

**Purpose**

Kindergarteners will print and identify letters, distinguish between letter sounds, read high frequency word list, and identify rhyming words. Using various literature genres, they will recall story details and sequence, identify characters and setting, predict and draw conclusions. They will use varied strategies to read leveled books. Kindergarteners will identify and use period and question mark as well as capitalizing names and sentence beginnings. They will participate in conversations and discussions and respond appropriately to questions and directions. They will participate in rhyme and poetry recitation. They will express ideas using early writing stages. Kindergarten will learn acceptance and appreciation of other cultures through the various genres they will study in class.

**Outcomes****Word Learning**

The students will

- recognize, name, and know the sound of letters A-Z (both upper and lower case).
- recognize that groups of letters form words.
- decode simple c-v-c words.
- identify the beginning, middle and final sounds of a spoken word.
- identify and produce rhyming words.
- recognize high frequency words and simple word families.
- follow print left to right, top to bottom, front to back of book.
- sort common words into categories, e.g., colors, shapes, etc.
- categorize objects by common characteristics.

**Reading Comprehension**

The students will

- use story/picture context to anticipate/make sense of text.
- sequence events in a story.
- recall events, details, and characters from stories read.
- make predictions about outcomes in a story.
- draw conclusion as to why an event occurred.
- become aware of cause and effect relationships in a story.
- identify the main idea of a story.

- recognize a story has a beginning, middle, and end.
- identify problem, characters and setting.

## Literature

The students will

- be familiar with different genres.
- distinguish between the real and imaginary.
- describe the roles of author and illustrator.
- learn how to handle a book.
- develop interest in listening to and reading books.

## Language and Mechanics

The students will

- identify and print upper and lower case letters.
- use an upper case letter to begin a sentence and first and last names.
- demonstrate verbal and written recognition of a period, question mark and exclamation point.
- choose correct verb tense and singular and plural nouns in conversation.
- use language to express spatial concepts (such as up and down) and temporal concepts (such as before and after).
- use describing words, naming words, and action words.

## The Writing Process

The students will

- draw pictures to express ideas and understanding of concepts.
- draw and arrange pictures showing a sequence of events.
- dictate a story and retell it from the written word.
- participate in creating shared story writing.
- begin to use inventive spelling to communicate thoughts in written form.
- begin to express ideas in a complete thought.

## Oral Communication

The students will

- recite rhymes and poems.
- participate in conversations and discussions appropriately.
- retell a story.
- repeat a message or direction.

- listen to and respond appropriately to questions, directions, messages, and stories.

### Study/Research Skills

The students will

- form questions to acquire information.
- recognize and use parts of a book (cover, title page, illustrations).
- follow simple directions.
- gather information from simple charts, graphs, illustrations, maps, and signs.

### Handwriting

The students will

- practice and learn various strokes needed for printing.
- practice and learn the D'Nealian formation of upper and lower case letters.
- print first and last name using D'Nealian letters.
- use the D'Nealian letters in all subject areas as each letter form is learned.

### Teaching Strategies

- Play Alphabet Bingo
- Use newspaper to find letters or words
- Use magnetic letters to form words
- Write words or letters in shaving cream, sand or on paper and chalkboard
- Dramatize a story, use Readers Theatre
- Retell the story using a drawing
- Use predictable books
- Use a poetry folder of class rhymes and poems
- Label child's drawing with highlighter, the child traces highlighted words
- Draw/write responses to literature
- Writing center, listening and library center, and game and puzzle center for children to use
- Special person of the week where children practice listening, speaking, and interviewing skills
- Use puppets and masks for dramatic interpretation of stories and poems
- Write classroom books
- Provide numerous and varied graphing opportunities to teach children to sort, classify, compare, organize, predict and solve problems
- Give clues to identify "mystery word" listed on the word wall

## **Assessment**

- Student names each letter of the alphabet and identifies its sound
- Student reads high frequency word list and leveled readers
- Student retells a story
- Student draws a detailed picture response to a question
- Read a story and ask specific questions
- Students describe roles of author and illustrator
- Using picture cards, student indicates what is real and imaginary
- Assess mastery through observation and checklists
- Use journal writing to assess progress

## **Resources**

- Puzzles, games, puppets and masks, magnetic letters
- Children's literature of varying genres
- Videos and tapes
- D'Nealian handwriting duplicating masters
- Textbook

### Reading

Scott Foresman, 2000

**Purpose**

The Language Arts Curriculum is taught to First grade students in seven strands. Word Learning refers to phonics, spelling, and vocabulary and presumes that words are learned by memorization, structural analysis and context clues. Reading Comprehension incorporates skills and strategies, critical thinking and the discovery of meaning through skills. Literature includes story elements, a variety of genres, themes, and literary techniques with age appropriate selections, representing diverse cultures. Language Mechanics is comprised of language structure, usage, and penmanship. The Writing Process refers to the five steps of writing that include: prewriting, drafting, revising, editing, and publishing. Oral Communication incorporates listening and speaking skills and its application through presentations. Study Skills includes the use of graphs, table of contents, and identifying the title, author and illustrator. During the year students will increase their vocabulary to become more successful readers and writers. Students are challenged and encouraged to develop their reading and writing skills to their full potential. Literature about our faith and the people is always available promoting a love of God centered on Christ.

