

ST. JOHN'S EVANGELICAL LUTHERAN SCHOOL
Curriculum in Language Arts

May these words of my mouth and this meditation of my heart be pleasing in your sight, Lord, my Rock and my Redeemer.

Psalm 19:14

Scriptural Rationale:

God's children have the ability to communicate with each other through listening, reading, writing, and speaking. Students need to utilize their communication skills so their thoughts and ideas are clear to those around them. This will be essential when students proclaim their faith and share the message of God's Word with others.

General Objectives:

Through a study of language arts students will:

- ✦ Listen critically to different viewpoints and evaluate them using God's Word.
- ✦ Communicate their faith through writing and speaking.
- ✦ Apply their knowledge of phonics and word recognition to read God's Word.
- ✦ Utilize reading strategies to assist them in their study of God's Word.
- ✦ Defend their beliefs by using biblical text to support their statements.
- ✦ Appreciate the structure of communication that God has formed for his creation.

Grade-Specific Measurable Objectives:

Grades K3 students will be able to...

Content Area

Reading Readiness

Objectives

Recognize colors.
Identify letters in name.
Demonstrate interest in coloring and writing.
Recall basic facts from a story.

Exposure to Literature

Appreciate various forms of literature (poetry, prose, fiction, informative) as well as literature provoking various emotions.
Express preference among various literary styles.
Participate in creation of literary works.
See own words in print.

Language Development

Look at person when speaking and listening.
Listen to conversation and stories without interrupting.
Use appropriate language and vocabulary.
Participate in group discussions, offering relevant comments and information.
Recognize and use various forms of communication, including body language, facial expressions, signals, and languages other than English.

Grades K4 students will be able to...

Content Area

Vocabulary/Conceptual Development

Objectives

Hear and use a variety of words and phrases.
Discuss story words.
Understand story vocabulary.
Identify categories.
Understand parts of a whole.

Content Area

Vocabulary/Conceptual Development
(cont.)

Objectives

Identify colors, shapes, and sizes.
Understand position words.
Understand descriptive words.
Understand sequence words.

Print and Book Awareness

Recognize print in the environment.
Understand that print has meaning.
Observe teacher's book handling skills.
Handle a book properly.
Identify parts of a book.
Understand relationship between print and pictures.
Track print and illustrations from left to right and top to bottom.
Understand print directionality.
Relate print and spoken words.
Recognize own name.
Recognize word boundaries.
Recognize that words are made up of letters.
Understand that the same word is always spelled with the same letters.
Distinguish between word lengths.
Distinguish words and spaces in sentences.
Recognize that sentences are made up of words.
Recognize sentences.
Recognize capital letters and end punctuation in sentences.
Recognize end punctuation.
Develop a positive attitude about reading.

Letter Recognition

Understand the concept of letters.
Distinguish between letters.
Identify capital and lowercase letters.
Match letters.

Content Area

Listening for Sounds /

A: Auditory Discrimination

Objectives

Identify sounds.

Repeat sounds.

Identify same and different sounds.

Discriminate between soft and loud sounds.

Identify a sequence of sounds.

Identify first and last sounds in sequence.

Repeat a rhythm.

Repeat parts of a song.

Listening for Sounds /

B: Phonological Awareness

Identify same and different word sequences.

Distinguish between long and short words.

Recognize syllables in words.

Recognize words in sentences.

Count sentences.

Recognize rhyme.

Identify rhyming words.

Participate in rhyming games and activities.

Repeat a sequence of words.

Identify a missing word.

Segment spoken words into parts.

Discriminate between words.

Recognize sentences.

Listening for Sounds /

C: Phonemic Awareness

Identify same and different beginning sounds in words.

Identify beginning sounds in words.

Identify same and different ending sounds in words.

Identify ending sounds in words.

Comprehension

Use pictures and prior knowledge.

Listen for a purpose.

Follow oral directions.

Content Area

Comprehension (cont.)

Objectives

Recognize text features.
Determine important ideas (main idea or theme).
Answer questions about a story.
Make predictions.
Understand characters.
Connect text to experience.
Sequence events.
Understand story structure.
Recall story elements.
Recall story details.
Summarize and retell.
Draw conclusions.
Identify cause and effect.
Respond to literature.
Use illustrations.
Compare stories.
Distinguish between fantasy and reality.
Ask questions; monitor comprehension.

Listening and Speaking

Listen and respond to stories and poems read aloud.
Describe personal experiences.
Ask and answer questions.
Participate in discussions.
Discuss pictures.
Use language to communicate thoughts and ideas.
Retell simple stories.
Act out a story.
Tell an original story.
Recite poems, rhymes, or songs.
Engage in dramatic activities.
Answer riddles.

Content Area

Visual Development

Objectives

Locate pictures on a page.
Match pictures.
Compare and contrast pictures.
Discriminate between figure and ground.
Match letters.
Identify pictures.
Identify picture details.
Match facial expressions with feelings.
Identify an X.
Discriminate between sizes.
Recognize patterns.
Recall an item removed from a group.

Fine Motor Skills

Use a crayon.
Use a pencil.
Hold and use scissors.
Fold paper.
Use glue.
Trace a line.
Trace a circle.
Trace a square.
Draw lines.
Draw a line across, between, over, under.
Underline, make a circle, mark an X.
Color in.
Draw a picture.
Create original art.

Content Area
Emergent Writing

Objectives
Understand that writing is a way to communicate spoken language
Recognize that writing has different purposes
Dictate words, sentences, or stories
Attempt writing through drawing, scribbling, or writing words
Attempt to write own name

Grades K5 students will be able to...

Content Area
Print Awareness

Objectives / Key Concepts
The alphabet has 26 letters and each has a capital and a lowercase form.
Print is speech written down.
Words are written and read from left to right, top to bottom, and page to page.
Words are made up of letters and have spaces between them.
The same word is always spelled with the same letters.
Sentences are made up of words. They tell what someone or something does or is like.
Written sentences begin with a capital letter, end with a punctuation mark, and have spaces between them.
Writing can be used to communicate ideas for a variety of purposes.

Phonological Awareness

Recognize that speech is made up of meaningful units of sounds (sentences, words, syllables, onsets and rimes, and individual phonemes).
Recognize that speech is made up of meaningful units of sounds (sentences, words, syllables, onsets and rimes, and individual phonemes).
Blend and segment onsets and rimes in single-syllable words
Recognize and produce rhyming words.

Phonemic Awareness and Phonics

Recognize same and different sounds in words.
Isolate and pronounce initial, medial, and final sounds in words.
Add and substitute individual sounds to make new words.
Blend letter-sounds.

Content Area

Phonemic Awareness and Phonics
(cont.)

Objectives / Key Concepts

Decode words.

Learn long sounds for Aa, Ee, Ii, Oo, and Uu.

Match letter-sound correspondences in this order:

First semester: Cc/k/ Oo/o/ Gg/g/ Aa/a/ Dd/d/ Ss/s/ Ll/l/ Ii/i/
Tt/t/ Ff/f/ Ee/e/ Hh/h/ Uu/u/

Second semester: Bb/b/ Rr/r/ Nn/n/ Mm/m/ Pp/p/ Vv/v/ Ww/w/
Kk/k/ Qu, qu/kw/ Jj/j/ Xx/ks/ Yy/y/ Zz/z/

Handwriting

Form letters in this order:

First semester: Cc Oo Gg Aa Dd Ss Ll Ii Tt Ff Ee Hh Uu

Second semester: Bb Rr Nn Mm Pp Vv Ww Kk Qq Jj Xx Yy Zz

Words and sentences with appropriate spacing .

Formation of periods, question marks, and exclamation marks.

Formation of commas and quotation marks for sentences with dialogue.

