Emmaus Lutheran School

English Language Arts Curriculum

# Rationale based on Scripture

God is the Creator of all things, including English Language Arts. Our school is committed to providing students with a quality education in English Language Arts so they can function effectively as Christians in their church, community, and country. A quality education in English Language Arts will help students succeed in high school, in the work place, and help them witness to friends, neighbors, and co-workers about our Savior.

# Exit goals for graduation

Students will demonstrate proficiency, understanding, and/or commitment to the following set of exit goals upon graduation. The level of proficiency of these exit goals will be dependent upon the individual gifts and effort of the student and at what grade the student started attending Emmaus.

* Demonstrate a positive attitude toward English Language Arts.
* Understanding the structural parts of sentences, paragraphs, and essays/stories.
* Ability to write a sentence or paragraph.
* Ability to find main ideas in paragraphs.
* Practice in taking apart long sentences to find meaning.
* Practice in looking for implied meanings in sentences and paragraphs through selection of vocab, word order and emphasis.
* Using word roots and context to identify word meanings.
* Exposure to different writing styles.
* Increased vocabulary emphasis.
* Peer proof reading exposure.
* Ability to use a bound dictionary.
* Exposure to the library.
* How to identify prejudiced writing and how to avoid it in students' own writing.
* Introduction to literary terms.
* Phonics for sounding out words.
* Introduction to how historical changes have affected writing styles and focus.
* Exposure to and practice with informational texts.
* Exposure to research and research techniques.
* Familiar with common literary devises.
* Able to read using phonemic skills.

# Grade specific measureable objectives

At the end of each school year, students will demonstrate proficiency, understanding, and/or commitment to the following set of grade specific measureable objectives in these classifications: knowledge, skills, and attitudes.

The level of proficiency of these measureable objectives will be dependent upon the individual gifts and effort of the student and at what time of year the student started attending Emmaus.

# Kindergarten

## Phonics

* Learn to print top to bottom and left to right
* Print name by correctly using uppercase and lowercase letters on a line
* Identify all uppercase and lowercase letters
* Print alphabet letters legibly without a model
* Recognize and generate rhyming words
* Identify, blend, segment onset and rime
* Identify, blend, segment syllables in words
* Isolate the beginning, middle, and ending sounds of words
* Blend sounds into words
* Write simple CVC words correctly and longer words phonetically
* Learn to read one syllable and common words by sight
* Distinguish between long and short vowel sounds
* Manipulate phonemes (addition, deletion, substitution)

## Reading

* Ask and answer questions
* Understand and follow one and two step spoken directions
* Demonstrate comprehension of stories by orally retelling or acting out
* Identify story structure - beginning, middle, and end
* Sequence events
* Identify characters, setting, and main idea of a story
* Make predictions
* Make connections to background knowledge
* Make connections between and across different texts
* Use pictures to help understand text

# First Grade

Houghton Mifflin Journeys

## Phonics

* Lowercase and uppercase letters
* Word families
* Short and long vowels
* Blends
* Digraphs
* Vowel teams
* Hard and Soft Consonants
* R-Controlled Vowels
* Vowel Diphthongs
* Silent Letters
* Compound words
* Contractions
* Synonyms and antonyms
* Homophones
* ABC order

## Grammar

* Sentences
  + Parts
  + Types
  + Punctuation
* Nouns
  + Common and Proper Nouns
  + Singular and Plural Nouns
* Verbs
  + Action and Linking Verbs
  + Present and Past Verbs
  + Irregular Verbs
* Adjectives
* Adverbs
* Pronouns

## Reading

* Journeys Curriculum
* Students read several stories each week from a basal, leveled reader, or picture book
* Students learn and practice the following Comprehension Strategies:
  + Activating and Using Appropriate Background Knowledge
  + Predicting Outcomes
  + Drawing Conclusions
  + Creating Mental Images
  + Think Aloud
  + Text Structure
  + Story Structure
  + Informational Text Structures
  + Visual Representations of Text
  + Summarization
  + Questioning
  + Cause and Effect
  + Comprehension Monitoring
  + Understanding Literary Techniques

## Spelling

* Included in Journeys curriculum
* Students are tested on a list of words at the end of the week.
* Students work with the spelling words and complete several pages that focus on word meaning, ABC order, rhyming, etc.

