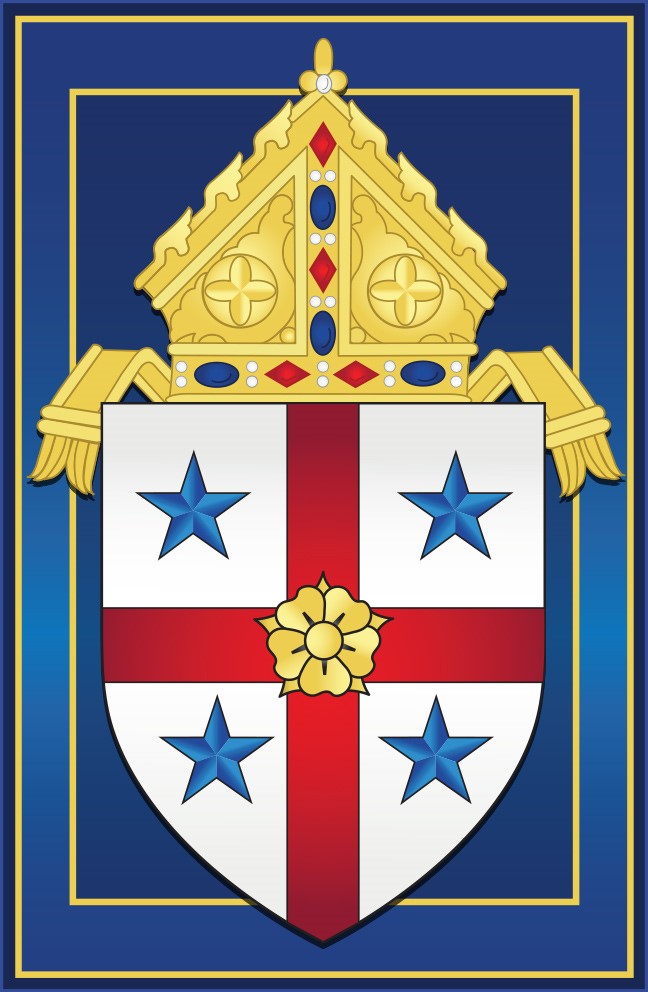
DIOCESE OF SAVANNAH

English Language Arts Curriculum

Kindergarten – Grade 8

Fall 2021



**ENGLISH LANGUAGE ARTS CURRICULUM**

2021

TABLE OF CONTENTS

Acknowledgements 3

Introduction 5

Program requirements/recommendations by grade 6

Curriculum

Kindergarten 7

Grade 1 13

Grade 2 19

Grade 3 26

Grade 4 34

Grade 5 42

Grade 6 50

Grade 7 57

Grade 8 65

**ENGLISH LANGUAGE ARTS CURRICULUM**

2021

Acknowledgments

The Diocese of Savannah Office of Catholic Schools thanks the members of the 2018-2020 English Language Arts Curriculum Committee for their time, dedication and commitment to the process of developing a well-rounded rigorous curriculum steeped in Catholic knowledge and tradition.

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**ENGLISH LANGUAGE ARTS CURRICULUM**

**2021**

**INTRODUCTION**

The Diocese of Savannah English Language Arts Curriculum develops students who are intellectual, social, moral and spiritual life-long learners. The English Language Arts kindergarten through grade eight curriculum develops proficiency in oral and written language while integrating co-requisite standards for Catholic identity, critical thinking skills, communication abilities, collaboration competences and creativity into each standard.

The program is divided into sections:

* Student Information – characteristics of a student in a particular grade level and skills they are expected to acquire in the current year to assure they will enter the following year’s classroom with confidence, ready for success.
* Co-Requisite Standards – essential moral and life-skills benchmarks in the education of students taught through the lens of Catholicism.
  + Catholic Identity - divided into common grade level principles based upon church documents and The Cardinal Newman Society Catholic Curriculum Standards (highlighted in purple)
  + Critical Thinking
  + Communication
  + Collaboration
  + Creativity
* Diocese of Savannah Academic Standards of Excellence – derived from national standards and the Georgia Standards of Excellence create foundation for oral and written excellence in the content areas of Reading, Language Arts, Writing and Grammar.
* Recommended Reading – selections chosen for each grade level emphasizing classical education traditions and virtues.
* Resources – grade level, remedial, and enrichment ideas and suggestions

**READING THE STANDARD REFERENCES:**

Co-Requisite Standards:

**K-2.ELA.CI**

K-2: Grade band

ELA: English Language Arts

CI: Catholic Identity

Diocese of Savannah Academic Standards:

**ELA.K.RL.1**

ELA: English Language Arts

K: Grade level (K for kindergarten)

RL: Reading and Literacy

1: Standard number

Abbreviations:

RL Reading and Literacy

WG Writing and Grammar

CI Catholic Identity

CT Critical Thinking

CM Communication

CL Collaboration

CR Creativity

**ENGLISH LANGUAGE ARTS CURRICULUM**

**2021**

**PROGRAM REQUIREMENTS/RECOMMENDATIONS BY GRADE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **GRADE** | **REQIRED PROGRAM** | **RECOMMENDED TEXTS** | **REQUIRED ASSESSMENT** | **MINUTES**  **PER WEEK** |
| Kindergarten | Diocese of Savannah Curriculum | Fall 2022 | MAP Growth | 825 |
| Grade 1 | Diocese of Savannah Curriculum | Fall 2022 | MAP Growth | 880 |
| Grade 2 | Diocese of Savannah Curriculum | Fall 2022 | MAP Growth | 880 |
| Grade 3 | Diocese of Savannah Curriculum | Fall 2022 | MAP Growth | 800 |
| Grade 4 | Diocese of Savannah Curriculum | Fall 2022 | MAP Growth | 800 |
| Grade 5 | Diocese of Savannah Curriculum | Fall 2022 | MAP Growth | 550 |
| Grade 6 | Diocese of Savannah Curriculum | Fall 2022 | MAP Growth | 550 |
| Grade 7 | Diocese of Savannah Curriculum | Fall 2022 | MAP Growth | 550 |
| Grade 8 | Diocese of Savannah Curriculum | Fall 2022 | MAP Growth | 550 |