**Outcomes**

## Word Learning

The students will

- apply letter-sound correspondence to consonants, blends, digraphs, single vowels, and vowel digraphs to decode words.
- decode phonetically regular one-syllable and multi-syllable words.
- recognize and use compound words.
- use known words and word parts to decode unknown words.
- use illustrations and context clues to decode new words.
- recognize that there are correct spellings for words.
- increase sight word vocabulary.
- demonstrate ability to read high frequency words and selection vocabulary.
- apply learned spelling strategies and words in reading and writing activities.

## Reading Comprehension

The students will

- retell a story using beginning, middle, and end.
- state the main idea of a story or expository text.

- make predictions about a story.
- use prior knowledge and headings to make predictions about the content of a story.
- respond to who, what, when, where, and how questions.
- recognize cause and effect.
- compare and contrast.
- identify the difference between fantasy and realism.
- categorize and classify.
- develop listening skills.

## Literature

The students will

- identify plot, character, and setting in a story.
- discuss themes of fiction and non-fiction related to personal experiences.
- recognize different forms of literature, poetry, prose, fiction, non-fiction and drama.
- discuss authors and illustrators .

## Language Mechanics

The students will

- learn proper letter formation, appropriate use of upper and lower case letters, word spacing and legibility through demonstrations and practice.
- use upper case letters to distinguish proper nouns from common nouns.
- write the date using proper capitalization and comma.
- recognize nouns, verbs, and adjectives in conversation and writing.
- identify a complete sentence using appropriate capitalization and punctuation.
- identify the two parts of a sentence.

## The Writing Process

The students will

- use the writing process to construct a simple story using a beginning, middle, and end.
- recognize and use rhyming in writing.
- recognize and follow a sequence in writing.
- write a short note, message, or greeting.
- work with peers to create a shared written work.
- write journal entries.
- write sentences to answer questions.

## Oral Communication

The students will

- listen and respond to questions, directions, and information that may include two to three steps.
- answer questions using a complete sentence.
- participate in class and group discussions.
- dramatize or tell a story.
- demonstrate increased ability to use correct grammar and phrasing when speaking.
- memorize and recite simple poems.
- participate in choral readings.

## Study/Research Skills

The students will

- arrange words in alphabetical order.
- identify title, author, and illustrator of a book.
- recognize and use a table of contents and glossary of a book.
- follow basic written or oral directions.
- read and understand simple charts, graphs, maps, illustrations, and signs.

## Teaching Strategies

- Practice reading individually, chorally, in pairs, or reader's theater style
- Use of games and puzzles to reinforce phonics, reading, grammar, and spelling
- Create a word wall to practice high frequency words and to use in writing
- Write and illustrate sentences using high frequency, sight, and/or spelling words
- Discuss stories while reading
- Model a variety of reading/thinking strategies (predicting, sequencing, comparing/contrasting)
- Create cards and decorations for nursing home residents
- Provide a variety of books by the same author and/or illustrator
- Provide opportunities for students to choose books of their choice to read
- Demonstrations of proper formation of upper and lower case letters
- Students help each other revise their writing
- Daily morning meeting
- Use of graphic organizers for brainstorming ideas, compare and contrast, graphs, etc.
- Write journal entries including the date
- Create class books and individual books
- Write individual and group letters
- Students write/orally tell class about a book they have read
- Participation in "Book It" program

- Workbook pages
- Field Trip to a play performance

### **Assessments**

- Individual conferences to assess mastery of sight words
- Observe student's decoding skills during oral reading
- Evaluate knowledge of sequence, character, plot with pictures and sentences
- Assess ability to take part in classroom discussions
- Use rubrics to assess student writings
- Assess ability to speak in complete sentences and follow directions
- Assess ability to write words in alphabetical order
- Weekly spelling assessments beginning in October
- Observe ability to follow written and oral directions and work cooperatively in a group
- Completion of workbook pages
- Vocabulary and comprehension assessments
- Unit Tests

### **Resources**

- Books for shared reading, read alouds, and independent readers
- Grade level fiction and non-fiction books for children to read
- Transparencies
- Games and puzzles
- Songs, poems, and posters
- Books on tape
- Educational computer games
- Videos
- Textbooks
  - Reading, Volumes 1 - 6  
Scott Foresman, 2000
  - Spelling Connections  
Zaner-Bloser, 2000
  - D'Nealian Handwriting  
Scott Foresman, 2000

**Purpose**

Second grade students will develop the skill of using context to gain meaning when reading. They will practice alphabetizing complex words, expand their use of the parts of a dictionary and a thesaurus, and learn and apply grammar rules. The vehicle for demonstrating understanding of these concepts will be creative writing as the capacity for self expression is critical for interaction in our community and in the world at large. The students will also study literature that focuses on the lives of holy people so that they can continue to grow in their faith and knowledge of Christ.