# Second Grade

Houghton Mifflin Journeys

## Phonics

* short and long vowels a, i
* short and long vowels o, u, e
* sounds of g
* consonant blends with r, l, s
* final blends nd, ng, nk, nt, ft, xt, mp
* double consonants and ck
* consonant digraphs th, sh, wh, ch, tch, ph
* base words and endings –ed, -ing
* contractions
* base words and endings –s, -es
* vowel digraphs ai, ay, ee, ea
* long o (o, oa, ow)
* compound words
* base words and endings –ed, -ing
* long I (i, igh, ie, y)
* long e sound for y
* changing y to i
* words with ar
* words with or, ore
* words with er, ir, ur
* words ending in –er, -est
* suffixes –y, -ly, -ful
* prefixes re-, un-, over-, pre-, mis-
* words with au, aw, ai, o, a
* oo, ew, use, ou
* words with oo (book)
* ow, ou
* long vowels a and i
* long vowels o and e

## Grammar

* subjects and predicates
* simple sentences
* types of sentences
* nouns
* singular and plural nouns
* plural nouns
* proper nouns
* compound words
* verbs in the present
* present, past, future
* compound words
* expanding and rearranging compound sentences
* quotation marks
* abbreviations
* pronouns
* verb agreement
* the verb *be*
* commas in dates and places
* commas in a series
* adjectives
* using adjectives
* irregular verbs
* contractions
* adverbs
* possessive nouns
* possessive pronouns
* adjectives and adverbs

## Reading Skill

* sequence of events
* compare and contrast
* author’s purpose
* cause and effect
* story structure
* text and graphic features
* drawing conclusions
* main idea and details
* characters
* fact and opinion
* conclusions
* author’s word choice
* point of view
* figurative language
* text and graphic features
* using context

## Vocabulary

* alphabetical order
* glossary
* multiple-meaning words
* context clues
* base words and –ed , -ing endings
* base words and prefixes un-, re-
* homophones
* compound words
* synonyms
* base words and suffixes –er, -est
* prefixes pre-, mis-
* figurative language
* using a dictionary
* suffix –ly
* root words
* homographs
* antonyms
* suffixes –y and –ful
* shades of meaning
* prefix over-
* dictionary work
* idioms
* compound words
* using context
* multiple-meaning words
* shades of meaning
* classify
* root words

## Spelling

* Included in Journeys curriculum
* Students are tested on a list of words each week.
* Students work with the spelling words and complete several pages that focus on word meaning, ABC order, rhyming, etc.

# Third Grade

Houghton Mifflin Journeys

## Phonics

* Short Vowels
* VCe spellings
* Long a and Long e spellings
* Long o spellings
* Long i spellings
* More Short and Long Vowels
* Three-letter Clusters
* Unexpected Consonant Spellings
* /ow/, /ou/
* Vowel sound in talk
* oy and oi
* Homophones
* Contractions
* Vowel + /r/
* Vowel + /r/ in nurse
* Vowel + /r/ in air and fear
* /j/ and /s/
* /k/ and /kw/
* Sounds in spoon and wood
* Compound Words
* -ed and –ing
* Changing y to i
* Suffixes –ful, -ly, and –er
* Prefixes re-, un-
* Suffixes –less, -ness
* VCCV Pattern
* Double Consonants
* Words with ough and augh
* Words ending in –er or –le
* Words Beginning with a- or be-

## Grammar

* Simple Sentences
* Kinds of Sentences
* Compound Sentences
* Common and Proper Nouns
* Plural Nouns with –s and –es
* Verbs
* Verb Tenses
* Using Commas
* Abstract Nouns
* Pronouns and Antecedents
* More Plural Nouns
* Quotations
* Subject-Verb Agreement
* Pronoun-Verb Agreement
* Adjectives and Articles
* Adjectives that compare
* the Verb *be* and helping verbs
* Irregular Verbs
* Adverbs
* Adverbs that Compare
* Making Comparisons
* Possessive Nouns and Pronouns
* Complex Sentences
* Words that Compare
* Abbreviations
* Contractions
* Commas in Sentences
* Prepositions
* Correct Pronouns