Spelling

Encode letters for sounds in this order:

First semester: Cc for /k/ Oo for /o/ Gg for /g/ Aa for /a/ Dd for /d/
Ss for /s/ Ll for /l/ Ii for /i/ Tt for /t/ Ff for /f/ Ee for /e/ Hh for /h/
Uu for /u/

Second semester: Bb for /b/ Rr for /r/ Nn for /n/ Mm for /m/ Pp for /p/
Vv for /v/ Ww for /w/ Kk, ck for /k/ Qu, qu for /kw/ Jj for /j/

Xx for /ks/ Yy for /y/ Zz for /z/ Aa, Ee, Ii, Oo, Uu for long-vowel sounds

Encode simple words.

Spell memory words *a, I, the, of, no, for, put, to, like, said, you, was*

Vocabulary and Grammar

Words in categories:

Words related to the interests and activities of Superkids characters

Amounts, time, and position words

Onomatopoeia words

Content Area

Vocabulary and Grammar (cont.)

Objectives / Key Concepts

Content-area vocabulary:

Science and social studies vocabulary in Super Smart read-alouds

Parts of speech (grammar):

Nouns (singular, plural, proper)

Adjectives

Possessives

Verbs

Relationships among words:

Multiple-meaning words and idioms.

Synonyms and antonyms

Compound words

Alphabetical order

Word-learning strategies:

Using picture and context clues

Using word structure

Memory Words (sight words):

a, I, the, of, no, for, put, to, like, said, you, was

Superkids, each Superkid's name, Supernoodle

Comprehension

Strategies:

Use prior knowledge.

Answer questions.

Generate questions.

Recognize text structure.

Visualize.

Monitor comprehension.

Summarize.

Skills:

Identify and describe the role of the author and illustrator of a text.

Identify genre or type of text.

Distinguish between reality and fantasy.

Content Area
Comprehension (cont.)

Objectives / Key Concepts
Skills (cont.):

- Understand characters.
- Describe setting.
- Recognize plot.
- Sequence events.
- Make and confirm predictions.
- Draw conclusions.
- Understand text features.
- Understand descriptive language.
- Recognize patterns in a text.
- Recognize rhyme and rhythm.
- Identify main or important ideas and details.
- Understand the connection between different parts of a text (illustrations and text; two or more events, ideas, characters or real people, or pieces of information).
- Compare and contrast elements within a text; compare and contrast texts
- Identify the reasons an author gives to support or explain something in an informational text.

Fluency

- Speak as a story character.
- Speak with appropriate stress.
- Recite a poem rhythmically.
- Speak at an appropriate rate.
- Observe punctuation.
- Speak with appropriate pitch and volume.
- Read with natural phrasing.
- Read with expression.

Expressive Writing

Use shared products: List, Questions, Facts , Letter, Tongue twisters, Book, Class story, Description, Poster, Dialogue, Poem sentences, Invitation, Travel log, Story titles

Content Area

Expressive Writing (cont.)

Objectives / Key Concepts

Use individual products: Labels, Story endings, Captions, Story events, Sentences, Stories, Descriptions, Posters, Explanations, Get-well cards, Speech balloons, Reviews, Riddles, Opinions

Grammar, Usage and Mechanics Skills

Understand what a complete sentence is.
Use a capital letter to begin a sentence, for the names of people and places, and for the pronoun I.
Recognize, name, and use end punctuation.
Distinguish different types of sentences.
Understand the use of commas and quotation marks in dialogue.
Understand and use different parts of speech.

Speaking and Listening

Role-play in Project Corners and Ten-Minute Tuck-Ins.
Listen to and discuss the Superkids songs and stories on CD.
Describe pictures in texts and objects in the classroom.
Follow oral directions from the teacher and from a narrator in audio files.
Ask and answer questions about decodable stories and read-aloud texts.
Engage in Lasting Lesson discussions.
Discuss their own and others' drawings and writings.

Grade 1 students will be able to...

Content Area

Spelling

Objectives / Key Concepts

Encode words with sh, ch, tch, th, wh, ng, le, er, ed.
Encode words with long-vowel patterns: CV, CVCe, CVVC.
Encode words with endings -ed, -ing, -er, -est.
Encode plurals with -s, -es.
Follow four spelling rules for adding endings, including doubling the final consonant and dropping the final e.

Unit

Spelling (cont.)

Objectives

Encode words with y or ay at the end, aw, all; r-controlled vowels, oi, oy, ow, ou, oo soft c and g.

Make Y to I spelling change plus endings.

Encode irregulars with a long vowel in the first syllable, ar, or, ear, and tag-along e.

Spell selected memory words.

Spell selected contractions.

Phonics and Structural Analysis

Identify and decode consonant digraphs: sh, ch, tch, th, wh.

Identify and decode ng, le, er.

Identify and decode sounds of -ed.

Identify and decode long vowels CV, CVCe, CVVC.

Identify and decode endings -ed, -ing, -er, -est.

Identify and decode plurals: -s, -es.

Identify and decode contractions with n't.

Identify and decode compound words.

Identify and decode y/i/, y/e/, ay/a/.

Identify and decode Y to I spelling change plus endings.

Identify and decode vowels combinations: aw, all, oi, oy, ow, ou, ow/o/ oo.

Identify and decode R-controlled vowels: ar, or, er, ir, ur.

Identify and decode irregulars with a long vowel in the first syllable, ar, or, tag-along e.

Identify and decode soft c/s/ and g/j/.

Identify and decode endings -y, -er, -est, -es -ed, -ful, -ly.

Identify and decode contractions with is, am are, will.

Identify and decode base words in words with endings.

Comprehension

Use prior knowledge.

Answer questions.

Monitor comprehension.

Generate questions to distinguish between fantasy and reality, make and confirm predictions, and determine important ideas.

Summarize.

Unit

Comprehension (cont.)

Objectives

Visualize.

Recognize text structure.

Identify plot, including problem and solution; beginning, middle and end.

Recognize rhyme and rhythm.

Determine cause and effect.

Understand characters.

Determine important ideas.

Recognize patterns in text.

Sequence steps or events.

Compare and contrast texts.

Draw conclusions.

Recognize descriptive language.

Describe setting and its importance.

Identify the lesson(s) taught by a story, play or fable.

Understand setting.

Identify main idea and supporting ideas.

Categorize books.

Vocabulary

Understand the meaning of words and idioms from Reader stories, words related to story concepts, words represented by rebuses and words demonstrating onomatopoeia.

Demonstrate the word-learning strategies of context clues, word structure and using a dictionary.

Understand the relationships among words through synonyms, homographs, categorizing, antonyms, homophones and sequence words.

Fluency

Read with expression.

Read rhythmically.

Observe punctuation.

Read with natural phrasing.

Read at an appropriate rate.

Unit

Fluency (cont.)

Objectives

Use typographical clues.

Read with appropriate stress.

Use proper pitch and volume.

Handwriting

Write all 26 letters, capital and lowercase.

Demonstrate spacing for words and sentences.

Use periods, exclamation marks, questions marks, quotation marks and commas in dialogue, apostrophes, and proper capitalization.

Expressive Writing

Demonstrate writing directions.

Demonstrate writing shop signs.

Demonstrate writing questions.

Demonstrate writing riddles.

Demonstrate writing pattern poems.

Demonstrate writing sensory poems.

Demonstrate writing shared stories.

Demonstrate writing sentences about events.

Demonstrate writing sentences about a problem and solution.

Demonstrate writing sentences about a main idea.

Demonstrate writing sentences about a character.

Demonstrate writing plans for a character.

Demonstrate writing dialogue between characters.

Demonstrate writing plans for a problem-and-solution story.

Demonstrate writing drafts of a problem-and-solution story.

Demonstrate writing revised draft of a story.

Demonstrate writing published picture books.

Demonstrate writing lists of things to do.

Demonstrate writing messages with advice.

Demonstrate writing sentences about a wish.

Demonstrate writing sentences about a TV show.