**Word Learning**

The students will

- use a range of decoding strategies for more complex words.
- recognize and spell at least 150 high-frequency words.
- begin using an index.
- segment initial, final, and medial phonemes, substitute phonemes, blend syllables.
- recognize and understand the meaning of some common homophones and homographs.
- segment and combine prefixes and suffixes with base words, applying increasingly complex spelling patterns.
- identify words that have meanings similar to given words.
- use context clues to identify words that complete given sentences.
- identify words by making inferences from given clues.
- use meaning and rhyming clues to identify words.
- identify antonyms for words given in context.
- identify synonyms for words given in context.
- find exact words for general words using a thesaurus.

**Reading Comprehension**

The students will

- use multiple comprehension strategies (predicting, inferring, verifying, context clues, visualizing, summarizing) to read grade-appropriate texts fluently.
- read, comprehend, and respond to fiction and nonfiction through retelling, summary, extending ideas, and making connections to background.
- locate information they want to read in print materials.

- understand the various purposes for reading (inform, entertain, express) and adjust rate for ‘study’ reading and recreational reading.
- read silently for extended periods of time.

## Literature

The students will

- relate own experiences to the literary experience.
- explore how author’s voices evoke different responses and feelings.
- reflect on the quality of the literary experience and how the selection relates to their own lives.
- describe how various cultures are represented in literature.
- analyze author’s word choices.
- assume alternative points of view in a selection.
- choose to read widely in a range of genres, both classic and contemporary
- participate in informal book talks.
- negotiate their way through new texts by using the title, pictures, table of contents, index, glossary, and headings as appropriate in fiction and nonfiction.
- recognize that there are many references (print, media, human) for locating information and can locate many of those references with assistance.
- read and comprehend at least three books about one topic and compare and contrast how the topic was presented.
- engage in discussions, support ideas with references, and listen to others’ perspectives and ideas.
- organize and interpret information using graphic organizers (webs, charts, story maps).
- interpret graphs, charts, tables, maps, diagrams, and time lines.

## The Writing Process

The students will

- investigate ideas or plan events, performance, or projects, choose ideas to investigate, formulate questions, predict problems, develop steps in a plan, locate 2-3 resources, follow developed plans with increasing independence.
- cooperate in a group to accomplish the tasks with only occasional teacher intervention, give suggestions to peers and accept suggestions for modification or revision from peers or teacher, manage resources and materials for the group.
- evaluate the results, learning to try alternative methods when problems arise.
- brainstorm ways to present information, consider purpose, attempt creative methods of representing information utilizing art, music, drama, and technologies.
- write an invitation.
- write a job description.
- write a two-line poem.
- write a short story about a particular subject

- write an interview.
- write a personal narrative.
- Use the process of prewriting, drafting, revising, proofreading, and publishing

### Oral Communication

The students will

- listen and follow multi-step directions.
- Answer questions in complete sentences.
- Re-tell stories with accuracy.
- Participate in choral readings.

### Grammar

The students will

- identify the four types of sentences: statement, question, exclamation, and command.
- identify simple sentences.
- identify subject and predicate.
- identify and use nouns and verbs.
- use capital letters at the beginning of sentences.

### Spelling

The students will

- learn various vowel sounds and their spellings.
- learn various consonant sounds and spellings.
- analyze words by their short vowel patterns.
- classify words by their initial and/or final sounds.
- identify words that rhyme.
- identify words by rearranging letter in given words.
- complete analogies.
- classify words according to given categories.
- classify words by their vowel-consonant pattern.
- analyze homophones by their sounds, spellings, and meanings.
- analyze the sound combinations of words of two or more syllables.
- analyze compound words.
- identify contractions by matching their parts, or identifying missing letters.
- learn that a dictionary has ABC order
- learn other parts of a dictionary.
- identify words according to their position in a dictionary.
- identify missing letters in alphabetical sequences.
- alphabetize groups of words to the first letter, second, and third letter.
- use guide words to locate entries in a dictionary.

- locate words in a dictionary which fall between guide words.
- identify multiple meanings for entry words in a dictionary.
- learn that verb forms are usually listed under the dictionary entry of the base word.
- use vowel and consonant patterns.
- understand sound letter relationships.
- master age appropriate word lists.

### Penmanship

The students will

- use the D'Nealian method of writing.
- begin using cursive writing.

### Teaching Strategies

- Practice reading orally and silently
- Use of SRA
- Discussion
- Use of graphic organizers
- Workbook pages
- Provide books of various genres for silent reading
- Use of the Writing Process

### Assessment:

- Ability to follow oral and written directions
- Participation in classroom discussions
- Writing complete sentences with correct spelling
- Unit tests
- Spelling and comprehension testing

## **Resources**

- Dictionary
- Glossary
- Trade books
- Workbooks
- Textbook

### Reading

Scott Foresman, 2000

### Spelling and Vocabulary

Houghton Mifflin, 1994

**Purpose**

Third grade students will have multiple exposures to critical skills and strategies, and instructional techniques in reading and writing to maximize their learning and become successful, independent readers and writers. They will also read stories from many different genres so that they will be introduced to different cultures throughout our world.