**KINDERGARTEN**

**ENGLISH LANGUAGE ARTS CURRICULUM**

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| KINDERGARTEN NARRATIVE |
| Kindergarten students learn best when actively engaged in multi-sensory activities. These activities should be student-centered, inquiry-based, hands-on and explorative. Activities should give students ample opportunity to relate what they learn to their personal lives and interests. Kindergarteners develop an awareness of the talents that God has given them, and they begin to utilize those gifts through their education.  In Kindergarten, it is imperative that students gain a strong foundation in phonemic awareness. Letter recognition, word formation, sentence building, and sight word recognition are the building blocks needed for developing fluent readers. By introducing a variety of literary selections, educators can reach the individual interests of their students and spark a lasting enthusiasm for reading.  **Typical Lexile Reader Band: BR40L to 230L** |

|  |  |  |
| --- | --- | --- |
| CHARACTERIISTICS OF THE LEARNER | CONTENT AREA SKILLS | CONCEPTS |
| * Hands on, explorative, active, multi-sensory * Engages in student centered activities * Inquisitive * Observable/concrete * Make connections to everyday world, especially student’s own life and interests * Learns through various genres (music, poetry, etc.) | * Waits for turn to speak * Listens to others * Speaks in clear sentences * Asks questions * Follow one-step directions * Displays appropriate behavior during instruction (group or independent) * Recognize written form of own name * Write first name correctly * Recites (not sings) the alphabet * Identifies all uppercase and lowercase letters of the alphabet * Attempts to write symbols or letters to represent words * Recognizes simple rhymes and fairy tales | **Reading and Literacy**  Fundamentals of Literacy   * Phonics/Word Recognition/Fluency * Foundation of letters * Concepts of print * Directionality * Phonemic awareness * Decoding and word recognition * Fluency * Sight words   Spelling   * Inventive spelling * Spelling high frequency words   Vocabulary   * Vocabulary and concept development   Literary Comprehension   * Parts of a book * Story elements   Informational Comprehension   * Recall facts * Make connections   Listening/Speaking   * Group discussions   **Writing and Grammar**  Types of Writing and Purpose   * Methods to produce writing   Production of Writing   * Tools to produce writing   Build and Present Knowledge   * Shared research * Multiple genres   Complexity and Frequency of Writing   * Timed writing   Conventions of Standard English   * Parts of speech * Sentences   Handwriting   * Printing |

**CO-REQUISITE STANDARDS**

|  |
| --- |
| **CATHOLIC IDENTITY** |
| **Principle**:  Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society |
| **K-2.ELA.CI**  SWBAT read about and identify characters with Catholic values. |
| **K-2.ELA.CI**  SWBAT write about characters with Catholic values. |
| **Principle:**  Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God |
| **K-2.ELA.CI**  SWBAT to explain how characters demonstrate Catholic values. |
| **K-2.ELA.CI**  SWBAT analyze works of fiction and non-fiction to uncover authentic Truth. |
| **Principle:**  Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ |
| **K-2.ELA.CI**  SWBAT share how literature and writing can contribute to strengthening one’s moral character. |
| **Principle:**  Encourages a synthesis of faith, life, and culture. |
| **K-2.ELA.CI**  SWBAT analyze literature that reflects the transmission of a Catholic culture. |
| **Principle:**  Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church |
| **K-2.ELA.CI**  SWBAT integrate the Catholic faith into the study of ELA.   1. Use age-appropriate books that focus on various aspects of our Catholic faith. 2. Identify why a character acts the way they do. |
| **CRITICAL THINKING** |
| **K-2.ELA.CT**  SWBAT ask questions to become more productive and engaged in their learning process. |
| **K-2.ELA.CT**  SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions and solve a variety of problems in real-life situations. |
| **K-2.ELA.CT**  SWBAT synthesize information in order to capture the essence of an idea, object, or activity. |
| **COMMUNICATION** |
| **K-2.ELA.CM**  SWBATdemonstrate an understanding of Catholic principles foundational to all relationships. |
| **K-2.ELA.CM**  SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| **K-2.ELA.CM**  SWBAT understand that what is said and written is a reflection upon their character. |
| **K-2.ELA.CM**  SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts. |
| **COLLABORATION** |
| **K-2.ELA.CL**  SWBAT demonstrate that working collaboratively reflects our response to God’s call to love and care for others. |
| **K-2.ELA.CL**  SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus. |
| **K-2.ELA.CL**  SWBAT contribute to project teams to produce original works or solve problems. |
| **K-2.ELA.CL**  SWBAT recognize that decisions should follow Catholic teachings, especially social teaching |
| **CREATIVITY** |
| **K-2.ELA.CR**  SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences. . |
| **K-2.ELA.CR**  SWBAT generate, combine, categorize and develop ideas without pre-judgement. |
| **K-2.ELA.CR**  SWBAT explore an idea from multiple points of view. |

**DIOCESE OF SAVANNAH**

**ACADEMIC STANDARDARDS OF EXCELLENCE**

**READING AND LITERACY**

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| **FUNDAMENTALS OF LITERACY** |
| **ELA.K.RL.1**  SWBAT recognize the concepts of print.   1. Identify all uppercase letters out of sequence 2. Identify all lowercase letters out of sequence 3. Differentiate between letters and words 4. Recognize that sentences are made from words 5. Recognize that words in print flow from left to right, top to bottom 6. Identify the front cover, back cover and title page of a book |
| **ELA.K.RL.2**  SWBAT apply grade-level phonics.   1. Associate sounds with letters 2. Identify sounds in a given word 3. Identify the beginning sound in a given word 4. Identify the middle/vowel sound in a CVC word 5. Identify the ending sound in a given word 6. Blend sounds to make words 7. Identify rhyming words 8. Identify the number of syllables in a given word |
| **ELA.K.RL.3**  SWBAT identify sight words (aligned with school’s program.). |
| **ELA.K.RL.4**  SWBAT read simple sentences. |
| **SPELLING/VOCABULARY** |
| **ELA.K.RL.5**  SWBAT use correct spelling for frequently used sight words (aligned with school’s program.). |
| **ELA.K.RL.6**  SWBAT use letter sounds to represent written language (phonetic/inventive spelling.). |
| **LITERARY COMPREHENSION** |
| **ELA.K.RL.7**  SWBAT use strategies to interpret a literary text.   1. Orally retell stories 2. Identify events in the beginning, middle and end of a story 3. Identify story elements (title, author, illustrator, characters, setting, problem, solution.) 4. Predict events in a story using illustrations 5. Distinguish fantasy from reality |
| **INFORMATIONAL COMPREHENSION** |
| **ELA.K.RL.8**  SWBAT recall key facts in a read-aloud selection. |
| **ELA.K.RL.9**  SWBAT make connections between read-aloud selection and everyday life. |
| **LISTENING AND SPEAKING** |
| **ELA.K.RL.10**  SWBAT demonstrate respect for others and their opinions in discussions. |
| **ELA.K.RL.11**  SWBAT speak in complete sentences.   1. Use details to describe 2. Recall an experience or tell a story in a logical sequence |
| **ELA.K.RL.12**  SWBAT follow one-and two-step verbal directions. |
| **ELA.K.RL.13**  SWBAT ask relevant questions. |
| **ELA.K.RL.14**  SWBAT participate in group discussions with peers and adults.   1. Listen to one idea for a period of time |
| **ELA.K.RL.15**  SWBAT recite short poems, rhymes and songs. |