Demonstrate writing a thank-you note.

Unit

Expressive Writing (cont.)

Objectives

Demonstrate writing pattern poems about weather.
Demonstrate writing labeled diagrams.
Demonstrate writing responses to questions.
Demonstrate writing stories with sequence words.
Demonstrate writing research notes.
Demonstrate writing reports about an animal.
Demonstrate writing personal narratives.
Demonstrate writing stories with setting, characters, a problem, and a solution.

Grammar, Usage, and Mechanics

Demonstrate knowledge of nouns.
Demonstrate knowledge of pronouns and referent.
Demonstrate knowledge of question words.
Demonstrate knowledge of conjunctions and, or.
Demonstrate knowledge of verbs and verb endings.
Demonstrate knowledge of adjectives, including comparative and superlative endings.
Demonstrate knowledge of plurals.
Demonstrate knowledge of singular possessives.
Demonstrate knowledge of end punctuation.
Demonstrate knowledge of dialogue punctuation.
Demonstrate knowledge of capitalization to begin a sentence.
Demonstrate knowledge of capitalization to begin people and place names.
Demonstrate knowledge of use of an apostrophe in singular possessives and
Demonstrate knowledge of contractions.
Demonstrate knowledge of adjectives ending in y.
Demonstrate knowledge of verbs and endings -es, -ed.
Demonstrate knowledge of the suffix -ul.
Demonstrate knowledge of adverbs ending in -ly.

Grade 2 students will be able to...

Unit

Unit 1

Objectives

Phonics:

- Use short vowel sounds in the decoding of words.
- Decode words with “sh” and “ch”.
- Decode words with “ch” and “tch”.
- Decode words with “th” and “wh”.
- Decode words with “le” and “ng”.
- Decode words with CV, CVC, CVCe, and CVVC vowel patterns.
- Identify and mark words with short, long and silent vowels.
- Identify and mark the vowel sounds for “y” at the end of words (long i, e).
- Decode words ending with “ay”.

Reading/Language:

- Use basic capitalization rules and periods.
- Understand and classify nouns.
- Recognize and form possessives.
- Recognize and use apostrophes.
- Understand and use pronouns.
- Identify rhyming words.
- Understand and use end punctuation (period, question mark, exclamation mark).
- Recognize and distinguish sentence types (statement, question, exclamation).
- Discuss onomatopoeia.
- Understand and form contractions.
- Identify irregular contractions.
- Recognize and use apostrophes.
- Identify the meanings of common homonyms.
- Discuss and understand a pun.
- Understand the difference between “our” and “are” and use them correctly in a sentence.

Unit

Unit 1 (cont.)

Objectives

Reading/Language (cont.):

Understand and identify nouns and verbs in a sentence.
Understand that some words can be both a noun and a verb.
Edit sentences for capitalization, spelling and punctuation.
Understand and use common antonyms.
Understand and use adjectives.
Understand some common idioms.

Spelling:

Encode words using letter-sound knowledge.
Encode words with “sh” and “ch”.
Encode words with “ch” and “tch” endings.
Encode words with “th” and “wh”.
Encode words with “le” and “ng”.
Encode words with the vowel at the end (CV).
Encode words with silent e at the end (CVCe).
Encode words with two vowels together (CVVC).
Encode words that end in “y” (long e or long i).
Encode words ending with “ay”.

Writing:

Recognize that writing has different purposes.
Generate ideas before writing.
Use the writing process to plan an autobiography.
Use the writing process to draft an autobiography.
Write a paragraph.
Use the writing process to revise and edit an autobiography.
Use the writing process to publish an autobiography.

Unit

Unit 2

Objectives

Phonics:

Decode words with “s”, “z”, “ss”, and “zz”.

Recognize syllables and that each syllable has a vowel sound.

Decode words with “ar” and “or”.

Recognize the meanings of verbs with “er” endings and read and write them.

Decode words with “or”, “ear”, and “ar”.

Recognize that the ending “ed” can have the sounds /ed/, /d/, or /t/.

Decode words with “aw”, “awn”, “all”, “aul”, and “al”.

Reading/Language:

Understand and use capitalization rules and periods.

Recognize “ed” ending indicates past tense of verbs.

Read and write words with plural endings -s and -es.

Identify base words and endings and how endings affect the meaning of base words.

Understand meanings of comparative and superlative adjectives.

Understand how to add -ed, -er, -est, and -ing to words with final “y”.

Alphabetize words to the first and second letter.

Identify meanings and correct spellings of common homonyms.

Spelling:

Encode words with -ss and -zz.

Encode words with -art, -ark, -arm, -orn, -ort, and -or.

Encode words that end in -er.

Encode words with spelling changes and -er endings.

Encode words with -ar and -or.

Encode words with and without spelling changes before adding -ing and -ed.

Encode words with spelling changes before adding endings (i.e. final “y” words where “y” is changed to “i”).

Encode words with “or”, “ear”, and “ar”.

Encode words with “aw”, “awn”, “all”, and “aul”.

Unit

Unit 2 (cont.)

Objectives

Writing:

- Contribute ideas in a group writing.
- Generate ideas before writing.
- Focus on a central idea.
- Appreciate and use figurative language, including similes.
- Evaluate own and other's writing.
- Use similes to write a simple poem.
- Recognize and use onomatopoeia.
- Use repetition in the writing of a poem.
- Use the writing process to revise and edit a poem.
- Use the writing process to publish a poem.

Unit 3

Phonics:

- Decode words with "oi" and "oy".
- Decode words in which a, e, and o make the short u sound.
- Decode words with "ow" and "ou".
- Decode words with tag-along e.
- Decode words with "oo".
- Decode words with "ew", "ue", "oo", and "u" that make the long oo sound.
- Recognize the long oo sound in two and to.
- Decode words with soft c /s/ and soft g /j/.

Reading/Language:

- Identify meanings of common synonyms and use them to complete sentences.
- Understand the meaning of common antonyms.
- Understand and use capitalization rules, commas, and periods.
- Edit and rewrite a letter.
- Understand, discuss, and match common homonyms to their definitions.
- Identify noun, verbs, and adverbs.
- Understand and use adverbs in speech and writing.

Unit

Unit 3 (cont.)

Objectives

Reading/Language (cont.):

Understand and use quotation marks.

Identify and use compound words.

Understand and use sequence words.

Edit and rewrite sentences.

Understand and use common abbreviations.

Spelling:

Encode words with “oy”, “oil”, and “oin”.

Encode words with “ow”, “ound”, “out”, “ouch”, and “our”.

Encode words with long “oo” and short “oo”.

Encode words with soft c /s/ and soft g /j/.

Writing:

Use parts of a book to locate information.

Take notes from sources.

Group related ideas and maintain a consistent focus.

Focus on a central idea.

Write expository text.

Recognize that writing has different purposes.

Use published writing as models.

Understand that writing is a way to communicate spoken language.

Write a paragraph using several sentences to elaborate on an idea.

Use relevant details to provide reasons and examples.

Unit 4

Phonics:

Decode words with “kn”, “gn”, “wr”, and “mb”.

Decode words with “igh”, “stle”, and “scl”.

Decode words with “old”, “ost”, “ild”, “ind”, and “ea”.

Decode words with “tion”.

Decode words with “ph”/f/, “gh”/f/, and “ture”.

Unit

Unit 4 (cont.)

Objectives

Reading/Language:

Read, write, and understand words with the prefix -un.

Use a dictionary to look up a word and determine spelling, pronunciation, and definition.

Recognize that the -ed ending indicates past tense of verbs.

Read, write, and understand the meaning of words with the prefix re-.

Read and understand the meaning of words that relate to the genre “play” (i.e. play, act, part, characters, script, etc.).

Read, write, and understand words with suffixes -ful and -less.

Use editing marks to show corrections.

Understand and use capitalization rules, periods, and question marks with quotations.