**Outcomes**

Decoding Skills

The students will

- become familiar with decoding strategies to unlock pronunciation through phonemic/structural analysis.
- develop skill using graphophonic cues to decode multisyllabic words.
- demonstrate understanding of syllables and syllabication.
- recognize nouns, verbs, and spelling patterns.
- identify contractions, compound words, prefixes, suffixes.
- use known words to decode unknown words.

Reading Comprehension

The students will

- draw conclusions.
- identify the author's purpose .
- classify and organize.
- compare and contrast, make inferences, visualize, predict outcomes, use graphic sources.
- recognize cause and effect.
- distinguish between fact and opinion.
- understand the difference between realism and fantasy.
- recognize different genres.
- analyze, evaluate, and make judgments.
- follow directions.
- demonstrate knowledge of text organization and story structure: sequencing, summarizing, main idea, and details.
- make generalizations.

- identify the steps in a process.
- identify the setting , plot and character, and theme of a story.

### Vocabulary Skills

The students will

- acquire knowledge of new vocabulary words.
- demonstrate knowledge of words using context clues.
- distinguish between figurative and literal language.
- recognize antonyms, synonyms, homophones, and homographs.
- recognize the relationship between base words and compound words, prefixes, and suffixes.
- identify multiple meaning words.
- use a glossary and dictionary for alphabetical order and word meaning.
- become knowledgeable about inflected forms.
- understand word endings.
- recognize and understand slang and jargon.

### Study Skills

The students will

- become familiar with various resources.
- learn to organize by mapping, webbing, classifying, and using a Venn diagram.
- use SQRR and K-W-L strategies.
- learn how to use charts, graphs, maps, globes, diagrams, schedules, and timelines.
- become familiar with the various parts of books.

### Literary Appreciation

The students will

- be exposed to a variety of genres.
- read, complete various activities, listen to, and discuss chapter books.
- learn about various authors.
- learn about several literary devices: onomatopoeia, simile, alliteration, personification, metaphor, and idioms.
- participate in a Literary Tea presentation ( illustrate the beginning, middle, and end of a story and use it to retell the story).

## English Composition

The students will

- use the Writing Process: prewriting, drafting, revising, proofreading, and publishing.
- respond to essay questions.
- write book reports.
- understand the use of adjectives in writing.
- clarify information by giving examples.
- identify folktale characteristics.
- demonstrate knowledge of personification, similes, metaphors, alliteration, and onomatopoeia.
- use a variety of writing forms: poems, personal narratives, creative writing, research reports, letters, stories.
- identify topic sentences and supporting detail sentences.

## Grammar

The students will

- learn the different kinds of sentences: statements, questions, exclamations, and commands.
- identify simple and compound sentences.
- learn to use compound subjects.
- identify and correct run-on sentences.
- identify parts of a sentence correctly: subject and predicate.
- identify and use nouns correctly: common and proper, singular and plural, and possessive nouns.
- identify and use verbs correctly: action verbs, helping verbs, verbs of being, irregular verbs, and verb tenses.
- identify and use adjectives correctly.
- identify and use adverbs correctly.
- identify and use pronouns correctly: subject pronouns, object pronouns, and possessive pronouns.
- use mechanics of writing: capitalization, punctuation, and paragraphs.

## Spelling

The students will

- apply spelling generalizations and strategies: vowel and consonant patterns, sound letter relationships, and word structure
- master frequently misspelled words

## Penmanship

The students will

- continue to use the D'Nealian method neatly.
- review upper and lower case letters in cursive through demonstration.
- write words and sentences in cursive.
- use cursive in all subject matter throughout their day.

## Teaching Strategies

- Teacher presentations
- Reading aloud, individually, in pairs, or in groups
- Discussion
- Graphic organizers
- Transparencies
- Writing process folders
- Editing check list
- Diorama
- Readers' Theater
- Literary Tea presentations and setting board

## Assessment

- Worksheets
- Proofread a paragraph to correct spelling and grammar
- Use correct grammar in written work
- Peer editing and self editing
- Prepare and present an oral presentation
- Rubric
- Tests

## Resources

- Dictionary
- Glossary
- Thesaurus
- Encyclopedia
- Poetry
- Trade books

- Newspapers
- Story Grammar Marker
- Workbooks and worksheets

- Appropriate Internet sites
- Textbooks

Reading: Imagine That! (3.1)

Picture This ! (3.2) , Scott Foresman, 2000

English: English , Houghton Mifflin, 2004

Spelling: Spelling Connections , Zaner-Bloser, 2000

Handwriting: D'Nealian Handwriting , Scott Foresman, 1999

**Purpose**

Fourth grade students will learn skills related to the subject of Language Arts. The themes of Reading (Comprehension, Word Study, Study Skills, and Literature Appreciation), English (Grammar and Composition), and Spelling will be studied. The students will demonstrate the use of oral and written communication strategies so that they will develop proficiency in their use across the curriculum. As the students learn these Language Arts skills, they will gain knowledge about various topics related to the world and its people. The students will be encouraged to share their knowledge and opinions through communication in a nurturing environment.