## Reading Skill

* Story Structure
* Drawing Conclusions
* Characters
* Compare and Contrast
* Cause and Effect
* Sequence
* Text and Graphic Features
* Main Idea and Details
* Theme
* Author’s Purpose
* Comparisons
* Fact and Opinion

## Vocabulary

* Context Clues
* Dictionary/Glossary
* Antonyms
* Word Families
* Prefix mis-
* Suffixes –able, -ible
* Synonyms
* Context Clues
* Dictionary/Glossary
* Shades of Meaning
* Suffixes –less, -ful, -ous
* Idioms
* Homophones and Homographs
* Prefixes in-, im-
* Thesaurus
* Suffix –ly
* Word Roots
* Prefixes pre-, re-, bi-
* Prefix non-
* Word Roots
* Suffixes –er, -est
* Analogies
* Suffix –ion
* Prefixes un-, dis-
* Compound Words

## Spelling

* Included in Journeys curriculum
* Students are tested on a list of words at the end of the week.
* Students work with the spelling words and complete several pages that focus on word meaning, ABC order, rhyming, etc.

# Fourth Grade

Houghton Mifflin Journeys

## Phonics

* Short and Long a
* Short and long e
* Short and long i
* Short and long o
* Homophones
* Short u
* long and short oo
* ou sounds
* Vowel + r
* Compound Words
* Words with –ed, or –ing
* Final Long e
* Changing Final y to i
* Words with /k/, /ng/, /kw/
* Words with Final /j/, and /s/
* Prefixes re-, un-, dis-
* Suffixes –ful, -less, -ness, -ment
* VCCV pattern
* VCV pattern
* VCCV and VCV patterns
* VCCCV pattern
* VV pattern
* Final Schwa + /r/ sounds
* Final Schwa + /l/ sounds
* Three- Syllable Words
* Words with Silent Consonants
* Unusual Spellings

## Grammar

* What is a sentence?
* Kinds of sentences
* Quotations
* Fragments and Run-On Sentences
* Proper Nouns
* Verbs
* Verb Tenses
* Progressive Verb Tenses
* Compound and Complex Sentences
* Pronouns
* Frequently Confused Words
* Possessive Nouns
* Modal Auxiliaries
* Participles
* Irregular Verbs
* Adjectives
* Adverbs
* Prepositions and Prepositional Phrases
* Relative Pronouns and Adverbs
* Abbreviations
* Comparative and Superlative Adjectives and Adverbs
* Negatives
* Punctuation
* Commas
* Proper Mechanics
* Making Comparisons
* Possessive Pronouns
* Correct Pronouns
* Pronoun Contractions

## Reading Skill

* Story Structure
* Author’s Purpose
* Cause and Effect
* Theme
* Characters
* Story Structure
* Fact and Opinion
* Characters
* Drawing Conclusions
* Making Generalizations
* Text and Graphic Features
* Main Idea and Details
* Compare and Contrast
* Sequence of Events

## Vocabulary

* Prefixes re-, un-, dis-
* Prefixes in-, im-, il-, ir
* Using context
* Prefixes non-, mis-
* Reference Materials
* Suffixes –y, -ous
* Greek and Latin Word Parts phon, photo, graph, auto, tele
* Figurative Language
* Antonyms
* Shades of Meaning
* Suffixes –ful, -less-, -ness, -ment
* Synonyms
* Greek and Latin Word Parts spect, struct, tele, vis
* Suffixes –able, -ible
* Using Context
* Suffixes –ion, -ation, -ition
* Adages and Proverbs
* Prefixes pre-, inter-, ex-
* Suffixes –ed, -ly
* Greek and Latin Word Parts meter, therm, aud, fac
* Greek and Latin Word Parts
* Analogies
* Prefixes con-, com-, in-, im-
* Word Origins
* Suffixes –er, -or, -ist

## Spelling

* Included in Journeys curriculum
* Students are tested on a list of words at the end of the week.
* Students work with the spelling words and complete several pages that focus on word meaning, ABC order, rhyming, etc.