Appreciate and use similes.

Recognize and use syllables to read longer words.

Understand the meaning of words used instead of “said” (with quotations).

Identify meanings and correct spellings of common homonyms.

Put events from a story into sequence.

Identify meanings of multiple meaning words.

Spelling:

Encode words with initial kn, wr, and gn.

Encode words with final -ight, -igh, and -stle.

Encode words with long o (-old,-ost), long i (-ild, -ind), and short e (ea).

Encode words with -tion and -ation.

Writing:

Structure a piece of writing by using sequence words.

Write expository texts.

Focus on a central idea.

Write descriptions.

Write a paragraph.

Unit

Unit 4 (cont.)

Objectives

Writing (cont.):

Write a persuasive text.

Use relevant ideas to provide reasons and examples.

Structure a piece of writing with a beginning, middle, and end.

Use the writing process to plan a book review.

Use the writing process to draft a book review.

Use the writing process to revise and edit a book review.

Use the writing process to publish a book review.

Unit 5

Phonics:

Decode words with final ff, ll, or ss after a short vowel.

Read and write words with -able and -ible.

Decode words with a and e making the schwa sound.

Read, write, and understand the meaning of words with the prefix un-.

Decode words with long a spelled -ey, -ay, -ange, and -eigh.

Decode words with long e spelled -ey, -ine, -eeze, -ease, and ie.

Reading/Language:

Identify nouns and verbs.

Distinguish between complete and incomplete sentences.

Understand the meaning of words with the suffixes -able and -ible.

Recognize and use commas in letters.

Determine cause and effect and the use of the word “because”.

Understand and use conjunctions.

Understand and form contractions with pronouns.

Understand the meaning of position words.

Understand the meaning of words with the prefix un-.

Understand and use a Venn diagram.

Use context clues to figure out word meanings.

Understand and use adjectives and adverbs.

Unit

Unit 5 (cont.)

Objectives

Phonics (cont.):

Understand and form contractions with “will”.

Recognize and use past, present, and future tense.

Understand and use the conjunctions and, but, and or.

Identify and use compound words.

Recognize syllables in words and use them to read longer words.

Identify parts of a letter.

Spelling:

Encode words with final -ff, -ll, or -ss after a short vowel.

Encode words with -able and -ible.

Encode words with a and e that make the schwa sound.

Encode words with long a spelled -ey, -ay, -ange, and -eigh.

Encode words with long e spelled -ey, -ine, -eez, -ease, and ie.

Use spelling rules to encode words with ie and ei.

Writing:

Use the writing process to write a personal story.

Use the writing process to draft a personal story.

Use descriptive language, including vivid imagery.

Write narrative texts.

Add details to sentences.

Use the writing process to edit and revise a personal story.

Write a title.

Use the writing process to publish a personal story.

Unit

Unit 6

Objectives

Phonics:

Decode words with “al”, “au”, “augh”, and “ough”.
Decode words with a vowel at the end of the first syllable.
Decode words that begin with w.
Identify rhyming words.

Reading/Language

Identify regular and irregular past tenses of verbs.
Appreciate and use alliteration.
Identify the main idea in a paragraph.
Identify regular and irregular plurals.
Understand and use editing marks to proofread a written passage.
Recognize ways an author conveys how a character feels.
Understand and use words that convey how a character feels.
Read, write, and understand the meaning of words with the prefixes mis- and dis-.
Synthesize and read compound words.
Identify main ideas and supporting details in a paragraph.
Recognize how sentences are organized in a paragraph.
Recognize that the first line in a paragraph is indented.
Understand and use singular and plural nouns.
Distinguish between fact and opinion.
Identify rhyming words and write a poem that rhymes.

Spelling

Encode words with “al”, “au”, “augh”, and “ough”.
Encode words that start with w.
Encode words with prefixes dis- and mis-.
Use the concept of compound words to spell longer words.

Unit

Unit 6 (cont.)

Objectives

Writing:

Understand plot, setting, and characters.

Distinguish between reality and fantasy.

Use the writing process to plan and draft an imagined story.

Use the writing process to edit and revise an imagined story.

Use the writing process to publish an imagined story.

Unit 7

Phonics:

Decode words with long a spelled “ai”, “ay”, “ey”, “iegh”, “ange”, “able” and words with Super e.

Decode words with long e spelled “ee”, “ea”, “ie”, “ine”, e at the end, ey and y at the end, and with tag-along e.

Decode words with long i spelled with “ild”, “ie”, “ind”, “y”, “igh”, and with Super e

Decode words with long o spelled o at the end, Super e, “ow”, “oa”, “oe”, “old”, and “ost”.

Decode words with -oan, -one, -ote, -oat, -oke, -oak, -ole, and -oal.

Reading/Language:

Understand and use capitalization rules in a title.

Understand and use comparative and superlative adjectives.

Understand and use irregular adjectives to compare things.

Read, write, and understand the meanings of words with the suffix -ness.

Understand adjectives and nouns.

Identify meanings and correct spellings of common homonyms.

Appreciate and use onomatopoeia.

Decode “tricker” words and pronounce them to make sense in the context of the sentence (use approximation).

Identify, use editing marks, and correct mistakes in a written passage.

Appreciate and use descriptive words.

Understand and use adjectives.

Unit

Unit 7 (cont.)

Objectives

Spelling:

Encode words with long a spelled “ai”, “ay”, “ey”, “eigh”, “ange”, “able”, and with Super e.

Encode words with long e spelled “ee”, “ea”, “ie”, “ine”, e at the end, “ey” and “y” at the end, and with tag-along e.

Encode words with long i spelled with “ild”, “ie”, “ind”, “y”, “igh”, and Super e.

Encode words with long o spelled o at the end, Super e, “ow”, “oa”, “oe”, “old”, and “ost”.

Encode words with -oan, -one, -ote, -oat, -oke, -oak, -ole, and -oal.

Writing

Generate and write questions of inquiry.

Use parts of books to locate information.

Take notes from sources and organize them.

Write a complete paragraph.

Write an expository text.

Structure a piece of writing with beginning, middle, and end.

Use the writing process to plan and draft a research report.

Use the writing process to revise and edit a research report.

Use the writing process to publish a research report.

Unit 8

Phonics:

Decode words with the /long oo/ spelled “ui”, “ew”, “ou”, “ue”, “oo”, and with Super e

Decode words with /long ar / spelled “air”, “airy”, “ear”, “are”, “erry”, and “ary”

Decode words with /long or/ spelled “or”, “oar”, “ore”, “our”, “ar”, and “oor”

Decode words with /er/ spelled “er”, “or”, “ear”, “ir”, “ur”, and “ure”

Unit

Unit 8 (cont.)

Objectives

Reading/Language:

Distinguish between complete and incomplete sentences; write complete sentences.

Sequence events or steps in a process.

Use the word “because” to connect parts of a sentence that tell cause and effect.

Identify meanings and correct spellings of common homonyms.

Identify base words and endings.

Understand and use capitalization rules and correct punctuation.

Determine cause and effect.

Understand and use sequence words and “because”.

Read and write words with -er and -or endings.

Understand the meanings of verbs with -er and -or endings.

Identify lessons or “morals” taught in stories.

Read and understand familiar proverbs.

Spelling:

Encode words with /long oo/ spelled “ui”, “ew”, “ou”, “ue”, “oo”, and with Super e.

Encode words with /long ar/ spelled “air”, “airy”, “ear”, “are”, “erry”, and “ary”.

Encode words with /long or/ spelled “or”, “oar”, “ore”, “our”, “ar”, and “oor”.

Encode words with /er/ spelled “er”, “or”, “ear”, “ir”, “ur”, and “ure”.

Writing:

Contribute ideas in group writing.

Plan and draft an acrostic poem.

Write an expository paragraph.

Plan and draft an article about someone.

Revise and edit an article about someone.

