

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: LANGUAGE ARTS

GRADE: Preschool (3-year-olds)

STATEMENT OF BELIEF

It is the belief of St. John's Lutheran School that all students should be provided the opportunity to develop effective communication skills. This shall be accomplished through a well-structured language arts program that encourages an appreciation of the written and spoken word, development of skills, self-expression, and creativity.

Preschool students will be encouraged to develop a wide range of language skills, both written and oral. The children will enjoy a wide variety of quality children's literature. They will also have daily opportunities to use the tools of writing. Written and oral language will be supplemented with gestures as appropriate.

COMPONENTS

Students will learn skills and concepts in:

- + Oral Language
- + Literature
- + Emergent Literacy

ESLRs ADDRESSED

- I. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.

- II. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.

- III. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.

- IV. Students will celebrate God's love by **serving Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will learn to listen and respond appropriately (2d)
- Students will learn to communicate effectively orally and in writing. (3c)
- Students will develop a love for language and literature. (3a)
- Students will learn to use various strategies to become effective problem solvers. (2d)

- Students will practice evaluation techniques to enhance critical thinking. (3a, 3c)
- Students will develop their God-given talents and gifts, and use them for service. (2a, 4a)
- Students will participate in expressing the language of worship, prayer, and praise. (1a, 1e, 4c, 4d)
- Students will develop self-confidence through sharing, memory work, and oral presentation. (2a, 3c, 3e)
- Students will comprehend God's word through prayer, praise, and the reading of scriptures. (1d, 1e, 3c)
- Students will develop an appreciation of different styles of literature (genres).(1c, 3a)
- Students will incorporate reading into everyday life. (1b)
- Students will learn communication skills necessary to succeed in their everyday life. (3c)
- Students will demonstrate ability to critique and evaluate written and spoken language. (1e, 2d, 4d)

GRADE LEVEL OBJECTIVES

ORAL LANGUAGE

- + Students will understand and use non-verbal communication (1a, 2a, 2d, 4d)
- + Students will understand and use language to communicate for different purposes. (1d, 1e, 2d, 3a, 3c, 4c)
- + Students will understand and use language to organize, relate, and analyze information. (1d, 2d, 3a, 3c)
- + Students will understand and use increasingly varied and complex language. (2a, 3c, 4,2d, 3e)

LITERATURE

- + Students will develop memorization skills. (1d, 3e)
- + Students will develop a sense of rhyme. (3e, 3a)
- + Students will listen to Nursery Rhymes, poems, fingerplays, songs, and stories, responding when appropriate. (3e, 3a)
- + Students will develop a notion of "Story Schema". (3a, 3c)
- + Students will demonstrate an awareness of book and print (written language) organization. (1c, 3a, 3c, 3e)

EMERGENT LITERACY

- + Students will develop an awareness of written matter/print in everyday surroundings and its many uses. (3e, 3c)
- + Students will develop an awareness of the structure of print. (3c)
- + Students will develop phonemic awareness. (3c, 3e)
- + Students will develop the fine motor skills and strokes used in writing. (3a, 3c)

ASSESSMENT TECHNIQUES

Oral Assessment

This I Know booklets

INSTRUCTIONAL RESOURCES

Social Skills Curriculum

Core Knowledge Book List

Alphabet Songs (phonetic CDs)

Various educational games, puzzles, and other activities in learning centers

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: LANGUAGE ARTS

GRADE: Pre-Kindergarten (4-year-olds)

STATEMENT OF BELIEF

It is the belief of St. John's Lutheran School that all students should be provided the opportunity to develop effective communication skills. This shall be accomplished through a well-structured language arts program that encourages an appreciation of the written and spoken word, development of skills, self-expression, and creativity.

Pre-Kindergartners will be encouraged to develop a wide range of language skills, both written and oral. The children will enjoy a wide variety of quality children's literature. They will also have daily opportunities to use the tools of writing. Written and oral language will be supplemented with A.S.L. signs and gestures as appropriate.

COMPONENTS

Students will learn skills and concepts in:

- + Oral Language
- + Literature
- + Emergent Literacy

ESLRs ADDRESSED

- I. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.

- II. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.

- III. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.

- IV. Students will celebrate God's love by **serving Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will learn to listen and respond appropriately. (2d)
- Students will learn to communicate effectively orally and in writing. (3c)
- Students will develop a love for language and literature. (3a)

- Students will learn to use various strategies to become effective problem solvers. (2d)
- Students will practice evaluation techniques to enhance critical thinking. (3a, 3c)
- Students will develop their God-given talents and gifts, and use them for service. (2a, 4a)
- Students will participate in expressing the language of worship, prayer, and praise. (1a, 1e, 4c, 4d)
- Students will develop self-confidence through sharing, memory work, and oral presentation. (3c, 3e, 2a)
- Students will comprehend God's word through prayer, praise, and the reading of scriptures. (1d, 1e, 3e)
- Students will develop an appreciation of different styles of literature (genres). (1c, 3a)
- Students will incorporate reading into everyday life. (1b)
- Students will learn communication skills necessary to succeed in their everyday life. (3c)
- Students will demonstrate ability to critique and evaluate written and spoken language. (1e, 2d, 4d)

GRADE LEVEL OBJECTIVES

ORAL LANGUAGE

- + Students will understand and use non-verbal communication (1a, 2a, 2d, 4d)
- + Students will understand and use language to communicate with others. (1d, 1e, 2d, 3a, 3c, 4c)
- + Students will understand and use language to organize, relate, and understand information. (1d, 2d, 3a, 3c)
- + Students will understand and use increasingly varied and complex vocabulary and sentence structure. (2a, 3c, 4c, 2d, 3e)

LITERATURE

- + Students will develop memorization skills. (1d, 3e)
- + Students will develop a sense of rhyme. (3e, 3a)
- + Students will listen to Nursery Rhymes, poems, fingerplays, songs, and stories, responding when appropriate. (3e, 3a)
- + Students will develop a notion of "Story Schema". (3a, 3c)
- + Students will demonstrate an awareness of book and print (written language) organization. (1c, 3a, 3c, 3e)

EMERGENT LITERACY

- + Students will develop an awareness of written matter. (3e, 3c)
- + Students will develop an awareness of the structure of print. (3c)
- + Students will develop phonemic awareness. (3c, 3e)
- + Students will develop the fine motor skills and strokes used in writing. (3a, 3c)

ASSESSMENT TECHNIQUES

Oral Assessment

This I Know booklets

INSTRUCTIONAL RESOURCES

Social Skills Curriculum

Core Knowledge Book List

Alphabet Songs (phonetic CDs)

Various educational games, puzzles, and other activities in learning centers

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: LANGUAGE ARTS

GRADE: Kindergarten

STATEMENT OF BELIEF

It is the belief of St. John's Lutheran School that all students should be provided the opportunity to develop effective communication skills. This shall be accomplished through a well-structured language arts program that encourages an appreciation of the written and spoken word, development of skills, self-expression, and creativity.

The Kindergarten program focuses on phonemic awareness, print basics, and story structure. It also provides a rich literary environment that includes poetry, fiction, and non-fiction. The Kindergarten program goal is to move the child from a focus on decoding and encoding skills to comprehension by means of systemic practice.