**Outcomes**

## Reading Comprehension

The students will

- understand setting.
- recognize sequence of events.
- identify and use cause and effect.
- understand comparison and contrast.
- identify clue words.
- understand and identify author's purpose for writing.
- distinguish between fact and opinion.
- analyze characters.
- identify theme, main idea and supporting details, plot.
- make inferences, predictions, judgments, and generalizations.
- use visualizing to relate characters/events to experiences.
- recognize differences between fiction and nonfiction and text structure of both.
- use context clues to identify unfamiliar words.
- draw conclusions from story clues and experiences.
- learn to paraphrase and summarize and the differences between both.
- follow directions/steps in a process.

## Reading Word Study

The students will

- use synonyms and antonyms as context clues to determine meanings of unfamiliar words.

- use context clues to identify and distinguish homographs and define multiple-meaning words.
- recognize vowel digraphs and three-letter blends to help in pronunciation of unfamiliar words.
- identify base words in words with prefixes and/or suffixes to help read unfamiliar words.
- decode words with more than one syllable .
- demonstrate understanding of syllables and syllabication.

## Study Skills

The students will

- apply learned study skills across the curriculum.
- become familiar with and use various reference sources.
- learn to organize and present information by classifying, diagramming, outlining, and note-taking.
- use study strategies such as SQ3R, K-W-L, and Skimming/Scanning.
- recognize and use various graphic sources.
- locate information using parts of a book.
- become familiar with library skills for the research process.

## Literature Appreciation

The students will

- read a variety of books for individual interest.
- listen to and discuss chapter books.
- learn about various authors and genres.
- learn about various literary devices (jargon, point of view, dialogue, slang/informal language, idioms, simile/metaphor, dialect, flashback, symbolism).
- prepare oral and written presentations.
- read, discuss, and write numerous forms of poetry.

## English Grammar

The students will

- identify and write complete sentences: statements, questions, commands, and exclamations.
- identify and use parts of a sentence correctly, complete subjects and predicates, simple subjects and predicates.
- identify and correct run-on sentences.
- identify and use nouns correctly: common and proper nouns, singular and plural nouns, possessive nouns.

- identify and use verbs correctly: action verbs, helping verbs, irregular verbs, verb tenses, “be” verb forms, contractions of verbs with “not”.
- identify and use adjectives correctly.
- use correct mechanics of writing: capitalization and punctuation.
- identify and use pronouns correctly: subject pronouns, object pronouns, possessive pronouns.
- combine pronouns and verbs to make contractions.
- distinguish between the homophones “it’s” and “its”; “their,” “there,” and “they’re”; “your” and “you’re”.
- identify and use adverbs and prepositions correctly.

## English Composition

The students will

- use the Writing Process: prewriting, drafting, revising, proofreading, and publishing.
- use a variety of writing approaches: shared writing, writing prompts, responding to essay questions.
- use a variety of writing forms: personal narratives, stories, instructions, research reports, expressing an opinion, persuasive essays, letters.

## Spelling

The students will

- identify short and long vowel sounds.
- recognize VC-e and VCCV spelling patterns.
- identify r-controlled vowels.
- recognize words that have more letters than sounds.
- recognize consonant sounds and silent consonants.
- recognize words with the final –le and –en.
- identify words with prefixes and suffixes.
- apply the schwa sound appropriately in words ending with –er and –or.
- recognize homophones.
- identify compound words.
- spell calendar words correctly.
- work with spelling words as vocabulary words for meaning and usage.

## Oral and Written Skills

The students will

- practice writing in cursive to improve handwriting legibility.
- apply various oral and written skills across the curriculum.
- read aloud fluently and expressively.

- apply appropriate voice pitch, stress, and clarity when presenting material orally.
- recall, restate, and summarize key facts and details during discussions.
- use cursive writing in all daily work and homework assignments.
- continue to work on neatness and proper formation of letters in all subject matter.
- prepare presentations in oral and written formats in all curriculum areas.

### **Teaching Strategies**

- Present curriculum material for discussion and practice of skills in related textbooks
- Provide time to encourage reading
- Expose students to various pieces of writing for interpretation and appreciation
- Allow opportunities for oral and written presentations to student body, parents, guests
- Produce artwork and oral/written projects related to content matter
- Coordinate literature projects such as, book reports and character analysis, for Literary Tea with grades 3 and 5

### **Assessments**

- Ability to communicate ideas through discussion
- Appropriate use of words in work across the curriculum
- Practice pages from various workbooks
- Dictation/standardized tests and other testing materials
- Oral presentations, research projects, book projects, and other written responses
- Editing/peer editing for appropriate usage of Language Arts skills
- Evaluate legibility of work produced across the curriculum

### **Resources**

- Various reference books
- Additional works of literature
- Outside sources of practice worksheets
- Teacher assessment workbooks
- Textbooks:
  - Scott Foresman Reading: Seeing Is Believing  
Addison-Wesley Educational Publishers Inc. 2000
  - Scott Foresman Reading: Practice Book  
Addison-Wesley Educational Publishers Inc. 2000

English  
Houghton Mifflin 2004

Workbook Plus  
Houghton Mifflin 2004

Spelling Connections  
Zaner-Bloser 2000

**Purpose**

The fifth grade students will study skills related to Reading, Spelling, Word Study, English (grammar and composition), Literary Skills, and Study Skills and demonstrate an understanding of those skills. Through practice, the students will develop the ability to read, write, listen, and speak proficiently in all subject areas. Students will also be exposed to a variety of literature so that they will gain knowledge of different cultures.