Plan and draft a feature article about an animal, place, or thing.

Revise and edit a feature article about an animal, place, or thing.

Publish a feature article.

Create a magazine cover.

Grade 3 students will be able to...

Content Area

Spelling

Objectives

Understand short vowels a, e, i, o, u.

Understand vowel-consonant-e pattern.

Understand frequently misspelled words.

Understand the vowel sounds in clown and lawn.

Understand the vowel + /r/ sounds; /j/, /k/, and /kw/ sounds.

Understand and use homophones.

Understand more long vowel spellings; long o sound.

Understand three-letter clusters and unexpected consonant patterns.

Understand long i sound.

Understand the vowel + r sound in hair.

Understand added word endings.

Understand prefixes and suffixes and how they are used.

Understand and use the vowel sounds in tooth and cook; vowel sound in bought;

VCCV pattern.

Understand silent letters.

Phonics and Structural Analysis

Identify and distinguish between consonants, vowels, and syllables.

Identify and distinguish between prefixes, suffixes, and base words.

Identify and decode longer words; base words; syllabication; inflected endings; -ed and -ing endings; short vowels a, e, i, o, u; vowel-consonant-e pattern.

Decode longer words; compound words; plurals; contractions with 's, n't, 're, 'll; plurals with words ending in ch, sh, x, s; long vowels ai, ay, ee, ea; long o sound; three-letter clusters and unexpected consonant patterns; long I sound spelled I, ie, igh.

Decode longer words such as plurals of nouns ending in f or fe; word endings -er and -est; suffixes -y and -ly; prefixes un-, dis-, and non-; vowel sounds in clown and lawn; vowel + /r/ sounds; /j/, /k/, and /kw/ sounds.

Decode longer words using syllabication and review; word endings -ed and -ing, changing y to i; prefixes un-, re- and suffixes -ful, -ly, -er; vowel + r sound in hair; consonant clusters; digraphs ch, sh, th, tch, wh, wr.

Content Area

Phonics and Structural Analysis (cont.)

Objectives

Decode longer words with the suffixes -less, and -ness; possessives, VCCV pattern; vowel sounds in tooth and cook; vowel sound in bought; double consonants.
Decode longer words with the VCCV pattern; vcv pattern; contractions; word endings -er, and -le; words beginning with a- or be-; contractions.
Decode hyphenated compound words.

Comprehension

Understand and use the following comprehension strategies:
Predict/Infer (use available information to draw conclusions about outcome).
Phonic/Decoding (break apart and sound out unknown words).
Monitor/Clarify (watch and check own reading, rereading to make clearer).
Question (try to figure out important ideas and answers, during and after reading).
Evaluate (think about whether the story is entertaining, clear, or believable).
Summarize (think about the story's structure, sequence, characters, and setting).
Comprehend sequence of events and cause and effect..
Distinguish between fantasy and realism.
Identify author's viewpoint.
Categorize and classify topic, main idea, supporting details.
Distinguish between fact and opinion.
Understand text organization.
Solve problems by drawing conclusions and making generalizations.
Classify introductory sentences..
Identify and distinguish between prose and poetry..
Study mass media and identify propaganda and advertising techniques..
Read a novel.

Vocabulary

Understand and use dictionary (ABC order, multiple meaning, parts of a dictionary).
Understand vocabulary for dictionary skills (syllables, analogies, homophones).
Understand word families; dictionary guide words; rhyming words; definitions.
Understand and use homophones.

Content Area

Vocabulary (cont.)

Objectives

Understand vocabulary using context, choosing the correct meaning.

Use the pronunciation key.

Understand multiple meaning words.

Use a thesaurus.

Use context clues to define a word.

Identify jargon words.

Fluency

Understand and follow oral directions.

View illustrations for purpose.

Explain a process.

View and interpret an illustration.

Understand and use reader's theater.

Understand conversation.

Distinguish between formal and informal language.

Identify loan words.

Expressive Writing

Write journal entries.

Use revision strategies.

Respond to a creative writing prompt.

Use short story elements.

Identify the steps in the writing process (prewriting, graphic organizer, rough draft, revising, editing, final paper).

Organize thoughts using topic sentences and supporting ideas.

Choose an effective title.

Write a final paper.

Prepare and give an oral presentation.

Distinguish between descriptive, persuasive, narrative, explanatory, how-to, and comparison writing.

Write descriptive paragraphs.

Write a five-paragraph persuasive essay.

Write a personal narrative (with and without dialogue).

Content Area

Expressive Writing (cont.)

Objectives

Write a short story (with and without dialogue).

Write a goal evaluation paragraph.

Write an explanatory essay.

Write a how-to essay.

Write a comparison essay.

Write an article from an outline.

Engage in team writing.

Employ parallel form.

Grammar, Usage, and Mechanics

Demonstrate knowledge of synonyms and antonyms.

Demonstrate knowledge of word analogies.

Demonstrate knowledge of standard capitalization rules.

Demonstrate knowledge of standard punctuation rules.

Maintain subject-verb agreement, including in special cases.

Use 'a' and 'an' correctly.

Identify and distinguish between nouns (singular and plural, common and proper, possessive, collective, and predicate), verbs (verbs of action, verbs of sound, verbs expressing mental action, helping verbs, regular and irregular verbs, transitive and intransitive verbs, and linking verbs), adverbs, adjectives (including proper adjectives and predicate adjectives), hyphenated adjectives, articles, intensifiers, prepositions, objects of prepositions, prepositional phrases, pronouns (object and subject, definite and indefinite), conjunctions (including subordinating conjunctions), compound parts, interjections, and direct and indirect objects.

Identify and distinguish between simple verb tenses.

Identify and distinguish between degrees of comparison for adjectives and adverbs.

Name the five parts of a complete sentence.

Recognize and name the four types of sentences.

Determine complete subjects and predicates.

Build a sentence with a subject, verb, and adverb.

Build a sentence using articles and adjectives.

Build a sentence with noun, verb, adjective, adverb, and article.

Content Area

Grammar, Usage, and Mechanics (cont.)

Objectives

Build a sentence adding prepositional phrases.
Build a sentence adding pronouns.
Build a sentence using conjunctions.
Build a sentence adding helping verbs.
Build sentences using interjections and possessive nouns.
Build a sentence using direct objects and transitive verbs.
Build a sentence using indirect objects.
Build a sentence using predicate nouns and linking verbs.
Build a sentence using predicate adjectives.
Identify and distinguish between fragments, clauses, simple sentences, compound sentences, and complex sentences.
Recognize interrogative sentences.
Identify and distinguish between natural and inverted order sentences.
Combine simple sentences with compound parts.
Correct comma splices and run-on sentences.
Change adverbs into adjectives.
Change nouns into possessive nouns.
Replace a common noun with a proper noun.
Change the tense of verbs in paragraphs.
Recognize and correct inappropriate shifts in verb tenses.
Recite selected regular and irregular verbs.
Use suffixes -y and -ern to form adjectives.
Use adjectives after the noun they modify.
Discuss cases for compound pronouns.
Identify direct objects as pronouns.
Use similes, metaphors, and personifications.
Use idioms and adages strategically.
Recognize quotations, quotation marks, and explanatory words for ending quotations.
Distinguish between and punctuate ending quotations and beginning quotations.
Recognize and punctuate dialogue.
Recognize when to capitalize family names.

Content Area

Grammar, Usage, and Mechanics(cont.)

Objectives

Identify a hyphenated word as a noun or an adjective.
Identify and use contractions correctly.
Identify and use homonyms correctly.
Identify and correct double negatives.
Identify and correct pronoun-antecedent disagreement.