COMPONENTS

Students will learn skills and concepts in:

- + Reading
- + Writing
- + Speaking and Listening

ESLRs ADDRESSED

- I. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
- II. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
- III. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
- IV. Students will celebrate God's love by **serving Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will learn to listen and respond appropriately. (3c)
- Students will learn to communicate effectively orally and in writing. (3c)
- Students will develop a love for language and literature. (3a)

- Students will learn to use various strategies to become effective problem solvers. (3a)
- Students will practice evaluation techniques to enhance critical thinking. (3a)
- Students will develop their God-given talents and gifts, and use them for service. (4a)
- Students will participate in expressing the language of worship, prayer, and praise. (1a)
- Students will develop self-confidence through sharing, memory work, and oral presentation. (1c)
- Students will comprehend God's word through prayer, praise, and the reading of scriptures. (1a)
- Students will develop an appreciation of different styles of literature (genres). (3a)
- Students will incorporate reading into everyday life. (3a)
- Students will learn communication skills necessary to succeed in their everyday life. (3c)
- Students will demonstrate ability to critique and evaluate written and spoken language. (3a)

GRADE LEVEL OBJECTIVES

READING

- Students will know parts of a story (i.e. title, beginning, end) and their functions (3a)
- Students will follow print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud (3a)
- Students will identify the front cover, back cover, and title page of a book (3a)
- Students will understand that printed materials provide information (3a)
- Students will recognize that sentences in print are made up of separate words (3a)
- Students will distinguish letters from words (3a)
- Students will recognize and name all uppercase and lowercase letters of the alphabet (3a)

Phonemic Awareness

- Students will produce another word that rhymes with the given word (3a)
- Students will orally segment words into syllables and demonstrate an understanding of syllable breaks (3a)
- Students will orally blend syllables into words (3a)
- Students will blend isolated sounds into a spoken one syllable word (3a)
- Students will isolate and repeat the initial or final sound of one-syllable spoken words (3a)
- Students will blend vowel-consonant sounds orally to make words or syllables (3a)
- Students will track auditorily each word in a sentence and each syllable in a word (3a)

Decoding and Encoding

- Students will recognize and name all uppercase and lowercase letters of the alphabet (3a)

- Students will match a letter to a spoken phoneme (3a)
- Students will decode a letter into the phoneme it represents (3a)
- Students will write the correct letters to represent a sound or sequence of sounds, up to three consonants to two consonants and a short vowel sound (3a)
- Students will read any three-sound CVC word (3a)
- Students will read VCC, CVCC, and CCVC words with adjacent consonants and short vowel sounds (3a)
- Students will read simple phrases or sentences made up of the phonemes mastered so far (3a)
- Students will begin to recognize common words by sight, including *a, the, I, my, you, is, are* (3a)
- Students will understand that as letters or words change, so do the sounds (3a)

Reading and Language Comprehension

- Students will tell in his or her own words what happened in stories or parts of stories, and predict what will happen next in stories (3c)
- Students will identify characters, setting, and important events (3a)
- Students will distinguish fantasy from realistic text (3a)
- Students will listen to and understand a variety of texts, both fiction and nonfiction (3a)
- Students will identify and sort common words in basic categories (3c)
- Students will describe common objects and events in both general and specific language (3c)
- Students will be introduced to poetry that emphasizes strong rhythm and rhyme (3a)
- Students will develop an understanding of selected sayings and phrases common to American culture (3a)
- Students will locate the title, table of contents, name of author, and name of illustrator (3a)
- Students will use pictures and context to make predictions about story content (3a)
- Students will retell familiar stories (3c)
- Students will ask and answer questions about essential elements of text (3c)

WRITING AND SPELLING

- Students will write words and brief sentences that are legible (3c)
- Students will write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters (3c)
- Students will write by moving from left to right and from top to bottom (3c)
- Students will write consonants-vowel-consonant words (3c)
- Students will spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names (3c)
- Students will write his or her name (3c)

SPEAKING AND LISTENING

- Students will understand and follow oral directions (3c)
- Students will recognize and use complete, coherent sentences when speaking (3c)
- Students will share information and ideas, speaking audibly in complete, coherent sentences (3c)
- Students will describe people, places, things, locations, and actions (3c)
- Students will recite short poems, rhymes, and songs (3c)
- Students will relate an experience or creative story in a logical sequence (3c)

ASSESSMENT TECHNIQUES

Macmillan/McGraw-Hill Written Assessments
Macmillan/McGraw-Hill Oral Assessments
Macmillan/McGraw-Hill Phonemic Assessments
Teacher Observation
Informal Assessments
Spelling Tests
Achievement Tests (ITBS)

INSTRUCTIONAL RESOURCES

Macmillan/McGraw-Hill Reading Series
Macmillan/McGraw-Hill Phonics Series
Patterning Books
Word Wall
Tactile ABC Cards
Trade/Picture Books
Classic Fairytales

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: LANGUAGE ARTS

GRADE: First Grade

STATEMENT OF BELIEF

It is the belief of St. John's Lutheran School that all students should be provided the opportunity to develop effective communication skills. This shall be accomplished through a well-structured language arts program that encourages an appreciation of the written and spoken word, development of skills, self-expression, and creativity.

First Graders will be able to read (both aloud and silently) with fluency, accuracy, and comprehension, any story or other text written for first grade. The students will also continue working on phonemic awareness, decoding skills, word recognition, writing sentences and stories, spelling, grammar, and appreciation of poetry, stories, and fables.

COMPONENTS

Students will learn skills and concepts in:

- + Reading
- + Writing
- + Speaking and Listening

ESLRs ADDRESSED

- I. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
- II. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
- III. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
- IV. Students will celebrate God's love by **serving Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will learn to listen and respond appropriately (3c)
- Students will learn to communicate effectively orally and in writing. (3c)
- Students will develop a love for language and literature. (3a)

- Students will learn to use various strategies to become effective problem solvers. (2a)
- Students will practice evaluation techniques to enhance critical thinking. (2a, 3a)
- Students will develop their God-given talents and gifts, and use them for service. (4b, 2a)
- Students will participate in expressing the language of worship, prayer, and praise.
- Students will develop self-confidence through sharing, memory work, and oral presentation. (2a, 3a)
- Students will comprehend God's word through prayer, praise, and the reading of scriptures. (1a, 1b)
- Students will develop an appreciation of different styles of literature (genres). (3a)
- Students will incorporate reading into everyday life. (3a)
- Students will learn communication skills necessary to succeed in their everyday life. (3c)
- Students will demonstrate ability to critique and evaluate written and spoken language. (3a)

GRADE LEVEL OBJECTIVES

READING

Phonemic Awareness

- Students will count syllables, isolate initial and final consonant sounds and medial vowel sounds of one-syllable words. (3a)
- Students will orally segment one-syllable words. (3a)
- Students will orally blend phonemics of one-syllable words. (3a)
- Students will orally delete initial and final phonemes in one-syllable words. (3a)
- Students will orally substitute initial and final consonant or medial vowel sounds in one-syllable words. (3a)
- Students will add, delete, or change target sounds to change words (3a)
- Students will segment single syllable words into their components (3a)
- Students will distinguish long and short-vowel sounds in orally stated single-syllable words (3a)
- Students will create and state a series of rhyming words, including consonant blends (3a)

Decoding, Word Recognition, and Oral Reading

- Students will accurately decode phonetically regular one-syllable words, including one-syllable words ending in vc-e. (3a)
- Students will accurately decode simple one-syllable nonsense words (i.e. Mup, fap, chim). (3a)
- Students will decode common initial digraphs (i.e. eg, ng). (3a)
- Students will decode words with common vowel sounds that can be spelled in different ways and words with common consonant sounds that can be spelled in different ways. (3a)
- Students will use letter sound knowledge to sound out unknown words when reading. (3a)
- Students will recognize a number of common irregularly spelled words by sight (ie. the, have, says, said). (3a)

- Students will read compound words and contractions (3a)
- Students will read common word families (3a)
- Students will read aloud with fluency in a manner that sounds like natural speech (3c, 3a)
- Students will read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking) (3a)

Reading Comprehension and Response

- Students will read and understand simple written instructions. (3d, 3a)
- Students will notice his or her own difficulties in understanding text. (3a)
- Students will predict what will happen next in stories, justify their own predictions, and discuss whether predictions were confirmed. (3a)
- Students will discuss how, why, and what-if questions about both fiction and non-fiction texts. (3a)
- Students will use complete and detailed sentences to respond to what, when, where, and how questions. (3c, 3a)
- Students will demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud and independently read texts. (3a)
- Students will demonstrate an awareness of poetry that is appropriate for their grade level (3a)
- Students will use complete and detailed sentences that respond to what, when, where, and how questions (3c)
- Students will demonstrate familiarity with a variety of fiction and non-fiction selections, including read-aloud and independently read texts (3a)
- Students will use context to resolve ambiguities about word and sentence meanings (3a)
- Students will retell the central ideas of simple expository or narrative passages (3c)
- Students will develop appreciation of culture and times through sayings such as “An apple a day...” (3a)
- Students will read similar stories from different lands (3a)
- Students will learn literary terms including characters, heroes, heroines, drama, actors and actresses, costumes, scenery and props, theater, stage, and audience (3a)