**WRITING AND GRAMMAR**

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| **TYPES OF WRITING AND PURPOSE** |
| **ELA.K.WG.1**  SWBAT utilize various methods to produce writing.   1. Draw and label pictures to convey ideas 2. Create a picture to match text 3. Modeled writing 4. Interactive writing 5. Shared writing 6. Independent writing 7. Respond to prompts to elicit writing 8. Narrative writing 9. Opinion writing 10. Creative writing |
| **PRODUCTION OF WRITING** |
| **ELA.K.WG.2**  SWBAT use a variety of tools to produce and publish writing.   1. Brainstorming 2. Drafting 3. Illustrating 4. Editing 5. Publishing |
| **ELA.K.WG.3**  SWBAT compose a simple sentence relating to a given topic. |
| **BUILD AND PRESENT KNOWLEDGE** |
| **ELA.K.WG.4**  SWBAT participate in shared research. |
| **ELA.K.WG.5**  SWBAT write across multiple genres.   1. Narrative 2. Informative 3. Opinion |
| **COMPLEXITY AND FREQUENCY OF WRITING** |
| **ELA.K.WG.6**  SWBAT draw and/or write for 10 minutes. |
| **CONVENTIONS OF STANDARD ENGLISH** |
| **ELA.K.WG.7**  SWBAT use the parts of speech correctly   1. Identify and define nouns 2. Identify and define verbs 3. Distinguish between singular and plural nouns |
| **ELA.K.WG.8**  SWBAT construct a proper sentence.   1. Capitalize the first word of the sentence and the pronoun I 2. Identify and use correct punctuation 3. Use left to right, top to bottom progression 4. Understand and use question words (who, what, when, where, why, how) |
| **KNOWLEDGE OF LANGUAGE** |
| *Standards begin in grade 3* |
| **HANDWRITING** |
| **ELA.K.WG.9**  SWBAT print legibly   1. Sit with proper posture and paper slant 2. Use correct pencil grip 3. Form upper case and lower case letters correctly 4. Form numerals correctly 5. Write first and last name |

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| **RECOMMENDED READING** | |
| [The Important Book](https://www.memoriapress.com/curriculum/read-alouds/important-book/) by Margaret Wise Brown  [A Tree Is Nice](https://www.memoriapress.com/curriculum/read-alouds/a-tree-is-nice/) by Janice May Udry  [How to Make an Apple Pie and See the World](https://www.memoriapress.com/curriculum/read-alouds/how-to-make-an-apple-pie-and-see-the-world/) by Marjorie Priceman  [Frederick](https://www.memoriapress.com/curriculum/read-alouds/frederick/) by Leo Lionni  [Follow the Dream: The Story of Christopher Columbus](https://www.memoriapress.com/curriculum/read-alouds/follow-the-dream-the-story-of-christopher-columbus/) by Peter Sis  [Ox-Cart Man](https://www.memoriapress.com/curriculum/read-alouds/oxcart-man/) by Donald Hall  [Pumpkin Moonshine](https://www.memoriapress.com/curriculum/read-alouds/pumpkin-moonshine/) by Tasha Tudor  [The Story of Ferdinand](https://www.memoriapress.com/curriculum/read-alouds/the-story-of-ferdinand/) by Munro Leaf  [Pancakes, Pancakes!](https://www.memoriapress.com/curriculum/read-alouds/pancakes-pancakes/)by Eric Carle  [Bread and Jam for Frances](https://www.memoriapress.com/curriculum/read-alouds/bread-and-jam-for-frances/) by Russell Hoban  [This First Thanksgiving Day](https://www.memoriapress.com/curriculum/read-alouds/this-first-thanksgiving-day/) by Laura Krauss Melmed  [The Little Fir Tree](https://www.memoriapress.com/curriculum/read-alouds/the-little-fir-tree/)by Margaret Wise Brown  [The Twelve Days of Christmas](https://www.memoriapress.com/curriculum/special-needs/the-twelve-days-of-christmas/) illustrated by Jan Brett  [Mr. Willowby’s Christmas Tree](https://www.memoriapress.com/curriculum/read-alouds/mr-willowbys-christmas-tree/) by Robert Barry  [Stellaluna](https://www.memoriapress.com/curriculum/read-alouds/stellaluna/)by Janell Cannon  [Owl Moon](https://www.memoriapress.com/curriculum/read-alouds/owl-moon/) by Jane Yolen  [Stopping by Woods on a Snowy Evening](https://www.memoriapress.com/curriculum/read-alouds/stopping-by-woods-on-a-snowy-evening/)illustrated by Susan Jeffers | [Gregory’s Shadow](https://www.memoriapress.com/curriculum/read-alouds/gregorys-shadow/) by Don Freeman  [Walter the Baker](https://www.memoriapress.com/curriculum/read-alouds/walter-the-baker/) by Eric Carle  [Katy and the Big Snow](https://www.memoriapress.com/curriculum/read-alouds/katy-and-the-big-snow/) by Virginia Lee Burton  [The Frogs and Toads All Sang](https://www.memoriapress.com/curriculum/read-alouds/the-frogs-and-toads-all-sang/) by Arnold Lobel  [Roxaboxen](https://www.memoriapress.com/curriculum/read-alouds/roxaboxen/) by Alice McLerran  [Cactus Hotel](https://www.memoriapress.com/curriculum/read-alouds/cactus-hotel/) by Brenda Z. Guiberson  [Hide and Seek Fog](https://www.memoriapress.com/curriculum/read-alouds/hide-and-seek-fog/)by Alvin Tresselt  [All Things Bright and Beautiful](https://www.memoriapress.com/curriculum/read-alouds/all-things-bright-and-beautiful/)by Cecil Frances Alexander  [A Tale for Easter](https://www.memoriapress.com/curriculum/read-alouds/a-tale-for-easter/)by Tasha Tudor  [What Do You Do With a Tail Like This?](https://www.memoriapress.com/curriculum/read-alouds/what-do-you-do-with-a-tail-like-this/) by Steve Jenkins & Robin Page  [A House for Hermit Crab](https://www.memoriapress.com/curriculum/read-alouds/a-house-for-hermit-crab/) by Eric Carle  [An Extraordinary Egg](https://www.memoriapress.com/curriculum/read-alouds/an-extraordinary-egg/) by Leo Lionni  [The Seven Silly Eaters](https://www.memoriapress.com/curriculum/read-alouds/the-seven-silly-eaters/)by Mary Ann Hoberman  [Come On, Rain!](https://www.memoriapress.com/curriculum/read-alouds/come-on-rain/) by Karen Hesse  [Wonders of Nature](https://www.memoriapress.com/curriculum/read-alouds/wonders-of-nature/) by Eloise Wilkins  [Hubert’s Hair-Raising Adventure](https://www.memoriapress.com/curriculum/read-alouds/huberts-hairraising-adventure/) by Bill Peet  [Abe’s Fish](https://www.memoriapress.com/curriculum/classical-core-curriculum/abes-fish/) by Jen Bryant |