Information and Study Skills

Use an atlas.
Use an encyclopedia.
Use charts, tables, and graphs.
Skim and scan effectively.
Focus on biography (identify, define, compare, and contrast biographies and their elements).
Complete a multimedia report (state report; biography).
Understand timelines.
Demonstrate real-life reading (menus, signs, etc.).
Explore discovery topics.
Use topic outlines (Roman numerals for main points, capital letters for subpoints, Arabic numerals for details).
Outline the body of a four-paragraph article, identifying introduction and conclusion
Identify the stages of a research report (select a topic, narrow the topic, choose the main points, select sources, record source information, make note cards, organize notecards).
Research and take notes for extra information.
Make an outline from notes.
Write a rough draft from an outline.
Write an independent research report.
Evaluate the research reports of others.

Grade 4 students will be able to...

Content Area

Reading: Literature

Objectives

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Content Area

Reading: Informational Text (cont.)

Objectives

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Explain how an author uses reasons and evidence to support particular points in a text.

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words.

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Read with sufficient accuracy and fluency to support comprehension.

Read grade-level text with purpose and understanding.

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Content Area

Writing

Objectives

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

Provide reasons that are supported by facts and details.

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

Provide a concluding statement or section related to the opinion presented.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

Use a variety of transitional words and phrases to manage the sequence of events.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Provide a conclusion that follows from the narrated experiences or events.

Content Area
Writing (cont.)

Objectives

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly

Content Area

Speaking and Listening (cont.)

Objectives

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Identify the reasons and evidence a speaker provides to support particular points.

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.

Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

Form and use prepositional phrases.

Content Area
Language (cont.)

Objectives

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Correctly use frequently confused words (e.g., to, too, two; there, their).

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use correct capitalization.

Use commas and quotation marks to mark direct speech and quotations from a text.

Use a comma before a coordinating conjunction in a compound sentence.

Spell grade-appropriate words correctly, consulting references as needed.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose words and phrases to convey ideas precisely.

Choose punctuation for effect.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Recognize and explain the meaning of common idioms, adages, and proverbs.

Content Area

Language (cont.)

Objectives

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Grade 5 students will be able to...

Content Area

Spelling

Objectives

Recognize long a and long e spelling patterns.

Recognize short i and long o spelling patterns.

Recognize vowel sounds /oo/ and /yoo/ spelling patterns.

Recognize vowel sound /o/spelling patterns.

Recognize short vowel sounds spelling patterns.

Recognize spelling patterns with /sh/ and /ch/.

Recognize spelling patterns with final /l/.

Recognize spelling patterns with the final /shwa n/and final /shwa r/.

Recognize spelling patterns with r-controlled vowel: /ur/.

Recognize spelling patterns with r-controlled vowel: /ar/ and /er/.

Recognize spelling patterns r-controlled vowel: /or/ and /ir/.

Recognize spelling pattern sounds with vowel diphthongs: /oi/ and /ou/.

Recognize spelling words with prefixes: pre-, re-, post-, and co-.

Recognize spelling words with suffixes: -er, -est, -ed, -ing.

Recognize spelling words with consonant sounds: /k/ and /s/.

Recognize spelling of State names.

Recognize spelling patterns of words with prefixes: dis-, im-, in-, non-, un-.

Recognize spelling patterns of words with endings: -en and -ize.

Recognize spelling patterns of compound words.

Recognize spelling patterns easily confused words.

Recognize spelling patterns of words with suffixes: -or, -er, -ist.

Content Area

Spelling (cont.)

Objectives

Recognize spelling patterns of plurals.
Recognize spelling patterns of words with prefixes: bi-, mid-, semi-, tri-.
Recognize spelling patterns of words with consonant sound: /j/.
Recognize spelling patterns of words with suffixes: -ion: -ty, -ity, -ness, -ment, -iv.
Recognize how to spell words writers use.
Recognize spelling patterns of words with suffixes: -ous, -ish, -ant, -ic.
Recognize spelling of synonyms and antonyms.
Recognize spelling patterns of words from other languages.
Recognize spelling of abbreviations.

Comprehension

Infer why characters act as they do.
Predict what might happen next.
Identify the sequence of a story.
Question themselves to monitor comprehension.
Recognize that text can be organized by main idea.
Monitor understanding by rereading, using photos or maps to help with comprehension.
Classify information into groups.
Identify cause and effect in a story.
Make generalizations.
Find the main idea.
Evaluate the actions of characters.
Draw conclusions.
Compare and contrast.
Question propaganda.
Make judgments.
Understand the structure of a story.

Content Area
Expressive Writing

Objectives

Write a first draft of a personal narrative (emphasize time order and details).

Write a second draft of a personal narrative (emphasize content).

Write a final draft of a personal narrative (emphasize capitalization, punctuation, spelling, neatness).

Write a first draft of a descriptive paragraph (emphasize adjectives and spatial order).

Write a second draft of a descriptive paragraph (emphasize editing content and improving sentences).

Write a final draft of a descriptive paragraph (emphasize capitalization, punctuation, spelling, neatness).

Write a first draft of a how-to paragraph (emphasize giving clear, detailed instruction and a great presentation).

Write a second draft of a how-to paragraph (emphasize capitalization, punctuation, spelling, neatness).

Write a final draft of a how-to paragraph (emphasize capitalization, punctuation, spelling, neatness).

Write a first draft of a persuasive essay (emphasize giving voice to your work, choosing something you believe in).

Write a second draft of a persuasive essay (emphasize: Is the writing convincing? Are details backed up with facts?)

Write a final draft of a persuasive essay (emphasize capitalization, punctuation, spelling, neatness).

Write friendly letters and thank-you notes.

Grammar, Usage, and Mechanics

Review and reiterate concepts taught in Grades 3 and 4 using jingles, pattern sentences, and building sentences.

Grade 6 students will be able to...

Content Area

Vocabulary and Analogy

Objectives

Learn new words and analogies.

Discuss and compare how words and their synonyms and antonyms are related.

Discuss and compare how analogies are related.

Solve analogies by analyzing and comparing two sets of words and by deciding how they relate.

Create new vocabulary sentences and new analogies.

Jingles

Memorize new jingles.

Discuss and compare how jingle definitions relate to grammar concepts.

Discuss and compare how the sentence and transition jingles relate to writing.

Apply jingle definitions to help analyze, classify, and write sentences.

Grammar

Define parts of speech noun, verb, pronoun, adjective, adverb, preposition, conjunction, and interjections.

Identify and distinguish between types of pronouns (subject, understood subject, possessive, object, personal, and indefinite).

Identify and distinguish between connective adverbs, negatives (*not* adverbs), and adverb exceptions.

Identify and distinguish between coordinate and subordinate conjunctions.

Memorize the questions to ask to classify the parts of a sentence.

Identify and distinguish between declarative, interrogative, imperative, and exclamatory sentences.

Analyze the order and the sense of the words in a sentence to determine the parts of speech.

Analyze the sentence to determine the kind of sentence and the sentence pattern.

Analyze the sentence to determine the complete subject and the complete predicate.

Apply knowledge of sentence structure to analyze, classify, and write sentences.

Apply grammar vocabulary to sentences, using nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, interjections, and prepositional phrases.

Content Area

Practice and Revised Sentences

Objectives

Apply knowledge of sentence structure to write practice sentences, using sentence labels as guides.

Apply grammar vocabulary to expand sentences, using nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, interjections, and prepositional phrases.

Apply grammar vocabulary to revise sentences, using synonyms, antonyms, word changes, added words, and deleted words.

Evaluate the connection between grammar and writing, using this knowledge to write, revise, and edit his/her writing and the writing of others.

Skill Builders

Analyze sentences to determine which words are nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, interjections, prepositional phrases,.

Analyze criteria to determine if nouns are common, proper, singular, or plural by making comparisons.

Analyze criteria to determine if verbs are singular, plural, past, present, future, present participle, past participle, or future participle.

Analyze sentences to determine the complete subject and complete predicate.

Analyze sentences to determine the simple subject and simple predicate.

Discuss vocabulary meanings of selected words in sentences.