# Fifth Grade

## Sentences

* What is a Sentence?
* 4 kinds of sentences
* Subjects & Predicates
* Simple Subjects and Predicates
* Subjects in Imperatives
* Conjunctions
* Run-on Sentences

## Nouns

* What is a noun?
* Singular & plural nouns
* More plural nouns
* Common and proper nouns
* Capitalizing proper nouns
* Possessive nouns
* Using Exact Nouns

## Verbs

* Action Verbs
* **Being Verbs and Linking verbs**
* Main verbs and Helping verbs
* Direct objects
* Tenses of verbs (present, past, future)
* Using present tense (subject/verb agreement)
* Subject-Verb Agreement
* Agreement with be and have
* Troublesome verb pairs (can/may, sit/set)
* Contractions with not
* Regular and Irregular Verbs
* More irregular verbs
* Verb phrases with have
* Teach/Learn; Let/Leave

## Adjectives

* What is an Adjective?
* Articles and Demonstratives
* Comparing with Adjectives
* Comparing with good and bad
* Proper Adjectives

## Capitalization and Punctuation

* Correct Sentences
* Proper Nouns and Adjectives
* Commas in a Series
* More uses of commas
* Interjections
* Abbreviations
* Quotations
* Titles

## Pronouns

* Subject and Object Pronouns
* Using I and me
* Possessive Pronouns
* Contractions with Pronouns
* Double Subjects
* Using we and us with Nouns
* Homophones

## Adverbs and Prepositions

* Adverbs
* Comparing with Adverbs
* Adjective or Adverb?
* Negatives
* Prepositions
* Prepositional phrases
* Pronouns in prepositional phrases
* Prepositions and Adverbs

## Reading

* Students read novels and answer factual and application questions, working with a variety of literary devices, comprehension strategies and learning basic annotating skills.
* 5th-6th Reading Novel Selection
  + Call It Courage
  + From the Mixed-up Files of Mrs. Basil E. Frankweiler
  + Hatchet
  + Holes
  + Island of the Blue Dolphins
  + Number the Stars
  + Shiloh
  + Skinnybones
  + Thomas Edison
  + Trumpet of the Swan

## Writing a Personal Narrative

* What Makes a Great Personal Narrative?
* Organizing Your Narrative
* Good Beginnings and Endings
* Writing with a Voice

## Writing to Express an Opinion

* What makes a Great Opinion Essay?
* Supporting Your Opinion
* Elaborating Your Reasons
* Organizing Your Reasons
* Elaborating Details
* Writing with Voice
* Revising and Editing

## Writing to Compare and Contrast

* What makes a Great Compare-Contrast Essay?
* Organizing Your Essay
* Topic Sentences and Transitional Words
* Elaborating Word Choice and Details
* Sentence Fluency
* Revising and Editing

## Spelling

* Grades 1st-8th use Houghton Mifflin for spelling.
* Each week students are tested on a list of words at the beginning and end of the week.
* Students also complete several unit pages that work on vocabulary, homophones, antonyms, phonics, etc.

# Sixth Grade

## Nouns

* Defining and Recognizing Nouns
* Writing with nouns
* Singular & plural nouns
* Common and proper nouns
* Capitalizing proper nouns
* Possessive nouns
* Compounds

## Verbs

* Writing with action verbs
* Linking verbs
* Main verbs and helping verbs
* Direct objects
* Transitive and Intransitive Verbs
* Tenses of verbs (present, past, future)
* Principal parts of verbs
* Using irregular verbs
* Troublesome verb pairs (can/may, sit/set, lie/lay, teach/learn)
* Prefixes

## Adjectives and Adverbs

* Writing with Adjectives
* Articles and Demonstratives
* Comparing with adjectives
* Proper Adjectives
* Adjective suffixes
* Writing with adverbs
* Comparing with adverbs
* Adverbs before adjectives and other adverbs
* Using adverbs and adjectives
* Using negative words

## Capitalization and Punctuation

* Writing with Commas
* Reviewing End Punctuation
* Proper Nouns and Adjectives
* Commas in a Series
* Uses of commas
* Abbreviations
* Quotations
* Titles