Spelling

- Students will spell words from oral dictation composed of the phonemes studied to present. (2a, 3c)
- Students will spell three- and four-letter short vowel words. (2a, 3c)
- Students will use knowledge of letter-sound correspondence to spell independently. (2a, 3c)
- Students will form the regular plural of a singular noun by adding “s”. (2a, 3c)

WRITING

- Students will produce a variety of writings (ie. brief stories, descriptions, journal entries) with spelling sufficient to be able to read their own words. (2a, 3c)
- Students will use descriptive words when writing (2a, 3c)
- Students will select a focus when writing (2a, 3c)

- Students will use correct end punctuation (2a, 3c)
- Students will use capitalization for the first word of a sentence, names of specific people and the pronoun “I”. (2a, 3c)
- Students will write and speak in complete, coherent sentences (2a, 3c)

SPEAKING AND LISTENING

- Students will listen attentively (2a, 3c)
- Students will ask questions for clarification and understanding (2a, 3c)
- Students will give, restate, and follow simple two-step directions (2a, 3c)
- Students will stay on topic when speaking (2a, 3c)
- Students will use descriptive words when speaking about people, places, things, and events (2a, 3c)
- Students will recite poems, rhymes, songs, stories, and memory work (2a, 3a, 3c)
- Students will retell using basic grammar and relate the sequence of story events by answering who, what, when, where, why, and how questions (2a, 3c)
- Students will relate an important life event or personal experience in a simple sequence (2a, 3c)
- Students will provide descriptions with careful attention to sensory detail (2a, 3c)

ASSESSMENT TECHNIQUES

Oral assessments

Macmillan/McGraw Hill written assessments

Achievement Tests (ITBS)

Written spelling tests

Teacher observation

INSTRUCTIONAL RESOURCES

Macmillan/McGraw Hill basal, grammar, and spelling series

Shurley English

Daily Bite (daily sentence structure activities)

Word Wall

Books on tape

Trade books

Classroom library of picture and chapter books

“Leap” activity packets (Sundance)

Four Star Library Activity packets

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: LANGUAGE ARTS

GRADE: Second Grade

STATEMENT OF BELIEF

It is the belief of St. John's Lutheran School that all students should be provided the opportunity to develop effective communication skills. This shall be accomplished through a well-structured language arts program that encourages an appreciation of the written and spoken word, development of skills, self-expression, and creativity.

The second grade Language Arts includes developing skills for decoding word recognition, oral reading, and comprehension. It involves developing skills for producing a variety of types such as poetry, reports, stories, and letters utilizing their skills in spelling, grammar, and proofreading.

COMPONENTS

Students will learn skills and concepts in:

- + Reading
- + Writing
- + Listening and Speaking

ESLRs ADDRESSED

- I. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
- II. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
- III. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
- IV. Students will celebrate God's love by **serving Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will learn to listen and respond appropriately (3c)
- Students will learn to communicate effectively orally and in writing. (3c)
- Students will develop a love for language and literature. (3a)

- Students will learn to use various strategies to become effective problem solvers. (3a)
- Students will practice evaluation techniques to enhance critical thinking. (3a)
- Students will develop their God-given talents and gifts, and use them for service. (4 **all**)
- Students will participate in expressing the language of worship, prayer, and praise. (1 **all**)
- Students will develop self-confidence through sharing, memory work, and oral presentation. (1 **all**)
- Students will comprehend God's word through prayer, praise, and the reading of scriptures. (1a)
- Students will develop an appreciation of different styles of literature (genres). (3a)
- Students will incorporate reading into everyday life. (3 **all**)
- Students will learn communication skills necessary to succeed in their everyday life. (3c)
- Students will demonstrate ability to critique and evaluate written and spoken language. (3a)

GRADE LEVEL OBJECTIVES

READING

Word Analysis, Fluency, and Systematic Vocabulary Development

- Students will recognize and use knowledge of spelling patterns (e.g. diphthongs, special vowel spellings) and words with common beginnings and endings when reading single-syllable words and most two-syllable words. (2a, 3a)
- Students will accurately decode phonetically regular two-syllable words (2a, 3a)
- Students will recognize and compare the sounds that make up words, and segment and blend a variety of sounds in words (2a, 3a)
- Students will understand and explain common antonyms and synonyms (2a, 3a)
- Students will use knowledge of individual words in unknown compound words to predict their meaning (2a, 3a)
- Students will know the meaning of simple prefixes and suffixes (2a, 3a)
- Students will identify simple multiple-meaning words (2a, 3a)

Reading Comprehension and Response

- Students will read and respond to selections from the Core Knowledge Sequence and other good representations of grade-level appropriate narrative and expository text (e.g. classic and contemporary literature, magazines, newspapers, on-line information) (2a, 3a)
- Students will be introduced to fiction and nonfiction works to enrich cross-curriculum units (e.g. American History, Ancient Civilizations, life sciences, religion, art (2a, 3a, 3f, 3e)
- Students will use titles, tables of contents, and chapter headings to locate information in expository text (2a, 3a)
- Students will gain answers to specific questions and locate facts from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs (2a, 3a, 3d, 3f)

- Students will ask clarifying questions about essential textual elements of exposition (e.g. why, what, if, how) (2a, 3a, 3d, 3f)
- Students will restate facts and details in the text to clarify and organize ideas (2a, 3a, 3f)
- Students will recognize cause and effect relationships in a text (2a, 3a, 3d)
- Students will compare and contrast plots, settings, and characters presented by different authors (2a, 3a)
- Students will generate alternative endings to plots and identify the reasons for, or the impact of, the alternatives (2a, 3a)
- Students will identify the use of rhyme, rhythm, and alliteration in poetry (2a, 3a)
- Students will be exposed to common literary terms (e.g. myth, tall tale, fable) (2a, 3a)
- Students will develop and appreciation of culture and times through proverbs and phrases (e.g. “back to the drawing board”, “turn over a new leaf) (2a, 3a, 3f)

WRITING

Writing Strategies

- Students will learn to group related ideas and maintain a consistent focus (2a, 3c)
- Students will create readable documents with legible handwriting (2a, 3c)
- Students will understand the purposes of various reference materials (e.g. dictionary, thesaurus, atlas) (2a, 3c)
- Students will evaluate and revise original drafts to improve mechanics, sequence, and provide more descriptive detail (2a, 3c)

Writing Applications

- Students will produce a variety of types of writing such as stories, reports, letters, journals, and descriptions and make reasonable judgments about what to include in the written works based on the purpose and type of composition (2a, 3c)
- Students will produce written work with a logical sequence of events (2a, 3c)
- Students will write narratives based on their own experiences and describe the settings, characters, and events in detail (2a, 3c)
- Students will write a friendly letter complete with the date, salutation, body, closing, and signature (2a, 3c)

Written and Oral Language Conventions

- Students will, when spelling independently, represent all sounds of a word, writing each sound as a letter or combination of letters (2a, 3c)
- Students will spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly (2a, 3c)
- Students will spell frequently used irregular words correctly (e.g. was, were, says, said, who, what, why) (2a, 3c)
- Students will use a first dictionary to check and correct spellings in their writings
- Students will understand what a complete sentence is and identify subject and predicate in simple sentences (2a, 3c)
- Students will identify parts of speech, including nouns, adjectives, verbs, adverbs, and prepositions in writing and speaking (2a, 3c)
- Students will use adjectives to compare by adding –er or –est (2a, 3c)

