and understand words, signs and symbols seen in everyday life.	Above, LA-31 and LA-66: Feelings Dictionary and Creating a Feeling Vocabulary
b.K.3. Identify words in common categories such as color words, number words and directional words.	LA-29 and LA-68, 70 & 71: <i>The Land of Many Colors</i> , Conflict Can Escalate, Conflict Escalator handout
b.K.4. Determine the Meaning of unknown words, with assistance, using a beginner's dictionary.	LA-31: Feelings Dictionary

c. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies and Self-Monitoring Strategies

Indicator	Resource Guide Lessons
c.K.1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.	Use of any or all books and stories listed for k in Language Arts section
c.K.2. Hold books right side up. Know that people read pages from front to back and read words from left to right.	Above
c.K.3. Know the Differences between illustrations and print.	Above
c.K.4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.	Above
c.K.5. Predict what will happen next, using pictures and content as a guide.	Above
c.K.6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.	Above
c.K.7. Recall information from a story by sequencing pictures and events	Above
c.K.8. Answer literal questions to demonstrate comprehension of orally read grad-appropriate texts.	Above
c.K.9. monitor comprehension of orally read texts by asking and answering questions	Use of discussion questions of above books.
c.K.10. Identify favorite books and stories and participate in shared oral reading.	Above

d. Reading Applications: Informal, Technical and Persuasive Text Standard

Indicator	Resource Guide Lessons
d.K.1 Use Pictures and illustrations to aid comprehension.	Use of any or all books and stories listed for K in Language Arts section of Resource guide
d.K.2 Identify and discuss the sequence of events in informational text.	Use of books in Bibliography for Additional Books (LA-9, 10 & 12) <i>Our Martin Luther King Book, People, Rosa Parks, and What Makes Me Feel This Way?</i>
d.K.3 Tell the main idea of a selection that has been read aloud.	Use of any or all books and stories listed for K in Language Arts section of Resource guide
d.K.4 Identify and discuss simple maps, charts and graphs.	LA-71 & LA-77: Watching the Listener and The Conflict Escalator
d.K.5 Follow simple directions	LA-80 & LA-81: You Said, I Said and Listening Games

e. Reading Applications: Literary Text Standard

Indicator	Resource Guide Lessons
e.K.1 Identify favorite books and stories.	Use of any or all books and stories listed for k in Language Arts section of Resource guide
e.K.2 Identify the characters and setting in a story.	Above
e.K.3 Retell or re-enact a story that has been heard.	Above
e.K.4 Distinguish between fantasy and reality	Above
e.K.5 Recognize predictable patterns	LA-32 The Grouchy Ladybug

f. Writing Process Standard

Indicator	Resource Guide Lessons
f.K.1 Generate writing ideas through discussions with others.	LA-31, LA-66 and LA-68: Feelings Dictionary, Creating a Feeling Vocabulary and Conflict Can Escalate
f.K.2 Choose a topic for writing.	above
f.K.3 Determine and audience.	O-10: Puppetry
f.K.4 Organize and group related ideas.	LA-31, LA-66, O-3, 5, 6, 7, & 8, 0-9, 0-11, 12, & 13: Feelings dictionary, Creating a Feeling Vocabulary, Draw Your Dream of Peace-Peace in the family, School, and with Self and Worksheets. Feelings and Clown Pal Worksheet
f.K.5 Write from left to right and top to bottom.	O-4, 6, & 8 & 0-17: Draw Your Dream of Peace Worksheets and "I" Statements Poster
f.K.6 Use correct sentence structures when expressing thoughts and ideas.	O-14, 15,16, and 17: Using "I" Statements and "I" Statements Poster
f.K.7 Reread own writing.	Above
f.K.8 Use resources to enhance vocabulary.	LA-31 and LA-66: Feelings Dictionary and Creating a Feeling Vocabulary
f.K.9 Rewrite and illustrate writing samples for display and for sharing with others	O-9: Banners/Textiles

g. Writing Applications Standard

Indicator	Resource Guide Lessons
g.K.1 Dictate or write simple stories, using letters, words or pictures	O-3,5,6,7, &8, O-17: Peace in the Family, School, and with Self and Worksheets and "I" Statement Poster
g.K.2 Name or label objects or places	LA-31: Feelings Dictionary
g.K.3 Write From left to right and from top to bottom	O-4, 6, & 8, O-17: Draw Your Dream of Peace Worksheets and "I" Statement Poster

The goal of these tables is to assist with the infusing of conflict management skills and Ohio's state academic content standards. The outcome will be increased abilities in conflict management for students and their teacher. Additionally student progress toward mastery of state grade level indicators will occur. Evaluation of conflict management skill acquisition can be accomplished for individuals through informal observation of student behavior at the beginning of the school year and quarterly as the teacher

completes grade cards. It can also be measured for the group by taking a baseline of disciplinary actions in the classroom during September and comparing them to the number of such incidents in May. Mastery of academic indicators will be assessed through student work samples, and by small group and individual assessment of students. Findings will be reported to parents through conferences and grade reports.

Resources: Ohio Academic Content Standards for Language Arts, *School Conflict Management Resource Guide for Grades K-8*, picture books to read and discuss with students, scissors, such consumable supplies as paper, markers, crayons, glue, and fabric

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