## Pronouns

* Writing with pronouns
* Pronouns and Antecedents
* Subject and Object Pronouns
* Possessive Pronouns
* Pronouns after Linking Verbs
* Using who, whom, whose
* Using we and us with Nouns
* Indefinite Pronouns
* Homophones

## Prepositional Phrases

* Writing with prepositional phrases
* Adjective Phrases
* Adverb Phrases
* Using Prepositions Correctly
* Prepositions and Adverbs
* Idioms

## Sentences

* Writing sentences
* 4 kinds of sentences
* Complete Subjects & Predicates
* Simple Subjects and Predicates
* Compound Subjects
* Compound Predicates
* Compound and Complex Sentences
* Conjunctions
* Avoiding Fragments and Run-on Sentences
* Homographs

## Reading

* Students read novels and answer factual and application questions, working with a variety of literary devices, comprehension strategies and learning basic annotating skills.
* 5th-6th Reading Novel Selection
  + Call It Courage
  + From the Mixed-up Files of Mrs. Basil E. Frankweiler
  + Hatchet
  + Holes
  + Island of the Blue Dolphins
  + Number the Stars
  + Shiloh
  + Skinnybones
  + Thomas Edison
  + The Trumpet of the Swan
  + The Best Christmas Pageant Ever

## Writing to Persuade

* What makes a Great Persuasive Essay?
* Supporting Your Goal
* Elaborating Your Reasons
* Using Persuasive Strategies
* Organizing Your Argument
* Evaluating Your Persuasive Essay
* Revising and Editing

## Writing A Research Report

* What makes a Great Research Report?
* Finding the Best Information
* Organizing Your Report
* Writing from an Outline
* Introductions and Conclusions
* Adding Graphics and Visuals
* Revising and Editing
* Evaluating Your Persuasive Essay
* Revising and Editing

## Writing a Story

* What makes a Great Story?
* Developing Plot
* Dialogue
* Narrating Your Story
* Elaborating Word Choice and Details

## Spelling

* Grades 1st-8th use Houghton Mifflin for spelling.
* Each week students are tested on a list of words at the beginning and end of the week.
* Students also complete several unit pages that work on vocabulary, homophones, antonyms, phonics, etc.

# Seventh Grade

## Sentences

* Kinds of Sentences
* Complete Subjects and Complete Predicates
* Simple Subjects and Simple Predicates
* Finding the Subject
* Conjunctions
* Fragments and Run-ons

## Nouns

* Kinds of Nouns
* Compound and Collective Nouns
* Singular and Plural Nouns
* Possessive Nouns
* Exact Nouns

## Verbs

* Kinds of Verbs
* Verbs Phrases
* Simple Verb Tenses
* Forms of be, have and do
* Perfect Tenses
* Irregular Verbs
* More Irregular Verbs
* Progressive Forms
* Transitive and Intransitive Verbs
* Direct and Indirect Objects
* Predicate Nouns and Adjectives
* Active and Passive Voices
* Subject-Verb Agreement
* Inverted and Interrupted Order
* Lie, lay; rise, raise; sit, set
* Bring, take; let, leave; lend, loan

## Modifiers

* Adjectives
* Comparing with Adjectives
* Adverbs
* Comparing with Adverbs
* Negatives
* Adjective or Adverb

## Capitalization and Punctuation

* Correct Sentences
* Proper Nouns and Adjectives
* Interjections
* Uses for Commas
* More Uses for Commas
* Dates, Addresses, and Letters
* Direct Quotation
* Titles
* Semicolons and Colons
* Abbreviations
* Apostrophes
* Hyphens, Dashes, and Parentheses

## Pronouns

* Pronoun and Antecedents
* Personal Pronouns
* Subject and Object Pronouns
* Pronouns in Compound Subjects and Objects
* Possessive Pronouns
* Interrogative Pronouns
* Demonstrative Pronouns
* Indefinite Pronouns
* Reflexive and Intensive Pronouns
* Homophones

## Prepositional Phrases

* Prepositional Phrases
* Pronouns after Prepositions
* Adjective Phrases
* Adverb Phrases
* Placing Phrases Correctly
* Choosing Correct Prepositions

## Complex Sentences

* Clauses
* Compound and Complex Sentences
* Forming Complex and Compound-Complex Sentences