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| **RESOURCES** |
| Weekly Poetry Stations by Deedee Wills and Janet Dintelman  (various themed poems of the week with related activities)  Being a Writer  Scholastic Leveled Book Room  Orton-Gillingham Phonics with high frequency words  Apps: Letter school, Starfall, Little Reader CVC, One Minute Reader, Rhyming Bee, Word Monsters  CDs  Dr. Jean  Kiss Your Brain  Nursery Rhymes and Good Ol’ Times  Sing to Learn  Better Bodies and Brains  Totally Reading  Dr. Jean and Friends  Heidi Songs  Sing and Spell (Volumes 1-4)  Explode the Code 1  Explode the Code 1- ½  Beyond the Code 1  Phonics/phonemic awareness:  Orton Gillingham approach  Recipe for Reading by Nina Traub and Frances Bloom  Use colored sand on trays and paint bags to write the letters/sounds  Institute of Multi-Sensory Education website and https://www.orton-gillingham.com/ for videos, articles, lessons, etc  App/computer game: Teach Your Monster to Read, EPIC, Starfall, ABC Ya, ABC Mouse  Word Matters by Gay Su Pinnell and Irene C. Fountas  DIBELS  Sight words:  Fry Words 1-100  Orton Gillingham red words  Use an embroidery screen under and over the words to write them with a red crayon and trace them with a pointer finger  Arm tap sight words with a rhythm to remember the spelling of the words.  App: Sight Word Ninja  Small group/reading workshop  Revisting The Reading Workshop by Barbara Orehovec and Marybeth Alley  Resources for classroom books/read alouds:  Scholastic  EPIC  Storyline Online (https://www.storylineonline.net/) |

**GRADE 1**

**ENGLISH LANGUAGE ARTS CURRICULUM**

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| GRADE 1 NARRATIVE |
| First grade learners are curious, spontaneous, and energetic. They are full of wonder, which helps them explore God’s creation through language arts. Most first graders are beginning to apply Catholic values and teachings. First grade students learn best through active involvement. They enter first grade at various stages of reading development. First graders should have a strong foundation in phonemic awareness in order to transition from decoding words to reading fluently.  **Typical Lexile Reader Band: BR120L to 295L College & Career Ready “Stretch” Lexile Band: 190L to 530L** |

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| CHARACTERIISTICS OF THE LEARNER | CONTENT AREA SKILLS | CONCEPTS |
| * Transitioning from self-centered to larger connections * Hands-on/Concrete * Inquisitive * Active * Learning to accept/respect differences * Creative | * Participates in class * Listens for meaning * Speaks in complete sentences * Begins to ask questions related to a topic * Applies prior knowledge | **READING AND LITERACY**  Fundamentals of Literacy   * Concepts about Print * Phonemic Awareness * Decoding * Fluency   Spelling/Vocabulary   * Sight Words * Acquisition and Use   Literary Comprehension   * Key Ideas and Details * Analysis of Text * Integration of Knowledge and Ideas   Informational Comprehension   * Key Ideas and Details * Text Features * Integration of Knowledge and Ideas   Listening/Speaking   * Comprehension * Organization and Delivery of Oral Communication * Speaking Applications   **WRITING AND GRAMMAR**  Types of Writing and Purpose   * Methods of writing * Writing from prompts   Production of Writing   * Tools of Writing   Build and Present Knowledge   * Research * Write a story * Dictionary use   Complexity and Frequency of Writing   * Timed writing   Conventions of Standard English   * Parts of Speech * Sentences * Punctuation * Capitalization   Handwriting   * Printing |

**CO-REQUISITE STANDARDS**

|  |
| --- |
| **CATHOLIC IDENTITY** |
| **Principle**:  Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society |
| **K-2.ELA.CI**  SWBAT read about and identify characters with Catholic values. |
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| **Principle:**  Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church |
| **K-2.ELA.CI**  SWBAT integrate the Catholic faith into the study of ELA.   1. Use age-appropriate books that focus on various aspects of our Catholic faith. 2. Identify why a character acts the way they do. |
| **CRITICAL THINKING** |
| **K-2.ELA.CT**  SWBAT ask questions to become more productive and engaged in their learning process. |
| **K-2.ELA.CT**  SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions and solve a variety of problems in real-life situations. |
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| **K-2.ELA.CM**  SWBAT understand that what is said and written is a reflection upon their character. |
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| **COLLABORATION** |
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| **K-2.ELA.CL**  SWBAT contribute to project teams to produce original works or solve problems. |
| **K-2.ELA.CL**  SWBAT recognize that decisions should follow Catholic teachings, especially social teaching |
| **CREATIVITY** |
| **K-2.ELA.CR**  SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences. . |
| **K-2.ELA.CR**  SWBAT generate, combine, categorize and develop ideas without pre-judgement. |
| **K-2.ELA.CR**  SWBAT explore an idea from multiple points of view. |

**DIOCESE OF SAVANNAH**

**ACADEMIC STANDARDS OF EXCELLENCE**

**READING AND LITERACY**

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| **FUNDAMENTALS OF LITERACY** |
| **ELA.1.RL.1**  SWBAT recognize the concepts of print.   1. Identify the features of a sentence (first word, capitalization, ending punctuation) 2. Locate the title page, table of contents, author, illustrator, and glossary of a book |
| **ELA.1.RL.2**  SWBAT apply phonics skills in decoding words.   1. Substitute initial consonant in rhyming words and word families 2. Identify beginning, medial, and ending sounds to orally decode one and two syllable words 3. Distinguish short, long, and “r” controlled vowel sounds to orally decode one and two syllable words 4. Use consonant blends and digraphs to orally decode one and two syllable words |
| **ELA.1.RL.3**  SWBAT read sight words (aligned with school’s program). |
| **ELA.1.RL.4**  SWBAT read grade-level texts with accuracy and fluency to support comprehension. |
| **SPELLING/VOCABULARY** |
| **ELA.1.RL. 5**  SWBAT use correct spelling for sight words (aligned with school’s program). |
| **ELA.1.RL. 6**  SWBAT demonstrate word analysis strategies to spell unfamiliar words.   1. Apply knowledge of base/root words 2. common prefixes and suffixes 3. inflectional endings (-s, -es, -ed, -ing) 4. plurals of words 5. compound words 6. Show a vowel sound should be in each syllable 7. Create contractions |
| **ELA.1.RL.7**  SWBAT alphabetize words to the second letter. |
| **ELA.1.RL.8**  SWBAT develop text relevant vocabulary.   1. Determine word meaning using prior knowledge, context, pictures, illustrations, and diagrams 2. Select the correct homophone to complete a sentence 3. Recognize synonyms and antonyms in context |
| **LITERARY COMPREHENSION** |
| **ELA.1.RL.9**  SWBAT explore various literary genres   1. Explore literary text to include realistic fiction, fantasy, folktales, fairy tales, and poetry |
| **ELA.1.RL.10**  SWBAT utilize a wide range of literary strategies to analyze text.   1. Retell a story in correct sequence 2. Identify the main idea using key details of a text 3. Describe characters and setting 4. Compare and contrast various story elements citing text evidence 5. Make predictions based on pictures/text of a selection read or heard 6. Draw conclusions based on pictures/text of a selection read or heard 7. Identify cause and effect relationships in a text 8. Relate prior knowledge to what is read |
| **INFORMATIONAL COMPREHENSION** |
| **ELA.1.RL.11**  SWBAT utilize a wide range of strategies to analyze informational text.   1. Recall important facts and details from a selection 2. Compare and contrast two texts on the same topic 3. Identify cause and effect relationships in a text 4. Relate prior knowledge to what is read |
| **ELA.1.RL.12**  SWBAT identify text features in informational text.   1. Locate heading, table of contents, glossary, bold print, caption, and photograph |
| **LISTENING AND SPEAKING** |
| **ELA.1.RL.13**  SWBAT demonstrate respect for others’ and their opinions in discussions. |
| **ELA.1.RL.14**  SWBAT respond appropriately using complete sentences. |
| **ELA.1.RL.15**  SWBAT follow 2 to 3 step directions. |