- Students will change regular verbs from simple present to past tense using –ed (2a, 3c)
- Students will use the correct form for present and past tense of common irregular verbs (e.g. be, have, see, do, go, come, run, give, sing) (2a, 3c)
- Students will recognize singular and plural by adding –s, know to add –es to nouns ending in –s, -ss, ch, -sh, and –x; and will know that some nouns change their spelling in plural form (e.g. man – men) (2a, 3c)
- Students will capitalize all proper nouns, the pronoun “I”, main words in titles, words at the beginning of sentences, and greetings, months, and days of the week, titles, and initial words (2a, 3c)
- Students will consistently use correct end punctuation such as period, question mark, or exclamation point (2a, 3c)
- Students will recognize the comma and how to use it between day and year when writing a date, between city and state in an address, and following the greeting and closure of a letter (2a, 3c)
- Students will recognize the apostrophe: how it is used in common contractions (e.g. isn’t, she’s, can’t), and how it is used in the possessive form of a noun (e.g. Mom’s shoes, Austin’s baseball, the dog’s bone) (2a, 3c)
- Students will use quotation marks correctly (2a, 3c)
- Students will recognize common abbreviations (e.g. St., Rd., U.S.A.) (2a, 3c)

LISTENING AND SPEAKING

Listening and Speaking Strategies

- Students will determine the purpose or purposes of listening (e.g. to obtain information, to solve problems, for enjoyment) (2a, 3a, 4a, 4c)
- Students will ask for clarification and explanation of stories and ideas (2a, 3a, 4a, 4c)
- Students will paraphrase information that has been shared orally by others (2a, 3a, 4a, 4c)

Organization and Delivery of Oral Communication

- Students will speak clearly and at an appropriate pace (2a, 3a, 4a, 4c)
- Students will recount experiences in a logical sequence (2a, 3a, 4a, 4c)
- Students will retell stories, including characters, setting, and plot (2a, 3a, 4a, 4c)
- Students will report on topic with supportive facts and details (2a, 3a, 4a, 4c)

ASSESSMENT TECHNIQUES

Macmillan/McGraw–Hill Assessments

- Diagnostic/Placement: informal reading inventories; running records; phonemic awareness assessment; placement tests

- Informal: phonics, comprehension, and vocabulary
- Formal: selection, comprehension, spelling, fluency

The Shurley Method: English Made Easy: Level 2

- Written Unit Assessments
- Informal Oral Testing

Signs for Sounds: Level 2+: Phonics/Spelling Assessments

INSTRUCTIONAL RESOURCES

Macmillan/McGraw-Hill Reading Program

- Anthologies
- Practice Books
- Spelling Workbooks
- Leveled Books

Read Aloud Units: *(novels read aloud to and/or with the class with work pages and tests)*

- Helen Keller
- Mr. Popper's Penguins (Core Knowledge)
- Charlotte's Web (Core Knowledge)

Literature Enrichment Units: *(trade books that provide reading and writing activities that cross the curriculum and correlate with other subjects)*

- Caterpillar and Tadpole (Core Knowledge)
- Hill of Fire
- Follow the Drinking Gourd (Core Knowledge)
- Thunder at Gettysburg (Core Knowledge)
- Civil War on Sunday (Core Knowledge)
- The Chalkbox Kid
- A Chair for my Mother

S.R.A Reading Lab: *(reading comprehension and skill program for independent practice)*

What Your Second Grader Needs to Know by E.B. Hirsch *(fiction, poetry, and sayings listed in Core Knowledge Sequence)*

Trade Books: *(assorted selections of leveled books to support reading for pleasure and cross-curriculum instruction)*

Computer Programs: *(incomplete due to transitioning to new computer system which rendered programs previously used obsolete)*

Writing and reading programs that include...

- Phonics: CD-ROM
- The Bug Book (research skills and report writing)
- Internet Websites

Words I Use When I Write (*personal dictionaries*)

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: LANGUAGE ARTS

GRADE: Third Grade

STATEMENT OF BELIEF

It is the belief of St. John's Lutheran School that all students should be provided the opportunity to develop effective communication skills. This shall be accomplished through a well-structured language arts program that encourages an appreciation of the written and spoken word, development of skills, self-expression, and creativity.

The third grade Language Arts Program includes basic knowledge of spelling, grammar and Language skills. Students will develop reading skills including comprehension of both non-fictional and fictional literature. Students will produce a variety of writings including reports, poems, letters, and descriptions.

COMPONENTS

Students will learn skills and concepts in:

- + Literature
- + Writing & Research
- + Grammar & Usage
- + Vocabulary & Spelling
- + Speaking & Listening

ESLRs ADDRESSED

- I. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
- II. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
- III. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
- IV. Students will celebrate God's love by **servicing Christ, His Church, and His world.**

PROCESS OUTCOMES

- Students will learn to listen and respond appropriately (1, 2c,d, 3a,c, e, 4)

- Students will learn to communicate effectively orally and in writing. (1b,c,d,e,2, 3a,c,e, 4)
- Students will develop a love for language and literature. (1c,d, 3a)
- Students will learn to use various strategies to become effective problem solvers. (1c,e, 2b,c 3c)
- Students will practice evaluation techniques to enhance critical thinking. (3)
- Students will develop their God-given talents and gifts, and use them for service. (1,2,4)
- Students will participate in expressing the language of worship, prayer, and praise. (1,4,2c,3a,c)
- Students will develop self-confidence through sharing, memory work, and oral presentation. (1,2,3c,4)
- Students will comprehend God's word through prayer, praise, and the reading of scriptures.(1, 2c, 3a,c, 4)
- Students will develop an appreciation of different styles of literature (genres). (3a)
- Students will incorporate reading into everyday life. (1, 3a, 4c)
- Students will learn communication skills necessary to succeed in their everyday life. (1a,e, 2c, 3c, 4d)
- Students will demonstrate ability to critique and evaluate written and spoken language. (3, 1d,e)

GRADE LEVEL OBJECTIVES

LITERATURE

- Students will know and use complex word families when reading (2a,b, 3a)
- Students will decode regular multisyllabic words (2a,b, 3a)
- Students will read aloud narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression (2a,b, 3a)
- Students will develop independence in reading and understanding grade level chapter books of fiction and nonfiction that are 96 pages or more (2a,b, 3a,c)
- Students will be able to specify words or passages that cause difficulty in comprehension (2a,b, 3a,c)
- Students will orally and in written form summarize main points from fiction and nonfiction reading (2a,b, 3a,c)
- Students will be able to answer specific questions from the text (2a,b, 3a,e)
- Students will follow simple multiple step written directions (2a,b, 3a,d)
- Students will ask and answer how, why, and what questions (2a,b)
- Students will use the table of contents and index to locate information (2a,b, 3a)
- Students will distinguish forms of poetry, drama, myths, fairy tales, folktales, and legends (2a,b, 3a,e)
- Students will determine what characters are like by what they say or do (2a,b, 3a,c)
- Students will recognize alliteration and onomatopoeia in a selection (2a,b,3a)
- Students will identify the speaker in a selection (2a,b, 3a)

WRITING AND RESEARCH

- Students will produce a variety of writing styles including stories, reports, poems, and letters (3c,e)
- Students will know how to organize materials in paragraphs and understand how to use a topic sentence, how to develop a paragraph following a specific example, how to proofread and edit rough drafts prior to writing a final draft, and know that each paragraph is indented (3c)
- Students will know how to write a friendly letter using the proper style: heading, salutation, body, closing, and signature (3c)
- Students will know how to use printed and electronic methods for researching a particular topic, and use his or her own words to write a formal report (3c)
- Students will write legibly in cursive, allowing margins and correct spacing between words in a sentence (3c)