**Outcomes****Reading**

The students will

- analyze, evaluate, and make judgments based on analysis of available facts.
- draw conclusions, solve problems, and predict outcomes using the information given.
- use strategies such as sequencing, paraphrasing, and summarizing.
- make generalizations.
- recognize cause and effect.
- draw conclusions using the text, pictures, and graphs.
- analyze the author's purpose.
- understand and follow steps in a process.
- examine text structure.
- distinguish fact from opinion.
- identify plot, setting, and characterization.
- use context clues to understand meanings.
- compare and contrast characters.
- discriminate between main idea and supporting details.
- read aloud using correct pitch, stress, and clarity.

**Spelling**

The students will

- identify short and long vowel sounds.
- identify r-controlled vowels.
- apply vowel rules and the schwa sound appropriately.
- recognize the VCCV, VCV, and VCCCV patterns in words.
- add the suffixes –ed, -ing, and –ion to base words.
- change the final y to *i* in selected words.

- identify words with prefixes and suffixes.
- recognize words often misspelled and confused.
- distinguish consonant sounds and silent consonants.
- recognize word endings.
- study state names.

## Word Study

The students will

- distinguish multiple meaning words.
- acquire and demonstrate knowledge of new vocabulary.
- identify word patterns.
- decode unfamiliar words.
- recognize complex spelling patterns.
- use context clues to understand the meaning of words.
- understand the use of homophones, synonyms, and antonyms.

## English Composition

The students will

- apply the steps of the writing process to create clear, coherent paragraphs.
- answer essay questions effectively in all subject areas.
- use a variety of sentence types in writing.
- formulate original paragraphs using correct topic sentence and details.
- use graphic organizers to plan their paragraphs.
- be able to respond to a variety of approaches, such as shared writing and writing prompts.
- use a variety of writing forms (personal narrative, creative writing, descriptions, research reports, instructions).

## English Grammar

The students will

- identify and use correctly in sentences the eight parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, and conjunctions.
- distinguish between regular and irregular verbs and use them correctly in writing and speaking.
- identify and use correct gender, number, and case in using pronouns.
- recognize and write sentences with compound subjects and predicates.
- demonstrate the use of subject/predicate agreement.
- use correct beginning and ending punctuation.
- capitalize proper nouns and proper adjectives.

- use commas to separate words or groups of words in a series.
- use commas correctly with introductory words and nouns in direct address.
- use quotation marks to punctuate dialogue.
- write titles correctly.
- use neat and legible penmanship in all written work.

## Literary Skills

The students will

- read and discuss chapter books.
- become familiar with point of view, foreshadowing, and dialogue.
- become familiar with imagery, mood, sensory words, and symbolism.
- understand the use of metaphors, similes, idioms, analogies, alliteration, and onomatopoeia.
- identify the theme of a literary selection.
- identify, read, and analyze characteristics of various genres.
- research an award winning author for a written and oral presentation.
- memorize and recite portions of a literary work.
- participate in a performance demonstrating expression, voice quality, and confidence.

## Study Skills

The students will

- identify and select appropriate reference tools, such as encyclopedia, atlas, periodicals, thesaurus, dictionary, and Internet.
- be able to organize information efficiently.
- locate and collect information.
- understand and use the information in the library card catalog.
- use skills in note taking, simple outlining, and paraphrasing.
- use graphic sources, such as charts, graphs diagrams, scale drawings, to organize information.
- identify parts of a book.
- read and interpret time lines.

## Teaching Strategies

- Composing original written work, using the writing process and peer editing to improve language mechanics
- Using a writer's checklist to organize and evaluate written work

- Working in pairs or small groups to generate notes, a summary, or an outline for material presented in class
- Reading aloud materials students previously prepared
- Using the Internet and other reference materials to research for reports in various subjects
- Sharing reports and projects with classmates and others
- Using familiar games and created games to reinforce new vocabulary and spelling rules
- Dramatizing selected pieces of literature
- Communicating ideas through class discussions
- Coordinating “Literary Tea” presentations of author’s life and accomplishments
- Exposing students to various pieces of writing for interpretation and appreciation
- Teacher presentation of curriculum material
- Practicing reading skills within the related text
- Producing artwork and written projects related to the content matter

### **Assessments**

- Written, artistic and oral responses to literary pieces and other material presented
- Practice pages from various workbooks
- Dictation tests, standardized tests, and other testing material
- Evaluation of students work and the appropriate use of words within each content area
- Evaluation of student paragraphs and multi-paragraph essays according to established rubrics
- Listen to and grade oral presentations
- Assess participation in class discussions

### **Resources**

- Various reference sources (Internet, newspaper, dictionary, thesaurus, etc)
- Additional works of literature
- Other sources of practice, including worksheets and skill pages
- Works of various genres
- Teacher assessment workbooks