**WRITING AND GRAMMAR**

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| **TYPES OF WRITING AND PURPOSE** |
| **ELA.1.WG.1**  SWBAT utilize various methods of writing.   1. Narrative writing 2. Recount two or more events in sequential order 3. Use ordinal words to indicate the order of events 4. Opinion writing 5. State an opinion 6. State reasons to support an opinion 7. Informative/Explanatory writing 8. Identify key facts about a topic 9. State facts in an organized manner |
| **ELA.1.WG.2**  SWBAT construct a writing piece from an illustration or story prompt. |
| **PRODUCTION OF WRITING** |
| **ELA.1.WG.3**  SWBAT use a variety of tools to produce writing.   1. Brainstorming 2. Using graphic organizers 3. Drafting 4. Editing 5. Publishing |
| **BUILD AND PRESENT KNOWLEDGE** |
| **ELA.1.WG.4**  SWBAT research and write given a topic.   1. Identify key facts about a topic 2. Organize and write key facts about a topic |
| **ELA.1.WG.5**  SWBAT draw or write a story with a beginning, middle, and end. |
| **ELA.1.WG.6**  SWBAT understand the purpose of and use a dictionary. |
| **COMPLEXITY AND FREQUENCY OF WRITING** |
| **ELA.1.WG.7**  SWBAT compose and illustrate for 15 minutes daily. |
| **ELA.1.WG.8**  SWBAT write for extended time frames to complete the writing process. |
| **CONVENTIONS OF STANDARD ENGLISH** |
| **ELA.1.WG.9**  SWBAT use the parts of speech correctly.   1. Identify and use nouns 2. Common nouns 3. Proper nouns 4. Possessive nouns 5. Singular/plural nouns 6. Identify and use pronouns 7. Identify and use verbs 8. Use correct verb tense 9. Use correct verb/noun agreement. 10. Identify and use adjectives 11. Identify and use contractions 12. Identify and use compound words 13. Identify prefixes and suffixes as Latin |
| **ELA.1.WG.10**  SWBAT construct a proper sentence.   1. Identify and write the four types of sentences 2. Declarative 3. Imperative 4. Interrogative 5. Exclamatory 6. Write and expand complete simple sentence 7. Identify the subject and predicate of a sentence |
| **ELA.1.WG.11**  SWBAT use correct punctuation in a sentence.   1. Use correct ending punctuation for sentences 2. Use comma in dates and to separate words in a series |
| **ELA.1.WG.12**  SWBAT use correct capitalization.   1. Capitalize dates correctly 2. Capitalize proper nouns correctly |
| **KNOWLEDGE OF LANGUAGE** |
| *Standards begin in grade 3* |
| **HANDWRITING** |
| **ELA.1.WG.13**  SWBAT print legibly.   1. Forms all letters and numbers correctly 2. Correctly spaces words in a sentence |

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| **RECOMMENDED READING** | |
| [Little Bear](https://www.memoriapress.com/curriculum/literature-and-poetry/little-bear/)by Else Holmelund Minarik  [Frog and Toad are Friends](https://www.memoriapress.com/curriculum/special-needs/frog-toad-friends/) byArnold Lobel  [Caps for Sale](https://www.memoriapress.com/curriculum/literature-and-poetry/caps-for-sale/) by Esphyr Slobodkina  [Make Way for Ducklings](https://www.memoriapress.com/curriculum/literature-and-poetry/make-way-for-ducklings/) by Robert McCloskey  Billy and Blaze by C.W. Anderson  Blaze and the Forest Fire by C.W. Anderson | The Story About Ping by Marjorie Flack and Kurt Wiese  Keep the Lights Burning, Abbie by Peter and Connie Roop  Stone Soup by Marcia Brown  The Little House by Virginia Lee Burton  Miss Rumphius by Barbara Cooney |

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| **RESOURCES** |
| Being a Writer  Scholastic Leveled Book Room  Orton-Gillingham Phonics with high frequency words  APPs:  first grade learning games.  Resource for leveling students, has comprehension questions with each passage.  <https://readingandwritingproject.org/resources/assessments/running-records>  Jack Hartman word family videos- youtube  Journeys  Sadlier Phonics  McGraw Hill Spelling practice  Universal Handwriting-manuscript  Accelerated Reader |

**GRADE 2**

**ENGLISH LANGUAGE ARTS CURRICULUM**

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| GRADE 2 NARRATIVE |
| Second grade students are hands-on, concrete learners gradually transitioning into understanding abstract concepts. Upon entering second grade, the students demonstrate varying levels of reading proficiency. Students should be transitioning from emergent to independent readers. Second grade students enjoy reading and listening to a variety of literature. They are able to connect text- to-self and share their personal experiences. In a Catholic school setting, students have a unique opportunity to explore their spirituality through religious texts.  **Typical Lexile Reader Band: 170L to 545L College & Career Ready “Stretch” Lexile Band: 420L to 650L** |