GRAMMAR AND USAGE

- Students will use capital letters correctly (3c)
- Students will be able to write and identify complete declarative, imperative, exclamatory, and interrogative sentences using correct punctuation (3c)
- Students will be able to tell the difference between complete sentences and fragments (3a,c)
- Students will be able to locate the subject and predicate of a sentence (3c)
- Students will be able to identify and use the following parts of speech in a sentence: subject nouns, pronouns, verbs, prepositions, adjectives, adverbs, object of the preposition, direct and indirect objects (3a,c)
- Students will know how to use commas correctly in dates, between city and state, in a series, and after yes and no (3c)
- Students will use apostrophes correctly in contractions and possessive nouns (3c)
- Students will be able to identify and avoid using double negatives (3c)

VOCABULARY AND SPELLING

- Students will learn the rules and patterns of spelling (3c)
- Students will spell most words correctly and be able to use a dictionary to check spelling (3c)
- Students will know what prefixes and suffixes are and how they change the meaning of words (3c)
- Students will know what homophones, antonyms, and synonyms are and how to correctly use them (3a,c)
- Students will be able to correctly use common abbreviations (3c)
- Students will know the meanings of a given set of vocabulary words and how to correctly use them in a sentence (3a,c)
- Students will be able to use sentence and word context clues to decode the meaning of unknown words (3a,c)
- Students will be able to use a dictionary to learn the meanings of unfamiliar words (3a,c)

LISTENING AND SPEAKING

- Students will be able to retell, paraphrase, and explain what a speaker has said (2b, 3a,c)
- Students will be able to respond to questions with appropriate elaboration (3a,c)
- Students will be able to identify rhymes and repeated sounds (3a,c,e)
- Students will be able to organize ideas chronologically (3c,2b)
- Students will be able to provide a beginning, middle, and end, including details to develop a central idea (3c)
- Students will be able to use clear and specific vocabulary (3a,c, 4c)
- Students will be able to clarify and enhance oral presentations through the use of props (3c,e)

ASSESSMENT TECHNIQUES

Teacher observation

Vocabulary, skills, and comprehension worksheets

Unit assessments

INSTRUCTIONAL RESOURCES

MacMillan/McGraw-Hill Basal series

Practice workbooks

Phonics workbooks

Reteach and Extend blackline masters

Unit assessments

Weekly Reader

Spelling Sourcebook

Shurley Method English

Sadlier-Oxford Vocabulary

Poetry unit

Classroom library

Novels : Chocolate Fever

Pippi Longstocking

The Courage of Sarah Noble

The Cabin Faced West

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: LANGUAGE ARTS

GRADE: Fourth Grade

STATEMENT OF BELIEF

It is the belief of St. John's Lutheran School that all students should be provided the opportunity to develop effective communication skills. This shall be accomplished through a well-structured language arts program that encourages an appreciation of the written and spoken word, development of skills, self-expression, and creativity.

The fourth grade program promotes and understanding of the English language. The students will examine grammar, its usage, and how to apply it to their writing. The students will utilize a variety of genres in their study, which includes fiction, nonfiction, mysteries, poetry, and others.

COMPONENTS

Students will learn skills and concepts in:

- + Literature
- + Writing & Research
- + Grammar & Usage
- + Vocabulary & Spelling
- + Speaking & Listening

ESLRs ADDRESSED

- I. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
- II. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
- III. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
- IV. Students will celebrate God's love by **serving Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will learn to listen and respond appropriately (1all, 2c,d, 3a,c,e,4)
- Students will learn to communicate effectively orally and in writing. (1b-e,2,4)

- Students will develop a love for language and literature. (1c,d,3a)
- Students will learn to use various strategies to become effective problem solvers. (2b,c, 3c, 1c,e,)
- Students will practice evaluation techniques to enhance critical thinking. (3)
- Students will develop their God-given talents and gifts, and use them for service. (1,2,4)
- Students will participate in expressing the language of worship, prayer, and praise. (1,2c,3a,c,4)
- Students will develop self-confidence through sharing, memory work, and oral presentation. (1,2,3c,4)
- Students will comprehend God's word through prayer, praise, and the reading of scriptures. (1,2c,3a,c,4)
- Students will develop an appreciation of different styles of literature (genres). (3a)
- Students will incorporate reading into everyday life. (1, 3a, 4c)
- Students will learn communication skills necessary to succeed in their everyday life. (1a,e, 2c, 3c, 4c,d)
- Students will demonstrate ability to critique and evaluate written and spoken language. (3, 1d,e)

GRADE LEVEL OBJECTIVES

LITERATURE

- Students will understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading (3a)
- Students will read narrative and expository text fluently, accurately, and with appropriate expression (3a)
- Students will learn new vocabulary associated with the fiction and texts they are using in school and as independent learners (3a)
- Students will understand grade level appropriate material. They will draw upon a variety of comprehension strategies as needed (3a)
- Students will read from a variety of genres (2b, 3a)
- Students will use appropriate strategies when reading for different purposes (e.g. full comprehension, location of information, personal enjoyment) (3a)
- Students will identify theme, plot, setting, and character development in a novel (3a)
- Students will become familiar with expressions and sayings commonly used in literature (e.g. "bury the hatchet", etc.) and learn what they mean (3a)
- Students will evaluate compare and contrast, and distinguish between cause and effect and fact and opinion as they read expository text (3a)
- Students will make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, using illustrations, titles, topic sentences, important words, and foreshadowing clues (3a)
- Students will define figurative language (e.g. simile, metaphor, hyperbole, personification) and identify its use in literary works (3a)
- Students will read a variety of poetry and write their own poems (2b, 3a)

WRITING AND RESEARCH

- Students will produce a variety of types of writing, including stories, book reports, and responses to literature, narratives, research reports, letters, poems, summaries, and descriptions (2b, 3c)
- Students will gather information from a variety of sources, including books, magazines, encyclopedias, an atlas, dictionary, thesaurus, observations, interviews, and the internet (3a, 3c)
- Students will take notes from resources, organize them, and develop a written report in their own words (2b, 3a, 3c)
- Students will organize material into paragraphs or a composition that demonstrate attention to the following: understanding the purpose and audience, defining a main idea and sticking to it, providing an introduction and conclusion, organizing material in coherent paragraphs, using a topic sentence, supporting details, and concluding idea in a paragraph and/or composition, indenting each new paragraph, following a writing process that includes prewriting, drafting, revising, and editing (2b, 3c)
- Students will locate information in reference texts by using organizational features (e.g. tables of content, prefaces, glossaries, appendixes, etc.) (3a)
- Students will quote or paraphrase information sources, citing them appropriately in a bibliography (3c)
- Students will write fluidly and legibly in cursive (3c)
- Students will demonstrate basic keyboarding skills and familiarity with computer technology and use of a word processing application (3c)

GRAMMAR AND USAGE

- Students will use simple and compound sentences in writing and speaking (3c)
- Students will identify the subject, predicate, simple subject, and simple predicate in a sentence (3c)
- Students will identify the four types of sentences (declarative, interrogative, imperative, and exclamatory) (3c)
- Students will identify the eight parts of speech and know how they are used in sentences (3c)
- Students will identify and write independently four sentence patterns (N-V, N-V-DO, N-V-IO-DO, and N-LV-PrN) (3c)
- Students will know how to use punctuation and capitalization correctly in their writing (3c)

VOCABULARY AND SPELLING

- Students will identify and understand synonyms and antonyms (3c)
- Students will know how prefixes and suffixes affect word meaning (3c)
- Students will choose the appropriate homophone in their writing (3c)
- Students will learn spelling patterns and rules (3c)
- Students will use a dictionary or electronic means to check accuracy of spelling (3c)

SPEAKING AND LISTENING

- Students will listen critically and respond appropriately to oral communication (3a,c)
- Students will demonstrate comprehension of ideas presented by asking thoughtful questions, summarizing major ideas, and following directions and instructions precisely (3a,c)
- Students will deliver oral presentations that are organized around a coherent main idea (2b, 3c)
- Students will read their own writings using proper phrasing, pitch, expression, and modulation (3c)
- Students will demonstrate a command of standard American English when speaking (3c)
- Students will memorize and recite brief poems, Scripture verses and hymns, and songs using clear diction, tempo, volume, pace, and phrasing (1b,c,d, 3c)