Skill Applications (incl. Classroom Practice, Chapter Checkups, and Tests)

Learn and remember skill concepts, such as capitalization and punctuation rules, subject/verb agreement rules, meanings and spellings of homonyms, how to identify and correct a sentence fragment or run-on sentence, and the spelling rules for the plurals of nouns.

Apply rules and concepts to skill exercises to demonstrate mastery.

Apply rules and concepts to editing exercises to demonstrate mastery.

Solve analogies by analyzing, comparing, and relating two sets of words in a standardized testing format.

Apply vocabulary knowledge by choosing correct definitions, synonyms, and antonyms in a standardized testing format.

Apply skills and editing knowledge in a standardized testing format.

Content Area

Writing

Objectives

Apply knowledge of sentence structure to write sentences, paragraphs, essays, and reports.

Apply rules and concepts of grammar and skills to the writing process in writing rough drafts, revising, and editing.

Analyze the purpose for writing and organizes the writing as expository, persuasive, narrative, descriptive, comparison/contrast, a letter, a book review, or a report.

Discuss his/her writing with a partner and in large or small groups.

Evaluate his/her own writing and the writing of other students based on how well the writing process has been followed.

Spelling

Recognize short a and long a spelling patterns.

Recognize short e and long e spelling patterns.

Recognize short i and long i spelling patterns.

Recognize short o and long o spelling patterns.

Recognize short u and long u spelling patterns.

Recognize spelling patterns with /oo/ and /00/.

Recognize spelling patterns with ie and ei.

Recognize spelling patterns with the r-controlled vowel sound.

Recognize spelling patterns with the shwa sound for words with al, el, ent, ant.

Recognize spelling patterns with suffixes: -ward and -ly.

Recognize spelling patterns with /f/ spelled with f, ff, ph.

Recognize spelling patterns with /z/ spelled with z, s, ss and /zh/spelled with s.

Recognize spelling patterns of words ending in -ed or -ing.

Recognize spelling patterns of words with silent letters.

Recognize spelling patterns of words with double letters.

Recognize spelling patterns of words with suffixes: -able and -ible.

Recognize spelling patterns of words with prefixes: ir-, anti-, il-, non-, mis-.

Recognize spelling patterns of words with suffixes: -age and -ment.

Recognize spelling patterns of words with suffixes: -ful, -less, -some.

Recognize spelling patterns of compound words.

Recognize spelling patterns of words with ate and ary.

Content Area

Objectives

Recognize spelling patterns of words with prefixes: under-, sub-, super-, inter-, intra-, mid-.

Recognize spelling patterns of words with suffix: -ous.

Recognize spelling of words that writers use.

Recognize spelling patterns of words with suffixes: -tion and -ation.

Recognize spelling patterns of words with suffixes: -eer,- ian, -ant, -ent.

Recognize spelling patterns of words with suffixes: -ance and -ence.

Recognize spelling of homographs.

Recognize spelling patterns of words with Greek roots.

Recognize spelling of abbreviations and acronyms.

Grade 7 students will be able to...

Content Area

Grammar, Usage, and Mechanics

Objectives

Add the apostrophe to make singular and plural nouns possessive.

Choose between the articles a and an.

Choose the correct homonym.

Conjugate specified verbs in third person.

Correct capitalization and punctuation errors in sentences and paragraphs.

Count the number of clauses in a sentence.

Decide if pairs of words are synonyms or antonyms.

Distinguish between participle, gerund and infinitive phrases.

Divide the complete subject from the complete predicate.

Do a written noun check.

Edit a paragraph for errors in these areas: a or an choices, homonyms, missing words, and misspelled words, replacing words in the paragraph with suitable synonyms and antonyms.

Edit for possessive nouns in an editing paragraph.

Edit subject-verb agreement in sentences and an editing paragraph.

Content Area

Grammar, Usage, and Mechanics (cont.)

Objectives

Fill in a helping verb chart to identify the tense of each helping verb.
Identify a complex sentence and label it with a CX.
Identify a compound sentence and label it with a CD.
Identify a declarative sentence and label it as D.
Identify a possessive noun and label it as PNA.
Identify a possessive pronoun and label it as PPA.
Identify a preposition and label it as P.
Identify a prepositional phrase and mark it with parentheses.
Identify a sentence fragment and label it with an F.
Identify a simple sentence and label it S.
Identify a simple sentence with compound parts and label it with an SCS or SCV.
Identify an exclamatory sentence and label it as E.
Identify an imperative sentence and label it as Imp.
Identify an interrogative sentence and label it as Int.
Identify an object of preposition and label it as OP.
Identify and capitalize proper adjectives.
Identify and categorize demonstrative, indefinite and interrogative pronouns.
Identify and categorize the person and case of personal pronouns.
Identify and change present tense verbs to past tense verbs in a paragraph.
Identify and distinguish between infinitives and prepositional phrases.
Identify and label adjective and adverb phrases.
Identify and use appositives.
Identify and use confusing possessive pronouns correctly.
Identify and use contractions correctly.
Identify and use reflexive and intensive pronouns.
Identify and use the three degrees of adjectives and adverbs in making comparisons: simple, comparative and superlative.
Identify and write complex, compound and simple sentences.
Identify clauses in a sentence according to SN V combinations.
Identify compound sentence parts and put a C in front of the regular labels.
Identify demonstrative pronouns demonstrative adjectives.

Content Area

Grammar, Usage, and Mechanics (cont.)

Objectives

Identify dependent clauses.
Identify dependent clauses used as adjective clauses.
Identify dependent clauses used as adverb clauses.
Identify gerunds and their noun jobs.
Identify independent clauses.
Identify infinitives and their functions in sentences.
Identify interrogative pronouns and interrogative adjectives.
Identify metaphors, similes, and personification.
Identify mixed adjective and adverb clauses and the words they modify.
Identify mixed dependent clauses.
Identify mixed introducers that introduce dependent clauses.
Identify noun clauses and their functions in sentences.
Identify other words that introduce dependent clauses.
Identify participial, gerund, and infinitive phrases.
Identify participles and the words they modify.
Identify participles, gerunds and infinitives and their functions in sentences.
Identify perfect tenses for regular and irregular verbs.
Identify prepositional adjective and adverb phrases.
Identify pronouns and their antecedents.
Identify regular and irregular verbs.
Identify relationships between words with word analogies.
Identify simple tenses for regular and irregular verbs.
Identify subject-verb agreement rules for special cases.
Identify the “not” adverb and label it as Adv.
Identify the adjective and label it as Adj.
Identify the adverb and label it as Adv.
Identify the article adjective and label it as A.
Identify the conjunction and label it C.
Identify the difference between a clause and a phrase.
Identify the direct object and label it as DO.
Identify the five parts of a correct sentence.

Content Area

Grammar, Usage, and Mechanics (cont.)

Objectives

Identify the helping verb and label it as HV.
Identify the indirect object and label it as IO.
Identify the interjection and label it as I.
Identify the kind of sentence and mark it with a D, E, Imp, or Int.
Identify the object pronouns and label them according to their function.
Identify the person and case of personal pronouns in sentences and paragraphs.
Identify the progressive and emphatic verb forms.
Identify the SN V Pattern 1 and label it as SN V P1.
Identify the subject noun and label it as SN.
Identify the subject pronoun and label it as SP.
Identify the tense of progressive and emphatic forms.
Identify the transitive verb and label it as V-t.
Identify the understood subject pronoun and label it as (You).
Identify the verb and label it as V.
Identify the verb and then identify the voice of the verb as active or passive.
Identify the verb phrase and name the verb tense in a given set of sentences.
Look up a given set of words that give special problems in usage in the dictionary.
Punctuate quotations in a conversation correctly.
Use pronouns correctly.
Write sentences with adjective and adverb clauses.
Write sentences with adverb clauses.
Write sentences with noun clauses.