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| CHARACTERIISTICS OF THE LEARNER | CONTENT AREA SKILLS | CONCEPTS |
| * Hands on * Concrete and abstract * Transitioning toward independent learning * Beginning to share personal experiences * Capacity for wonder * Larger connections * Role-playing | * Maintains focus * Listens for meaning in discussions * Asks and answers text-related questions * Applies prior knowledge | **READING AND LITERACY**  Fundamentals of Literacy   * Phonics/Word Recognition/Fluency * Phonetic Awareness * Decoding * Sight Words   Spelling/Vocabulary   * High Frequency Words * Acquisition and Use   Literary Comprehension   * Genre * Story Elements * Analysis of text   Informational Comprehension   * Text Features   Listening/Speaking   * Listens and Responds to Literary Forms   **WRITING AND GRAMMAR**  Types of Writing and Purpose  Production of Writing   * Writing process * Research * Reference materials   Complexity and Frequency of Writing   * Timed writing   Conventions of Standard English   * Parts of speech * Proper sentence * Punctuation * Capitalization   Knowledge of Language  Handwriting   * Printing * Cursive |

**CO-REQUISTITE STANDARDS**

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| **CATHOLIC IDENTITY** |
| **Principle**:  Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society |
| **K-2.ELA.CI**  SWBAT read about and identify characters with Catholic values. |
| **K-2.ELA.CI**  SWBAT write about characters with Catholic values. |
| **Principle:**  Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God |
| **K-2.ELA.CI**  SWBAT explain how characters demonstrate Catholic values. |
| **K-2.ELA.CI**  SWBAT analyze works of fiction and non-fiction to uncover authentic Truth. |
| **Principle:**  Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ |
| **K-2.ELA.CI**  SWBAT share how literature and writing can contribute to strengthening one’s moral character. |
| **Principle:**  Encourages a synthesis of faith, life, and culture. |
| **K-2.ELA.CI**  SWBAT analyze literature that reflects the transmission of a Catholic culture. |
| **Principle:**  Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church |
| **K-2.ELA.CI**  SWBAT integrate the Catholic faith into the study of ELA.   1. Use age-appropriate books that focus on various aspects of our Catholic faith. 2. Identify why a character acts the way they do. |
| **CRITICAL THINKING** |
| **K-2.ELA.CT**  SWBAT ask questions to become more productive and engaged in their learning process. |
| **K-2.ELA.CT**  SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions and solve a variety of problems in real-life situations. |
| **K-2.ELA.CT**  SWBAT synthesize information in order to capture the essence of an idea, object, or activity. |
| **COMMUNICATION** |
| **K-2.ELA.CM**  SWBATdemonstrate an understanding of Catholic principles foundational to all relationships. |
| **K-2.ELA.CM**  SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| **K-2.ELA.CM**  SWBAT understand that what is said and written is a reflection upon their character. |
| **K-2.ELA.CM**  SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts. |
| **COLLABORATION** |
| **K-2.ELA.CL**  SWBAT demonstrate that working collaboratively reflects our response to God’s call to love and care for others. |
| **K-2.ELA.CL**  SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus. |
| **K-2.ELA.CL**  SWBAT contribute to project teams to produce original works or solve problems. |
| **K-2.ELA.CL**  SWBAT recognize that decisions should follow Catholic teachings, especially social teaching |
| **CREATIVITY** |
| **K-2.ELA.CR**  SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences. . |
| **K-2.ELA.CR**  SWBAT generate, combine, categorize and develop ideas without pre-judgement. |
| **K-2.ELA.CR**  SWBAT explore an idea from multiple points of view. |

**DIOCESE OF SAVANNAH**

**ACADEMIC STANDARDS OF EXCELLENCE**

**READING AND LITERCY**

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| **FUNDAMENTALS OF LITERACY** |
| **ELA.2.RL.1**  SWBAT decode and encode words using phonetic awareness.   1. Recognize beginning, medial, ending consonants 2. Recognize long/short and -r controlled vowel sounds 3. Recognize dipthongs, digraphs, consonant blends |
| **ELA.2.RL.2**  SWBAT recognize sight words. |
| **ELA.2.RL.3**  SWBAT demonstrate fluency and accuracy in oral reading.   1. Read with expression 2. Follow punctuation rules 3. Demonstrate appropriate pacing 4. Develop reading stamina |
| **ELA.2.RL.4**  SWBAT apply strategies to understand unfamiliar words.   1. Utilize context clues 2. Apply chunking methods 3. Use syllabification rules |
| **SPELLING/VOCABULARY** |
| **ELA.2.RL.5**  SWBAT memorize spelling of high frequency words (align with school’s reading program). |
| **ELA.2.RL.6**  SWBAT classify words using like spelling patterns.   1. Recognize and utilize inflected endings 2. Recognize and utilize plurals/irregular plurals 3. Recognize and utilize contractions 4. Recognize and utilize compound words |
| **ELA.2.RL.7**  SWBAT alphabetize words to the third letter.   1. Employ dictionary skills including guide words and definitions |
| **ELA.2.RL.8**  SWBAT develop text relevant vocabulary.   1. Employ prefix/suffix knowledge 2. Relate antonyms, synonyms, homonyms, homophones |
| **LITERARY COMPREHENSION** |
| **ELA.2.RL.9**  SWBAT explore various literary genres.   1. Explore Fictional text to include Realistic Fiction, Fantasy, Folk Tales, Fairy Tales and Poetry |
| **ELA.2.RL.10**  SWBAT apply literary skills to interpret selections.   1. Compare/contrast various story elements citing text evidence 2. Identify statements as fact or opinion 3. Distinguish story elements as fantasy or realism 4. Identify main idea and details within entire text as well as within paragraphs 5. Draw conclusions based on inferences in the text and personal experiences 6. Identify moral/lesson of a story 7. Make predictions citing story events 8. Identify cause and effect relationships 9. Sequence story events 10. Recognize problem and corresponding solutions 11. Summarize text |
| **ELA.2.RL.11**  SWBAT analyze text using various strategies.   1. Retell text to include beginning, middle and end, events and character setting and plot 2. Identify author’s purpose as persuade, inform and entertain 3. Make text connections to self, text and world |
| **INFORMATIONAL COMPREHENSION** |
| **ELA.2.RL.12**  SWBAT analyze structural features of informational material.   1. Identify text features to include title, table of contents, heading, diagram, glossary, labels, bold words, photograph/illustration, text box, caption, index, data tables and graphs 2. Explain how the above text features clarify the selection. 3. Identify the main idea and details of a non-fictional text 4. Explore Non-Fiction text through informational passages and biographies |
| **LISTENING AND SPEAKING** |
| **ELA.2.RL.13**  SWBAT demonstrate respect for others and their opinions in discussions. |
| **ELA.2.RL.14**  SWBAT follow multi-step directions. |
| **ELA.2.RL.15**  SWBAT comprehend oral communication.   1. Ask who, what, where, why, when, how 2. Determine purpose of listening 3. Follow multi-step directions 4. Recount key details from oral selections 5. Participate in collaborative conversations |
| **ELA.2.RL.16**  SWBAT demonstrate organization and delivery of oral communication.   1. Speak clearly with appropriate pacing and expression 2. Present topic in a logical order |