ASSESSMENT TECHNIQUES

Teacher Observation
Reading Inventory
Student Oral Reading
Blackline Skill Masters
Unit Tests
Vocabulary Workbook Exercises
English Workbook Exercises
Daily Journal Writing

INSTRUCTIONAL RESOURCES

Novels

Frindle

The Cricket in Times Square

Sarah, Plain and Tall

Robin Hood of Sherwood Forest

Island of the Blue Dolphins

James and the Giant Peach

The War With Grandpa

Pollyanna (read aloud)

The Adventures of King Midas (read aloud)

By the Great Horn Spoon (read aloud)

Poetry

Listen, My Children (anthology)

The Midnight Ride of Paul Revere

The Legend of Sleepy Hollow

SRA Reading Laboratory

Sadlier Oxford Vocabulary Workbook

The Shurley Method English Workbook

Spelling Sourcebook (Rebecca Sitton)

Weekly Reader Magazine

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: LANGUAGE ARTS

GRADE: Fifth Grade

STATEMENT OF BELIEF

It is the belief of St. John's Lutheran School that all students should be provided the opportunity to develop effective communication skills. This shall be accomplished through a well-structured language arts program that encourages an appreciation of the written and spoken word, development of skills, self-expression, and creativity.

Fifth graders will continue imaginative writing, but a stronger emphasis will be placed on revision, correct grammar and punctuation, and spelling. Fifth graders will also develop a habit of using a dictionary to check spelling and to enrich vocabulary.

COMPONENTS

Students will learn skills and concepts in:

- + Literature
- + Writing & Research
- + Grammar & Usage
- + Vocabulary & Spelling
- + Speaking & Listening

ESLRs ADDRESSED

- I. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
- II. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
- III. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
- IV. Students will celebrate God's love by **servicing Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will learn to listen and respond appropriately (1 all, 2c,d, 3a,c,e, 4)
- Students will learn to communicate effectively orally and in writing. (1b-e,2, 3a,c,e, 4)
- Students will develop a love for language and literature. (1c,d, 3a)

- Students will learn to use various strategies to become effective problem solvers. (1c,e, 2b,c, 3c)
- Students will practice evaluation techniques to enhance critical thinking. (3)
- Students will develop their God-given talents and gifts, and use them for service. (1,2,4)
- Students will participate in expressing the language of worship, prayer, and praise. (1,2c,3a,c, 4)
- Students will develop self-confidence through sharing, memory work, and oral presentation. (1,2, 3c,4)
- Students will comprehend God's word through prayer, praise, and the reading of scriptures. (1, 2c, 3a,c, 4)
- Students will develop an appreciation of different styles of literature (genres). (3a)
- Students will incorporate reading into everyday life. (1,3a, 4c)
- Students will learn communication skills necessary to succeed in their everyday life. (1a, e, 2c,3c, 4c,d)
- Students will demonstrate ability to critique and evaluate written and spoken language. (1d,e, 3)

GRADE LEVEL OBJECTIVES

LITERATURE

- Students will understand how text features make information accessible and useable (2b)
- Students will analyze text that is organized in sequential or chronological order (3a)
- Students will discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas (3a)
- Students will identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms (3a)
- Students will identify characters and setting of a story (3a)
- Students will identify the main problem of conflict of the plot and explain how it is resolved (3a)
- Students will contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance to the contrasts to the plot or theme (3a)
- Students will understand that theme refers to the meaning or moral of a selection and find themes in sample works (3a)
- Students will describe the function and effect of common literary devices (imagery, metaphor, simile, personification, symbolism) (3a)
- Students will evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures (3a)
- Students will be exposed to a variety of forms of poetry by many varied authors (3a)
- Students will know poetic terms: rhythm, rhyme, onomatopoeia, and alliteration (3a)
- Students will be exposed to several types of fiction, including fantasy, historical fiction, science fiction, mythology, and Shakespeare (3a)

- Students will know the difference between literal and figurative language (3a)
- Students will be exposed to the Gettysburg Address and Chief Joseph's "I Will Fight No More, Forever" (3a)
- Students will learn the meanings of several phrases and proverbs peculiar to our culture (3a)

WRITING AND RESEARCH

- Students will produce a variety of types of writing (reports, summaries, letters, descriptions, stories, and poetry) (2b, 3a,c)
- Students will know how to gather information from different sources, take notes on the gathered information, organize the material with the use of note cards and an outline, and produce reports in their own words (2b, 3a,c)
- Students will be able to produce a bibliography of different sources used (2b, 3c)

GRAMMAR AND USAGE

- Students will understand what a complete sentence is, including subject, predicate, fragments, and run-ons (3c)
- Students will know subject and verb agreement (3c)
- Students will know parts of speech (noun, pronoun, verb adjective, adverb, conjunction, interjection, direct object, indirect object, preposition, prepositional phrase, predicate nominative, and predicate adjective) (3c)
- Students will understand that pronouns must agree with their antecedents in number and gender (3c)
- Students will correctly use punctuation and capitalization (3c)
- Students will use underlining or italics for titles (3c)

VOCABULARY AND SPELLING

- Students will increase their vocabulary and use these words correctly (3a,c)
- Students will learn the meanings of prefixes (anti, co, fore, il, ir, inter, mid, post, semi) and suffixes (ist, ish, ness, tion, sion) (3a,c)
- Students will learn spelling rules to correctly combine prefixes, roots, and suffixes (3c)
- Students will know the differences of homophones and homographs (3a,c)

SPEAKING AND LISTENING

- Students will deliver oral presentations (speeches, reports) (3c)
- Students will be good listeners, comprehending the presentation and asking appropriate questions for clarification (3c)

ASSESSMENT TECHNIQUES

Oral reading

Unit packet worksheets and daily practice

Unit tests

Written sentences, essays, poems, and research papers

Teacher observation

Achievement Tests (ITBS)

INSTRUCTIONAL RESOURCES

Novels and Unit Packets

The Adventures of Tom Sawyer

Bridge to Terabithia

Call it Courage

Dacey's Song

The Door in the Wall

From the Mixed-up Files of Mrs. Basil E. Frankweiler

The Incredible Journey

Invincible Louisa

Mrs. Frisby and the Rats of NIMH

The Sign of the Beaver

The Summer of the Swans

Listen, My Children – CORE Poetry

Shurley Method English

Sadlier-Oxford Vocab

How to Survive Research Paper Class

SRA Reading

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: LANGUAGE ARTS

GRADE: Sixth Grade

STATEMENT OF BELIEF

It is the belief of St. John's Lutheran School that all students should be provided the opportunity to develop effective communication skills. This shall be accomplished through a well-structured language arts program that encourages an appreciation of the written and spoken word, development of skills, self-expression, and creativity.

Sixth graders will continue imaginative and expository writing. Emphasis will be placed on revision and correct use of grammar and conventions. Examples of writing will include summaries, book reports, essays, and research projects.