## Reading

* Students read novels and answer factual and application questions, working with a variety of literary devices, comprehension strategies and learning basic annotating skills.
* 7th-8th Reading Novel Selection
  + Across Five Aprils
  + AL Capone
  + Cheaper by the Dozen
  + From the Mixed-up Files of Mrs. Basil E. Frankweiler
  + Maniac Magee
  + Moccasin Trail
  + My Side of the Mountain
  + No Promises in the Wind
  + The Pushcart War
  + The Sign of the Beaver
  + Tuck Everlasting
* Literary Devices taught while reading novels:
  + Setting
  + Narrator point of view
  + Symbolism
  + Imagery
  + Allegory
  + Tone
  + Plot
  + Major Characters
  + Minor Characters
  + Conflict
  + Themes
  + Mood
  + Foreshadowing
  + Irony
  + Personification
* Poetry Unit
  + Read and Listen to poetry
  + Discuss poetry
  + Explain poetry
  + Write an autobiographical poem and an acrostic poem
  + Explore different types of poetry

## Writing to Express an Opinion

* What makes a Great Opinion Essay?
* Supporting Your Opinion
* Elaborating Your Reasons
* Organizing Your Reasons
* Writing with Voice
* Revising and Editing

## Writing to Compare and Contrast

* What makes a Great Compare-Contrast Essay?
* Organizing Your Essay
* Topic Sentences
* Elaborating Word Choice and Details
* Sentence Fluency
* Revising and Editing

## Writing a Personal Narrative

* What Makes a Great Personal Narrative?
* Organizing Your Narrative
* Good Beginnings and Endings
* Writing with a Voice

## Spelling

* Grades 1st-8th use Houghton Mifflin for spelling.
* Each week students are tested on a list of words at the beginning and end of the week.
* Students also complete several unit pages that work on vocabulary, homophones, antonyms, phonics, etc.

# Eighth Grade

## Sentences

* Kinds of Sentences
* Complete Subjects and Complete Predicates
* Simple Subjects and Simple Predicates
* Finding the Subject
* Compound Subjects and Compound Predicates
* Compound Sentences
* Conjunctions
* Complex Sentence
* Fragments and Run-ons

## Nouns

* Kinds of Nouns
* Compound and Collective Nouns
* Singular and Plural Nouns
* Possessive Nouns
* Exact Nouns

## Verbs

* Kinds of Verbs
* Verbs Phrases
* Tenses
* Forms of be, have, and do
* Irregular Verbs
* More Irregular Verbs
* Progressive Forms
* Transitive and Intransitive Verbs
* Direct and Indirect Objects
* Predicate Nouns and Adjectives
* Active and Passive Voices
* Subject-Verb Agreement
* More about Subject-Verb Agreement
* Inverted and Interrupted Order
* Lie, lay; rise, raise
* Affect, effect; accept, except

## Modifiers

* Adjectives
* Comparing with Adjectives
* Adverbs
* Comparing with Adverbs
* Negatives
* Adjective or Adverb?

## Capitalization and Punctuation

* Interjections
* Sentences and Interjections
* Proper Nouns and Proper Adjectives
* Uses for Commas
* More Uses for Commas
* Dates, Addresses, and letters
* Quotation Marks
* Titles of Long Works
* Colons and Semi-Colons
* Abbreviations and Numbers
* Apostrophes
* Hyphens, Dashes, and Parentheses

## Pronouns

* Personal and Possessive Pronouns
* Pronoun Antecedents
* Pronoun Case
* Interrogative Pronouns
* Demonstrative Pronouns
* Indefinite Pronouns
* Reflexive and Intensive Pronouns
* Choosing the Right Pronoun

## Phrases

* Prepositional Phrases
* Prepositional Phrases as Modifiers
* Choosing Correct Prepositions
* Verbals: Participles
* Participial Phrases
* Verbals: Gerunds
* Gerund Phrases
* Verbals: Infinitives
* Infinitive Phrases

## Clauses

* Independent and Subordinate Clauses
* Adjective Clauses
* Adjective Clauses with who, whom, and whose
* Essential and Nonessential Clauses
* Adverb Clauses
* Noun Clauses