**WRITING AND GRAMMAR**

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| **TYPES OF WRITING AND PURPOSE** |
| **ELA.2.WG.1**  SWBAT utilize various types of writing.   1. Narrative writing 2. Develop character and setting 3. Include dialogue and conversation 4. Detailed sequence of events 5. Opinion writing 6. State opinion 7. Support opinion 8. Informative writing 9. Introduce topic 10. Develop using facts 11. Provide concluding statement 12. Friendly letter 13. Identify and use greeting and closing 14. Incorporate questions and statements in the body 15. Poetry 16. Write rhymes and simple poems |
| **PRODUCTION OF WRITING** |
| **ELA.2.WG.2**  SWBAT create a writing piece using the writing process.   1. Brainstorm 2. Use graphic organizers 3. Draft 4. Edit 5. Publish |
| **ELA.2.WG.3**  SWBAT research and write on a given topic.   1. Research facts from primary sources 2. Use facts to write an organized writing |
| **ELA.2.WG.4**  SWBAT collaborate with peers to gather research. |
| **ELA.2.WG.4**  SWBAT understand and use reference materials.   1. Use a dictionary 2. Use a thesaurus 3. Use an atlas |
| **COMPLEXITY AND FREQUENCY OF WRITING** |
| **ELA.2.WG.5**  SWBAT compose for 25 minutes daily. |
| **ELA.2.WG.6**  SWBAT compose and illustrate for extended time frames to complete the writing process. |
| **CONVENTIONS OF STANDARD ENGLISH** |
| **ELA.2.WG.7**  SWBAT use the parts of speech correctly.   1. Nouns 2. Sort nouns 3. Differentiate and write singular and plural nouns 4. Distinguish between common and proper nouns 5. Identify and form irregular plural nouns 6. Identify and form singular possessive nouns 7. Identify and form plural possessive nouns 8. Identify and use superlative adjectives 9. Pronouns 10. Identify pronouns 11. Maintain agreement between noun and pronoun 12. Use personal pronouns correctly 13. Identify and write possessive pronouns 14. Verbs 15. Recognize and write action verbs 16. Recognize and write verbs of being 17. Distinguish between and write verb tenses 18. Recognize and use irregular verbs 19. Maintain subject/verb agreement 20. Adverbs 21. Recognize and write adverbs 22. Adjectives 23. Identify and write adjectives 24. Apply proper use of articles a and an 25. Identify and use comparative adjectives 26. Identify and use superlative adjectives 27. Conjunctions 28. Identify conjunctions 29. Recognize and use conjunctions in a sentence 30. Contractions 31. Identify the two words used to form a contraction 32. Combine words to form contractions 33. Compound words 34. Recognize compound words 35. Combine two words to create one compound word |
| **ELA.2.WG.8**  SWBAT construct a proper sentence.   1. Combine subject and predicate to form a sentence 2. Recognize and write statements 3. Recognize and write questions 4. Recognize and write commands 5. Recognize and write exclamations 6. Recognize and write compound sentences |
| **ELA.2.WG.9**  SWBAT use correct punctuation in a sentence.   1. Use end punctuation 2. Use comma 3. Use correctly in a greeting 4. Use correctly in a closing 5. Use correctly in items in a series 6. Use correctly with dates 7. Use quotation marks to signify speech 8. Use apostrophe to signify possession |
| **ELA.2.WG.10**  SWBAT use correct capitalization.   1. Capitalize proper nouns 2. Capitalize the first word of a sentence 3. Capitalize titles |
| **KNOWLEDGE OF LANGUAGE** |
| *Standards begin in grade 3* |
| **HANDWRITING** |
| **ELA.2.PS.28**  SWBAT write legibly.   1. Maintain proper letter and number formation when printing 2. Maintain proper word spacing when printing 3. Forms cursive letters correctly |

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| **RECOMMENDED READING** |
| Prairie School by Lois Lenski  Courage of Sarah Noble by Alice Dalgliesh  Little House in the BigWoods by Laura Ingalls Wilder  Tales from Beatrix Potter |

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| **RESOURCES** | |
| Basal readers (at times) from Reading Street series  Being a Writer  Scholastic Leveled Book Room  Apps: Spelling City, Scholastic Digital (for planning reading groups)  Journeys  Accelerated Reader  Reading Strategies Book by Jennifer Serravallo  Phonics from A-Z A Practical Guide by Wiley Blevins  The Next Step Forward in Guided Reading by Jan Richardson | Parts of Speech series by Brian Cleary  **Websites/Apps**  Readworks.org  Brainpopjr.com  Kahoot  Simply Skilled in Second Grade |

**GRADE 3**

**ENGLISH LANGUAGE ARTS CURRICULUM**

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| GRADE 3 NARRATIVE |
| Third graders are inquisitive, hands-on, concrete learners who are transitioning into independent learners. They still need direction and guidance from the teacher. Upon entering third grade, students are moving from applying phonetic skills to decoding unknown words and reading more fluently. Most students tend to have short attention spans and need fast paced activities. Lessons should be purposeful and concise, with connections to prior knowledge. Students use technology to enhance skill development and read for both enjoyment and learning purposes. Third graders love to communicate, share, and discuss ideas.  **Typical Lexile Reader Band: 415L to 760L College & Career Ready “Stretch” Lexile Band: 520L to 820L** |

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| CHARACTERIISTICS OF THE LEARNER | CONTENT AREA SKILLS | CONCEPTS |
| * Self-centered (independent pacing) * Learns through concrete, hands on experiences * Inquisitive * Uses technology * Moving toward independence (with guidance) * Short attention span * Needs to make connections (prior knowledge) * Needs fast paced activities (short lesson, activities for reinforcement) * Social learner (group centered activities with opportunities to be reflective with others , share personal stories, role playing) | * Listens to and responds to a variety of text * Sets a purpose for reading * Uses prior knowledge to make meaningful connections-reads for both enjoyment and critical analysis * Reads with fluency and expression * Uses decoding and word identification strategies * Recognizes non- fiction text features * Uses effective oral and written communication * Reads and comprehends grade level genres fluently * Applies comprehension strategies | **READING AND LITERACY**  Fundamentals of Literacy   * Applies grade level decoding skills * Applies word knowledge to achieve fluency in oral and silent reading * Applies general spelling rules and patterns * Uses learned phonetic strategies to spell correctly   Spelling/Vocabulary   * Acquisition and use   Literary Comprehension   * Introduce and develop comprehension strategies and skills through grade appropriate texts   Informational Comprehension   * Non-fiction text features * Reference materials   Listening/Speaking   * Listens critically and responds appropriately to oral communications   **WRITING AND GRAMMAR**  Types of Writing and Purpose   * Paragraphs * Types of writing   Production of Writing   * Composing   Complexity and Frequency of Writing   * Analytical writing   Conventions of Standard English   * Sentences * Parts of speech * Capitalization * Punctuation   Knowledge of Language   * Greek and Latin roots   Handwriting   * Manuscript * Cursive |