- Textbooks

Reading: Fantastic Voyage,  
Scott Foresman, 2000

English,  
Houghton Mifflin, 2004

Spelling Connections,  
Zaner-Bloser, 2000

**Purpose**

Sixth grade students will explore and identify the concepts of the Short Story, Drama, Non-fiction, Poetry, the Oral Tradition and the Novel using supplementary reading materials in addition to the text. All concepts are designed to improve critical thinking and writing skills as well as introduce students to many multi-cultural themes. They will also be introduced to basic intermediate and difficult grammar concepts that they can and will be expected to use to improve their writing skills. Spelling builds upon a word list compiled to provide students with vocabulary they will encounter both in and out of the classroom. All works of Literature have themes conducive to stimulating discussion relevant to various aspects of faith.

**Outcomes**

## Literature

The students will

- develop an understanding of the basic components of various genres of literature.
- respond to inquiry designed to foster comprehension and encourage personal or literary response.

## Writing

The students will

- continue to explore the components of the Writing Process.
- build writing skills through creative writing assignments.
- use the Writing process by completing writing projects which may incorporate information/ideas from other subject areas.

## English

The students will

- understand basic sentence characteristics.
- understand various parts of speech including verbs, nouns, pronouns, prepositions, adjectives, adverbs.
- understand usage and mechanics of capitalization and punctuation.

## Spelling

The students will

- learn correct pronunciation in accordance with shifts in parts of speech.
- learn denotation and connotation of words and how to differentiate by tone, emotions, or associations.
- understand when words are being used in literal and figurative contexts.
- learn synonyms and antonyms.
- understands words in context.
- learn to complete analogies by differentiating the relationship between pairs of words.

## Teaching Strategies

- Introduce various stories, novels, and poems by discussing current topics being studied within Literature class
- Provide time to read silently in class
- Discuss content and analyze works of literature
- Discuss and review students' written work as they correct their own papers or notebooks, taking notes on classmates' thoughts and answers – this creates dialogue for discussion and explanation of various opinions as they occur as students read
- Creative writing assignments are incorporated to further solidify new concepts and strengthen writing skills (also used to explore connotation/denotation of words and figurative versus literal language)
- Highlight sentences and use illustrated examples that demonstrate English grammar concepts
- Practice grammar skills through text exercises and creative writing
- Demonstrate correct pronunciation, and proper usage of assigned vocabulary words in writing assignments and oral presentations
- Discuss and review synonym and antonym relationships
- Use the text to explore word relationships in analogies

## Assessments

- Content quizzes on chapter material in English and in Literature readings in class and in outside assigned reading
- Review of class work and homework leaving time for explanation, discussion, and clarification
- Grading of creative writing stories, essays, and poems (checking for proper usage of assigned vocabulary)
- Final book tests on assigned reading in Literature

- Chapter tests in English grammar and parts of speech
- Spelling quizzes on each unit of Vocabulary words

## **Resources**

- Supplementary Reading Material
  - Visions; 19 Shorts Stories by Outstanding Writers for Young Adults  
Ed. By Donald R. Gallo, Bantam Doubleday Dell, 1987
  - The Crucible
  - Six Centuries of Great Poetry
  - All Creatures Great and Small
  - Greek Gods
  - Ulysses
  - Where the Red Fern Grows
- Textbooks
  - Prentice Hall Literature Copper
  - Sadlier-Oxford Level A Vocabulary Workshop Text
  - Houghton Mifflin English Grammar

**Purpose**

Seventh grade students will explore and identify the concepts of the Short Story, Drama, Non-fiction, Poetry, the Oral Tradition, and the Novel using supplementary reading materials in addition to the text using a thematic approach. All concepts are designed to explore cultural themes. They will review basic grammar concepts and be introduced to explore intermediate grammar concepts that they can and will be expected to use to express more sophisticated ideas. Spelling builds upon a word list compiled to provide students with vocabulary they will encounter both in and out of the classroom. All works of Literature have themes conducive to stimulating discussion relevant to various aspects of faith.

**Outcomes**

## Literature

The students will

- develop the ability to analyze works of literature, form generalizations, and make extensions from their reading.
- respond to inquiry designed to foster comprehension and encourage personal or literary response.

## Writing

The students will

- use their understanding of the components of the Writing Process.
- build writing skills through creative writing assignments.
- use the Writing Process to complete writing projects which may incorporate information/ideas from other subject areas.

## English

The students will

- review basic sentence characteristics.
- understand proper usage of phrases and clauses.
- understand various parts of speech including verbs, nouns, pronouns, prepositions, adjectives, and adverb
- understand usage and mechanics of capitalization and punctuation.