Higher-Level Editing

Use the editing checklist.
Choose words correctly to avoid usage mistakes.
Edit special cases of subject-verb agreement in sentences.
Identify and change mixed verb tenses in a paragraph to past tense verbs and then to present tense verbs.
Identify and correct double negative sentences.
Identify and correct fragments by adding the parts necessary for complete sentences.
Identify and improve long, rambling sentences.

Content Area

Higher-Level Editing (cont.)

Objectives

Identify and improve short, choppy sentences.

Identify if paragraphs are written in first or third person and then rewrite the paragraph and change the point of view.

Use the editing checklist.

Write a practice sentence from sentence labels.

Write an improved sentence using synonyms, antonyms or complete word changes to make improvements.

Write practice and improved sentences.

Fluency

Write and punctuate conversation from dictation.

Give an oral presentation of assigned words to the class.

Take notes in an outline form from an oral lecture.

Identify and label the five parts of a friendly letter.

Identify and label the parts of a friendly envelope.

Answer a given set of questions about the friendly letter and envelope.

Write a business letter and address a business envelope.

Write an invitation for a given situation.

Write thank-you notes for a given situation.

Expressive Writing

Learn definitions of these four types of writing: expository, descriptive, narrative and persuasive.

Identify essay writing in a three-point format.

Identify expository paragraph writing in a three-point format.

Identify fact, opinion and common propaganda techniques.

Identify five-point paragraph expository writing in a three-point format.

Identify narrative writing with dialogue.

Identify personification in narrative writing.

Identify persuasive writing.

Identify the writing steps for narrative story starters.

Identify three- and five-paragraph persuasive essays.

Compare a three-point paragraph format to a three-paragraph essay format.

Content Area

Expressive Writing, cont.

Objectives

Do the first step in their independent writing assignment: choose a topic, narrow the topic and have the teacher approve the narrowed topic.

Write a descriptive paragraph in first person.

Write a three-point expository paragraph in first person.

Write a three-point expository paragraph in the third person.

Write a three-paragraph expository essay in the first person.

Write a five-paragraph expository essay in first person.

Write a persuasive paragraph in first person.

Write a three paragraph persuasive essay.

Write a five-paragraph persuasive essay in first person.

Write a narrative story using a selected story starter in first person.

Write a narrative with quotations in first or third person.

Write a personal narrative using the writing steps.

Write a short story using personification.

Write a tall tale.

Write a lecture essay from an outline made from an oral lecture.

Identify and use the basic outline given for an autobiography.

Draft, revise, finalize, and share their autobiography.

Identify predictable elements of fairy tales.

Read and answer questions about a fairy tale that is an adaptation of a story by the Brothers Grimm.

Write and share an original fairy tale or an adaptation by brainstorming, outlining, selecting a title, drafting, editing, revising, finalizing, and illustrating.

Identify the elements of haiku.

Draft, revise, finalize, illustrate, and share 2-3 haiku.

Write and share a news article.

Select a topic, write, and share an editorial article.

Write an evaluation of their goals.

Write an evaluation of their personal progress for the year.

Content Area

Information and Study Skills

Objectives

Identify the parts of a library.

Identify reference books in a library.

Identify how to find fiction and non-fiction books on the shelves.

Label author, subject and title catalog cards.

Identify parts of a book.

Tell where certain information can be found in a book.

Set up a writing folder.

Go to the library to research a chosen topic.

Select sources by skimming, make a bibliography card for each source selected, take notes on note cards.

Independently use the steps for researching a topic and writing a report using two sources:

Identify and use Research Steps 1-6 for researching a topic and writing a report: narrowing the topic, making an outline guide, selecting sources by skimming, making bibliography cards, taking notes and organizing note cards.

Identify and use Research Steps 7-8 for researching a topic and writing a report: making a first draft outline and a second draft outline.

Identify and use Research Steps 9-10 for researching a topic and writing a report: Writing a rough draft and editing a rough draft.

Identify and use Research Steps 11-14 for researching a topic and writing a report: writing final outline, writing final paper, putting final report in order and handing in final report and related papers.

Identify different sections of the newspaper.

Find where different information will be located in a newspaper.

Look up specific information in selected sections of a newspaper.

Find facts that answer the W and H questions in news articles.

Grade 8 students will be able to...

Unit

Grammar, Usage, and Mechanics

Objectives

Review and reiterate concepts taught in Grade 7 using alternate exercises, and:

Categorize pronouns and use them correctly with verbs.

Distinguish between participles and verbs.

Identify a compound-complex sentence and label it as CD-CX.

Identify and label prepositional adjective and adverb phrases.

Identify indefinite pronouns and use them correctly in sentences.

Identify a linking verb and label it as LV.

Identify a predicate noun and label it as PrN.

Identify fragments, simple, compound, and complex sentences.

Identify principal parts of verbs.

Identify reflexive and intensive pronouns.

Identify the helping verb to determine the tense of a verb phrase.

List be verbs and helping verbs.

List prepositions.

Make singular and plural nouns possessive.

Write simple, compound, complex, and compound-complex sentences.

Higher-Level Editing

Review and reiterate concepts taught in Grade 7 using alternate exercises, and:

Correct sentence fragments and run-on sentences.

Fluency

Review and reiterate concepts taught in Grade 7 using alternate exercises, and:

Answer a set of questions about a business letter.

Identify and write a persuasive friendly letter.

Identify and write a persuasive business letter.

Expressive Writing

Review and reiterate concepts taught in Grade 7 using alternate exercises, and:

Identify the integral parts of a poem, including content, structure, figurative language, sound devices and symbolism.

Discuss how to take notes on “Birches” by Robert Frost.

Unit

Expressive Writing, cont.

Objectives

Discuss the steps to follow for writing an analysis of “Birches.”
Discuss an analysis of “Birches.”
Analyze “Mending Wall” by Robert Frost.
Take notes on “Mending Wall.”
Write an analysis on “Mending Wall.”
Read and discuss their analyses of “Mending Wall” with the other students.

Information and Study Skills

Review and reiterate concepts taught in Grade 7 using alternate exercises.
Answer a set of questions about the report process.
List the steps for researching a topic and writing a report.
Match definitions about a report.

Employment Preparation

Examine fourteen career clusters.
Answer questions to help them select an occupation.
Make a list of occupations they might choose for their life’s work.
Write a three-point expository essay about their selected occupation.
Research their chosen occupations by going to the library and by talking to people who have jobs in that occupation.
List three skills needed for their occupation.
Write a three-point expository essay on why they believe they either have the skills needed (or have the ability to learn the skills needed) for their selected occupation.
Write a resume and share their resumes in cooperative learning groups.
Write a letter of application and share their letters in cooperative learning groups.
Write a sample follow-up phone call conversation with a potential employer.
Share follow-up phone calls.
Fill out a job application form.
Write a response to common interview questions.
Practice interviewing for a job.
Write a note of appreciation to an employer.
Discuss starting a new job and the responsibilities of an employee.
Evaluate what they have learned.

Unit

Literature

Objectives

Read, analyze, and discuss some or all of the follow classic works in either seventh or eighth grade:

A Day No Pigs Would Die by Robert Newton Peck

Across Five Aprils by Irene Hunt

Deathwatch by Robb White

Eight Tales of Terror by Edgar Allan Poe

Hamlet by William Shakespeare

Jip by Katherine Paterson

Nothing but the Truth by Avi

The Call of the Wild by Jack London

The Diary of a Young Girl by Anne Frank

The Giver by Lois Lowry

The House of Dies Drear by Virginia Hamilton

The Lion, the Witch, and the Wardrobe by C.S. Lewis

The Red Pony by John Steinbeck

The Upstairs Room by Johanna Reiss

Where the Red Fern Grows by Wilson Rawls

Whirligig by Paul Fleischman

White Fang by Jack London