COMPONENTS

Students will learn skills and concepts in:

- + Literature
- + Writing & Research
- + Grammar & Usage
- + Vocabulary & Spelling
- + Speaking & Listening

ESLRs ADDRESSED

- I. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
- II. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
- III. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
- IV. Students will celebrate God's love by **serving Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will learn to listen and respond appropriately (2d)
- Students will learn to communicate effectively orally and in writing. (3c)

- Students will develop a love for language and literature. (3a)
- Students will learn to use various strategies to become effective problem solvers. (2b, 3d)
- Students will practice evaluation techniques to enhance critical thinking. (2b)
- Students will develop their God-given talents and gifts, and use them for service. (4a, 3c)
- Students will participate in expressing the language of worship, prayer, and praise. (1a, 3c, 4c)
- Students will develop self-confidence through sharing, memory work, and oral presentation. (2a, 2c)
- Students will comprehend God's word through prayer, praise, and the reading of scriptures. (3a)
- Students will develop an appreciation of different styles of literature (genres). (3a)
- Students will incorporate reading into everyday life. (3a)
- Students will learn communication skills necessary to succeed in their everyday life. (3c)
- Students will demonstrate ability to critique and evaluate written and spoken language. (3a)

GRADE LEVEL OBJECTIVES

LITERATURE

- Students will be exposed to several types of fiction including fantasy, historical fiction, science fiction, mythology, and Shakespeare (3a)
- Students will review the difference between literal and figurative language (simile, metaphor, personification) (3a)
- Students will identify structural features of popular media (e.g. newspapers, magazines, online information) and use the features to obtain information (3a)
- Students will analyze text that uses the compare and contrast organizational pattern (3a)
- Students will read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression (3a)
- Students will comprehend and analyze grade level appropriate text (3a)
- Students will learn how to expository critique grade level appropriate text (3a)
- Students will learn narrative analysis of grade level appropriate text (3a)
- Students will critique the credibility of characterization and the degree to which a plot is contrived or realistic (i.e. compare use of fact and fantasy in historical fiction) (3a)
- Students will study a variety of forms of poetry by varied authors (3a)
- Students will identify poetic terms (meter, iamb, couplet, rhyme scheme, free verse) (3a)
- Students will compose poetry of their own (3a)

WRITING AND RESEARCH

- Students will learn strategies and conventions for writing a descriptive, persuasive, narrative, and expository composition (3c)

- Students will research, organize, write, and revise a research report (3a,c)
- Students will write responses to literature (3a,c)
- Students will write a standard business letter (3c)
- Students will participate civilly and productively in group discussions (3c)
- Students will give a short speech to the class that is well-organized and well-supported (3c)
- Students will use organization features of electronic text (bulletin boards, databases, keyword searches, e-mail addresses) to locate information (3c)

GRAMMAR AND USAGE

- Students will demonstrate an ability to use standard pronunciation in formal settings (3c)
- Students will compose documents with appropriate formatting by using word processing skills and principals of design (margins, tabs, spacing, columns, page orientation) (3a, 3c)
- Students will understand what a complete sentence is (3c)
- Students will identify parts of a sentence (subject, predicate, independent/dependent clauses, fragments, and run-ons) (3c)
- Students will identify and properly use different sentence types (simple, compound, complex, and compound-complex sentences) (3c)
- Students will identify and properly use indefinite pronouns and present perfect, past perfect, future perfect, and present progressive verb tenses, and ensure that verbs agree with plural or compound subjects (3c)
- Students will use punctuation introduced in earlier grades and learn how to use a semi-colon or comma with coordinating and or correlative conjunctions used to separate the sentences that form a compound part or sentence (3c)
- Students will recognize active/passive voice verbs (3c)
- Students will recognize some of the troublesome verbs and use them correctly (sit/set, rise/raise, lie/lay) (3c)
- Students will use good/well, bring/take, accept/except and others correctly (3c)

VOCABULARY AND SPELLING

- Students will review spelling rules for use of “ie” and “ei” and prefixes and suffixes (3c)
- Students will continue to work with spelling words, with special attention to commonly misspelled words (3c)
- Students will learn the meanings of various Latin and Greek roots that form common words (3c)
- Students will identify and interpret figurative language and words with multiple meanings (3c)
- Students will understand and explain “shades of meaning” in related words (e.g. softly and quietly) (3c)
- Students will learn the meaning of several phrases and proverbs peculiar to our culture (3c)

LISTENING AND SPEAKING-2D- if it's a group assignment

- Students will deliver focused, coherent presentations that convey ideas clearly and related to the background and interest of the audience (2b, 3c)
- Students will deliver well-organized formal presentations, employing traditional rhetoric strategies (i.e. narration, exposition, persuasion, descriptive) (2b,3c)

ASSESSMENT TECHNIQUES

Alternative Assessment, Master Prose, Innovations

Literature is for Thinking, Novel Aids, Portals to Reading

Prentice Hall Grammar and Composition Daily worksheets and Unit Tests

Achievement Tests (ITBS)

INSTRUCTIONAL RESOURCES

Grammar and Composition

Sadlier - Oxford Vocabulary, Spelling Source Book

Scholastic Time Magazine, Weely Reader Plays

The Cay, Flying Against the Wind, Giver, Journey Home, Odyssey, Oliver Twist,

Pygmalion, Realms of Gold, Romeo and Juliet, Shakespeare in the Classroom

(Hatchet, Frozen Fire)

Movies: Kidnapped, Animal Farm, The Light in the Forest, The Secret Garden, Summer of the Monkeys, 20,000 Leagues under the Sea, and Tuck Everlasting.

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: LANGUAGE ARTS

GRADE: Seventh Grade

STATEMENT OF BELIEF

It is the belief of St. John's Lutheran School that all students should be provided the opportunity to develop effective communication skills. This shall be accomplished through a well-structured language arts program that encourages an appreciation of the written and spoken word, development of skills, self-expression, and creativity.

Students in seventh grade are given opportunities to write, with emphasis on repeated expository writing. Students should have a working understanding of parts of the sentences, spelling and vocabulary. Vocabulary includes the meaning of certain Latin and Greek words that form common roots for the English language. Reading includes short stories, novels (fiction and nonfiction), and poetry.

COMPONENTS

Students will learn skills and concepts in:

- + Literature
- + Writing & Research
- + Grammar & Usage
- + Vocabulary & Spelling

ESLRs ADDRESSED

- I. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
- II. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
- III. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
- IV. Students will celebrate God's love by **servicing Christ, His Church, and His world**.

PROCESS OUTCOMES

- Students will learn to listen and respond appropriately (3c, 4d)
- Students will learn to communicate effectively orally and in writing. (1e, 3a, 3c)

- Students will develop a love for language and literature. (2a, 3a)
- Students will learn to use various strategies to become effective problem solvers. (2b, 3a, 3c, 4d)
- Students will practice evaluation techniques to enhance critical thinking. (1d,e, 3a)
- Students will develop their God-given talents and gifts, and use them for service. (1c, 1e, 2a, 4a, b, c,d)
- Students will participate in expressing the language of worship, prayer, and praise. (3a,c, 1d, 4)
- Students will develop self-confidence through sharing, memory work, and oral presentation. (1e, 2c,d,4c,d)
- Students will comprehend God's word through prayer, praise, and the reading of scriptures. (1d, 3a,c, 4)
- Students will develop an appreciation of different styles of literature (genres). (1d, 3a,c)
- Students will incorporate reading into everyday life. (1c, 3a,c)
- Students will learn communication skills necessary to succeed in their everyday life. (1c, 3a,c)
- Students will demonstrate ability to critique and evaluate written and spoken language. (1c, 3a,c)

GRADE LEVEL OBJECTIVES

LITERATURE

- Students will work with novels, drama, essays, and short stories, identifying events that advance the plot, analyzing characterizations, and developing critical responses to the work (3a)
- Students will study the elements of fiction, such as theme, point of view, setting, conflict, suspense, and climax (3a)
- Students will learn literary terms such as irony, foreshadowing, hyperbole, flashback, and parody (3a)
- Students will read and analyze various forms of poetry (3a)
- Students will learn elements of poetry, such as meter, rhyme, free verse, and alliteration (3a)

WRITING AND RESEARCH

- Students will write research reports, short stories, and expository essays that describe, narrate, persuade, and compare and contrast. (3a,c)
- Students will learn to identify topics, gather information, ask and evaluate questions, and develop ideas (3a,c)
- Students will use strategies of note taking, outlining, and summarizing to give structure to their compositions (3c)
- Students will use an organizational structure, develop proper paragraphs, and use effective transitions between sentences to unify important ideas (3c)
- Students will support statements and claims with facts and statistics, descriptions, and specific examples and give credit with proper bibliographic form (3a,c)

- Students will create documents by using word processing skills and revise writing to improve both content and presentation (3a,c)
- Students will demonstrate the mechanics of writing (3c)