## Reading

* Students read novels and answer factual and application questions, working with a variety of literary devices, comprehension strategies and learning basic annotating skills
* 7th-8th Reading Novel Selection
  + Across Five Aprils
  + Al Capone
  + Cheaper by the Dozen
  + From the Mixed-up Files of Mrs. Basil E. Frankweiler
  + Maniac Magee
  + Moccasin Trail
  + My Side of the Mountain
  + No Promises in the Wind
  + The Pushcart War
  + The Sign of the Beaver
  + Tuck Everlasting
* Literary Devices taught while reading novels:
  + Setting
  + Narrator point of view
  + Symbolism
  + Imagery
  + Allegory
  + Tone
  + Plot
  + Major Characters
  + Minor Characters
  + Conflict
  + Themes
  + Mood
  + Foreshadowing
  + Irony
  + Personification
* Poetry Unit
  + Read and listen to poetry
  + Discuss poetry
  + Explain poetry
  + Explore different types of poetry
  + Write a haiku and a limerick

## Writing a Story

* What makes a Great Story?
* Developing Plot
* Dialogue
* Narrating Your Story
* Elaborating Word Choice and Details

## Writing to Persuade

* What makes a Great Persuasive Essay?
* Supporting Your Goal
* Elaborating Your Reasons
* Using Persuasive Strategies
* Organizing Your Argument
* Evaluating Your Persuasive Essay
* Revising and Editing

## Writing A Research Report

* What makes a Great Research Report?
* Finding the Best Information
* Organizing Your Report
* Writing from an Outline
* Introductions and Conclusions
* Adding Graphics and Visuals
* Revising and Editing
* Evaluating Your Persuasive Essay
* Revising and Editing

## Spelling

* Grades 1st-8th use Houghton Mifflin for spelling.
* Each week students are tested on a list of words at the beginning and end of the week.
* Students also complete several unit pages that work on vocabulary, homophones, antonyms, phonics, etc.

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# **Evidence of continuity from grade to grade**

The curriculum is constructed using skill-based measurable objectives so that the knowledge, attitudes, and skills learned in each grade form building blocks for what is taught in the succeeding grades.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **K** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **6th** | **7th** | **8th** | **Objectives** |
| **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | 8 Parts of Speech: Nouns |
| **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | 8 Parts of Speech: Verbs |
| **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | 8 Parts of Speech: Adjectives |
|  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | 8 Parts of Speech: Adverbs |
|  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | 8 Parts of Speech: Pronouns |
|  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | 8 Parts of Speech: Prepositions |
|  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | 8 Parts of Speech: Conjunctions |
| **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | 8 Parts of Speech: Interjections |
| **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | Understanding the structural parts of sentences, paragraphs, and essays/stories |
| **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | Ability to write a sentence or paragraph |
|  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | Ability to find main ideas in paragraphs |
|  |  |  |  |  | **x** | **x** | **x** | **x** | Practice in taking apart long sentences to find meaning |
|  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | Practice in looking for implied meanings in sentences and paragraphs through selection of vocab, word order and emphasis |
|  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | Using word roots and context to identify word meanings |
| **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | Exposure to different writing styles |
|  |  |  |  |  | **x** | **x** | **x** | **x** | Increased vocabulary emphasis |
|  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | Peer proof reading exposure |
|  |  |  |  |  | **x** | **x** | **x** | **x** | Ability to use a bound dictionary |
|  |  |  | **x** | **x** | **x** | **x** | **x** | **x** | Exposure to the library |
|  |  |  |  |  |  |  | **x** | **x** | How to identify prejudiced writing and how to avoid it in students' own writing |
| **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | Introduction to literary terms |
| **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | Phonics for sounding out words |
|  |  |  |  |  |  |  | **x** | **x** | Introduction to how historical changes have affected writing styles and focus |
| **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | Exposure to and practice with informational texts |
|  |  |  |  |  | **x** | **x** | **x** | **x** | Exposure to research and research techniques |

# **Assessment of the academic growth and achievement of each student**

Each individual teacher will assess the academic growth of their students on a regular basis through a variety of methods (e.g., daily questioning, worksheets, class participation, quizzes, tests, projects, and presentations).