## Spelling

The students will

- learn correct pronunciation in accordance with shifts in parts of speech
- learn denotation and connotation of words and how to differentiate by tone, emotions and/or associations
- understand when words are being used in literal and figurative contexts
- learn synonyms and antonyms
- understand words in context
- learn to complete analogies by differentiating the relationship between pairs of words

## Teaching Strategies

- Introduce various stories, novels, and poems by discussing current topics being studied within Literature class
- Provide time to read silently in class
- Discuss content and analyze works of literature
- Discuss and review students' written work as they correct their own papers or notebooks, taking notes on classmates' thoughts and answers – this creates dialogue for discussion and explanation of various opinions as students read
- Creative writing assignments are incorporated to further solidify new concepts and strengthen writing skills (also used to explore connotation/denotation of words and figurative versus literal language)
- Highlight sentences and use illustrated examples that demonstrate English grammar concepts
- Practice grammar skills through text exercises and creative writing
- Demonstrate correct pronunciation, and proper usage of assigned vocabulary words in writing assignments and oral presentations
- Discuss and review synonym and antonym relationships
- Use the text to explore word relationships in analogies

## Assessment

- Content quizzes on chapter material in English and in Literature readings in class and in outside assigned reading
- Review of class work and homework leaving time for explanation, discussion, and clarification
- Grading of creative writing stories, essays, and poems (checking for proper usage of assigned vocabulary)
- Final book test on assigned reading in Literature

- Chapter tests in English grammar and parts of speech
- Spelling quizzes on each unit of Vocabulary words

## **Resources**

- Supplementary Reading Materials
  - The Adventures of Tom Sawyer, Mark Twain, Penguin Putnam, Inc., 1994
  - The House on Mango Street
  - I Heard the Owl Call My Name
  - Animal Farm
  - The Adventures of Robin Hood
  - There Are No Children Here
  - Our Town
  - Major American Poets
  - King Arthur
  - Peter Pan
- Textbooks
  - Prentice Hall Literature Bronze
  - Sadlier-Oxford Level B Vocabulary Workshop Text
  - Houghton Mifflin English Grammar

**Purpose**

Eighth grade students will examine literary forms such as the Short Story, Drama, Non-fiction, Poetry, the Oral Tradition, and the Novel in depth, using supplementary reading materials in addition to the text, using a thematic approach. All concepts are designed to improve critical thinking and writing skills as well as introduce students to many multi-cultural themes. They will review intermediate grammar concepts and complete various writing assignments including short stories, essays, poems, and a research project using more sophisticated language skills. Spelling builds upon a word list compiled to provide students with vocabulary they will encounter both in and out of the classroom. All works of Literature have themes conducive to stimulating discussion relevant to various aspects of faith.

**Outcomes**

## Literature

The students will

- develop the ability to analyze works of literature with more abstract themes, form generalizations and make extensions from their reading.
- respond to inquiry designed to foster comprehension and encourage personal or literary response.

## Writing

The students will

- extend their knowledge of the components of the Writing Process.
- build writing skills through creative writing assignments.
- use the Writing Process to complete writing projects which may incorporate information and ideas from other subject areas.

## English

The students will

- review basic sentence characteristics.
- understand proper usage of phrases and clauses.

- understand various parts of speech including verbs, nouns, gerunds, pronouns, prepositions, adjectives, and adverbs.
- understand usage and mechanics of capitalization and punctuation.

## Spelling

The students will

- learn correct pronunciation in accordance with shifts in parts of speech.
- learn denotation and connotation of words and how to differentiate by tone, emotions and associations.
- understand when words are being used in literal and figurative contexts.
- learn synonyms and antonyms.
- learn to master an understanding of analogies by differentiating the relationship between pairs of words.

## Teaching Strategies

- Introduce various stories, novels, and poems by discussing current topics being studied within Literature class
- Provide time to read silently in class
- Discuss content and analyze works of literature
- Discuss and review students' written work as they correct their own papers or notebooks, taking notes on classmates' thoughts and answers – this creates dialogue for discussion and explanation of various opinions as the students read
- Creative writing assignments are incorporated to further solidify new concepts and strengthen writing skills (also used to explore connotation and denotation of words and figurative versus literal language)
- Highlight sentences and use illustrated examples that demonstrate English grammar concepts
- Practice grammar skills through text exercises and creative writing
- Demonstrate correct pronunciation, and proper usage of assigned vocabulary words in writing assignments, and oral presentations
- Discuss and review synonym and antonym relationships
- Use the text to explore word relationships in analogies

## Assessment

- Content quizzes on chapter material in English and in Literature readings in class and in outside assigned reading
- Review of class work and homework leaving time for explanation, discussion, and clarification
- Grading of creative writing stories, essays, and poems (checking for proper usage of assigned vocabulary)
- Final book tests on assigned reading in Literature
- Chapter tests in English grammar and parts of speech
- Spelling quizzes on each unit of Vocabulary words
- Graded oral presentation of extended reading (personal choice) based upon selected reading list

## Resources

- Supplementary Reading Materials
  - Treasure Island
  - A Raisin in the Sun
  - The Adventures of Huckleberry Finn
  - Silas Marner
  - The Call of the Wild
  - Fahrenheit 451
  - Edgar Allen Poe
  - Fast Food Nation
  - Hamlet, William Shakespeare
  - Frankenstein
  - Various contemporary poetry
- Textbooks
  - Prentice Hall Literature Silver
  - Sadlier-Oxford Level C Vocabulary Workshop Text
  - Houghton Mifflin English Grammar