GRAMMAR AND USAGE

- Students will identify and use all parts of speech, with special attention given to gerunds and gerund phrases, infinitives and infinitive phrases, and clauses (3c)
- Students will apply traditional sentence diagramming in the identification of parts of speech (3c)
- Students will demonstrate the mechanics of writing and appropriate English usage (3c)
- Students will use proper punctuation and capitalization (3c)

VOCABULARY AND SPELLING

- Students will learn grade appropriate vocabulary through a literature-based program and through usage in varied and controlled context (3a,c)
- Students will learn the meaning of various Latin, Greek, and Anglo-Saxon words that form common word roots in English (3a)
- Students will learn common idioms and expressions, as well as foreign phrases often used in English speech and writing (3a,c)
- Students will learn to use context clues to enhance basic comprehension of written material (3a,c)
- Students will clarify word meanings through the use of definition, example, restatement, or contrast (3a,c)
- Students will continue to work with spelling, with special attention to commonly misspelled words (3c)

ASSESSMENT TECHNIQUES

Classroom discussion

Written tests and quizzes

Chapter summaries

Book reports / reaction papers / critiques

Worksheets / essay questions

Comparative study of books and movies, where applicable

Review games and activities

Achievement Tests (ITBS)

INSTRUCTIONAL RESOURCES

English – Grammar and Composition (Prentice Hall)

Vocabulary – Vocabulary Workshop Level B (Sadlier-Oxford)

Reading – Selected short stories and poems, Scope magazine (Scholastic)

To Kill A Mockingbird

Freak the Mighty

And Then There Were None
The Hiding Place
Call of the Wild
Ghost Boy
The Last Book in the Universe
Macbeth
A Day No Pigs Would Die
The Red Pony
Of Mice and Men
Walk Across America
The Weirdo
The Lion, the Witch, and the Wardrobe
Our Town
Dragonwings

ST. JOHN'S LUTHERAN SCHOOL

COURSE OF STUDY

SUBJECT: LANGUAGE ARTS

GRADE: Eighth Grade

STATEMENT OF BELIEF

It is the belief of St. John's Lutheran School that all students should be provided the opportunity to develop effective communication skills. This shall be accomplished through a well-structured language arts program that encourages an appreciation of the written and spoken word, development of skills, self-expression, and creativity.

Students in eighth grade are given opportunities for a variety of writing, but emphasis continues to be expository writing. Essays should have appropriate tone and diction as well as spelling and grammar. Students should have a working understanding of punctuation, misplaced modifiers, parallelism and sentence variety. Students should know the meaning of certain Latin and Greek words that form the roots for English. Reading includes fiction and nonfiction, drama, poetry, and short stories.

COMPONENTS

Students will learn skills and concepts in:

- + Literature
- + Writing & Research
- + Grammar & Usage
- + Vocabulary & Spelling

ESLRs ADDRESSED

- I. Students will understand the saving knowledge of Jesus Christ and grow in their **relationship with Him** through daily living in God's Word.
- II. Students will become **confident individuals** as they identify, develop, and use their God-given gifts and abilities.
- III. Students will become **academically capable individuals** by obtaining the knowledge and skills needed to reach their potential and finding effective ways to apply what they learn to real life situations and challenges.
- IV. Students will celebrate God's love by **servicing Christ, His Church, and His world.**

PROCESS OUTCOMES

- Students will learn to listen and respond appropriately (3c)
- Students will learn to communicate effectively orally and in writing. (3c)
- Students will develop a love for language and literature. (3a)
- Students will learn to use various strategies to become effective problem solvers.
- Students will practice evaluation techniques to enhance critical thinking. (3a)
- Students will develop their God-given talents and gifts, and use them for service. (2a)
- Students will participate in expressing the language of worship, prayer, and praise. (3c)
- Students will develop self-confidence through sharing, memory work, and oral presentation. (3c)
- Students will comprehend God's word through prayer, praise, and the reading of scriptures. (3a)
- Students will develop an appreciation of different styles of literature (genres). (3a)
- Students will incorporate reading into everyday life. (3a)
- Students will learn communication skills necessary to succeed in their everyday life. (3c)
- Students will demonstrate ability to critique and evaluate written and spoken language. (3a)

GRADE LEVEL OBJECTIVES

LITERATURE

- Students will read quality works written by renowned authors (novels, short stories, a Shakespeare play, an autobiography, famous essays and speeches) (3a)
- Students will be able to determine the narrator's point of view
- Students will be able to analyze the conflicts found in written works (3a)
- Students will analyze the plot throughout a story and how different settings play a significant role in the story (3a)
- Students will determine the theme and tone that is being set by the author (3a)
- Students will realize how an author uses a character's thoughts, words, and actions to create the image of the character
- Students will recognize protagonists and antagonists and their role in the plot of a story (3a)
- Students will understand the use of flashback and foreshadowing, as well as irony, hyperbole, and parody
- Students will read poems from many well known poets (3a)
- Students will read a variety of poetry styles
- Students will learn to write poems in a variety of styles
- Students will learn the meaning of and be able to recognize the use of the following poetic devices: meter, iamb, rhyme scheme, free verse, onomatopoeia, alliteration, allusion, assonance, stanzas and refrains, metaphor and simile

WRITING AND RESEARCH

- Students will learn to write expository and persuasive works that have clear theses and well developed supporting paragraphs (3c)
- Students will write a research paper, including being able to do research work to obtain relevant information, properly and effectively quote, summarize, and paraphrase the work of another person, develop a thesis, organize supporting paragraphs that develop the thesis, create a bibliography, and use footnotes and endnotes (3a,c)
- Students will learn to write fictional stories and be able to effectively use and punctuate dialog in their work (3c)
- Students will listen attentively and participate effectively in class discussions (3c)
- Students will present a well organized and well supported speech to the class (3c)

GRAMMAR AND USAGE

- Students will punctuate sentences accurately, with special emphasis placed on the use of semi-colons, commas in phrases and clauses, quotation marks, parentheses, hyphens, dashes, colons, italics, and apostrophes (3c)
- Students will learn to correctly use modifying words, phrases, and clauses (3c)
- Students will recognize and write simple, compound, complex, and compound-complex sentences (3c)
- Students will enhance their writing by varying sentence structure, length, and openings (3c)
- Students will recognize and accurately use the eight parts of speech (3c)

VOCABULARY AND SPELLING

- Students will weekly learn to spell and know the meaning of grade appropriate words, including many words that are commonly misspelled (3c)
- Students will learn the meaning of approximately three dozen Latin and Greek words and recognize English words that are based on them
- Students will learn the meaning of approximately two dozen French phrases that are commonly used in English speech and writing

ASSESSMENT TECHNIQUES

Class discussions

Quizzes

Tests

Oral presentations

Art projects

Small group work

Textbook work

Worksheets

Achievement Tests (ITBS)

A variety of writing assignments: paragraphs, essays, research papers, and poems

INSTRUCTIONAL RESOURCES

I. Literature

- a) Realms of Gold by Core Knowledge Foundation
- b) Poetry from a variety of sources
- c) Novels
 - Animal Farm by George Orwell
 - Roll of Thunder by Mildred Taylor
 - Romeo and Juliet by William Shakespeare
 - Where the Red Fern Grows by Wilson Rawls
 - Lord of the Flies by William Golding
 - The Outsiders by S.E. Hinton
 - The Adventures of Huckleberry Finn by Mark Twain

II. Spelling and Vocabulary

- a) Vocabulary Workshop Level C by Sadlier-Oxford
- b) The following lists supplied by the Core Knowledge Foundation
 - Commonly misspelled words
 - Latin and Greek words
 - Foreign phrases commonly used in English

III. English

- a) Grammar and Composition by Prentice Hall
- b) Diagraming by McGraw-Hill Children's Publishing
- c) Daily Oral Language by McDougal, Littell
- d) Beginning Public Speaking by Teresa M. Moon
- e) An Introduction to Argumentation and Debate by Christy Shipe