**CO-REQUISITE STANDARDS**

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| **CATHOLIC IDENTITY** |
| **Principle**:  Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society |
| **3-5.ELA.CI**  SWBAT read about and identify characters with Catholic values. |
| **3-5. ELA.CI**  SWBAT to write about characters with Catholic values. |
| **Principle:**  Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God |
| **3-5.ELA.CI**  SWBAT explain how characters demonstrate Catholic values. |
| **3-5.ELA.CI**  SWBAT analyze works of fiction and non-fiction to uncover authentic Truth. |
| **3-5.ELA.CI**  SWBAT recognize the Bible as literature.   1. Relate an understanding of the Bible to human experiences, world events, and to the teachings of Christ 2. Recognize the Bible as informational text that guides us in our Catholic faith |
| **Principle:**  Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ |
| **3-5.ELA.CI**  SWBAT share how literature can contribute to strengthening one’s moral character. |
| **Principle:**  Encourages a synthesis of faith, life, and culture |
| **3-5.ELA,CI**  SWBAT analyze literature that reflects the transmission of a Catholic culture. |
| **Principle:**  Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church |
| **3-5.ELA.CI**  SWBAT integrate the Catholic faith into the study of ELA.   1. Recognize how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories 2. Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes through fairy tales, fables, myths, parables, and stories 3. Recognize how themes in parables relate to themes in stories, poems, folktales and fables |
| **3-5.ELA.CI**  SWBAT share how literature can contribute to strengthening one’s moral character. |
| **CRITICAL THINKING** |
| **3-5.ELA.CT**  SWBATask questions to become more productive and engaged in their learning process |
| **3-5.ELA.CT**  SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions and solve a variety of problems in real-life situations. |
| **3-5.ELA.CT**  SWBAT synthesize information in order to capture the essence of an idea, object, or activity. |
| **COMMUNICATION** |
| **3-5.ELA.CM**  SWBATdemonstrate an understanding of Catholic principles foundational to all relationships. |
| **3-5.ELA.CM**  SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| **3-5.ELA.CM**  SWBAT understand that what is said and written is a reflection upon their character. |
| **3-5.ELA.CM**  SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts |
| **COLLABORATION** |
| **3-5.ELA.CL**  SWBAT demonstrate that working collaboratively reflects our response to God’s call to love and care for others. |
| **3-5.ELA.CL**  SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus |
| **3-5.ELA.CL**  SWBAT contribute to project teams to produce original works or solve problems. |
| **3-5.ELA.CL**  SWBAT recognize that decisions should follow Catholic teachings, especially social teaching |
| **3-5.ELA.CL**  SWBAT use productive team membership skills. |
| **CREATIVITY** |
| **3-5.ELA.CR**  SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences. |
| **3-5.ELA.CR**  SWBAT generate, combine, categorize and develop ideas without pre-judgement. |
| **3-5.ELA.CR**  SWBAT explore an idea from multiple points of view. |

**DIOCESE OF SAVANNAH**

**ACADEMIC STANDARDS OF EXCELLENCE**

**READING AND LITERACY**

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| **FUNDAMENTALS OF LITERACY** |
| **ELA.3.RL.1**  SWBAT demonstrate fluency and accuracy in oral reading.   1. Recognition of sight words aligned with school’s reading program 2. Demonstrate accuracy, appropriate rate, and expression while reading on level text (see resources for assessment tools) |
| **ELA.3.RL.2**  SWBAT apply decoding and word identification strategies. |
| **ELA.3.RL.3**  SWBAT apply syllabication rules for decoding. |
| **ELA.3.RL.4**  SWBAT apply phonetic strategies to read.   1. Use beginning, middle, and ending consonants to decode words 2. Short, long, and “r” controlled vowel sounds ,and vowel pairs 3. Consonant blends, digraphs, and dipthongs |
| **SPELLING/VOCABULARY** |
| **ELA.3.RL.5**  SWBAT demonstrate knowledge of spelling rules and patterns.   1. Plurals/inflected endings, contractions, compound words |
| **ELA.3.RL.6**  SWBAT use correct spelling for frequently used sight words. |
| **ELA.3.RL.7**  SWBAT apply vocabulary strategies.   1. Identify explicit and implicit main ideas and supporting details 2. Identify and know the meaning of most common prefixes, suffixes, and root words |
| **ELA.3.RL.8**  SWBATexplore word relationships.   1. Identify and uses knowledge of synonyms, antonyms, homophones, and multiple meaning words. |
| **ELA.3.RL.9**  SWBAT alphabetize words to the third letter. |
| **LITERARY COMPREHENSION** |
| **ELA.3.RL.10**  SWBAT apply literary skills.   1. Identifies and analyzes story elements: character, setting, plot, and theme 2. Compare/contrast various story elements citing text evidence 3. Draw conclusions based on text evidence and prior knowledge 4. Determine cause and effect relationships between characters and story events 5. Makes predictions using prior knowledge, illustrations, and context clues 6. Identify the problem and solution in a story 7. Sequence story events 8. Identify explicit and implicit main ideas and supporting details using text evidence 9. Differentiate between fact and opinion 10. Determine author’s purpose (persuade, inform, entertain) 11. Identify different types of genre including realistic and historical fiction, fantasy, poetry, drama, and traditional literature (fairy tales, fables, folktales, legends, and myths) 12. Summarize 13. Make inferences based on personal experiences 14. Determine point of view as 1st person or 3rd person |
| **ELA.3.RL.11**  SWBAT apply comprehension strategies.   1. Make connections (text-text; text-self; text-world) 2. Ask questions before, during, and after reading 3. Make inferences based on personal experiences 4. Visualize story elements to improve comprehension 5. Determine Important Information 6. Monitor comprehension by rereading or asking questions about the text 7. Understand text structure |
| **ELA.3.RL.12**  SWBAT develop strategies to respond to comprehension questions using R.A.C.E.- **R**estate the question, **A**nswer, **C**ite the evidence, and **E**xplain. |
| **ELA.3.RL.13**  SWBAT identify in context and give examples of the types of figurative language (simile, metaphor, idiom, personification, onomatopoeia, hyperbole, and alliteration). |
| **ELA.3.RL.14**  SWBAT identify types and elements of poetry.   1. Identify characteristics of poetry including stanza, rhyme, and line count 2. Explore various types of poetry including couplets, cinquains, and diamantes |
| **INFORMATIONAL COMPREHENSION** |
| **ELA.3.RL.15**  SWBAT interpret information from non-fiction text features including table of contents, glossary, charts, graphs, tables, headings, index, titles, and illustrations. |
| **ELA.3.RL.16**  SWBAT cite text evidence. |
| **ELA.3.RL.17**  SWBAT apply a variety of comprehension strategies when reading informational texts.   1. Identify explicit and implicit main ideas and supporting details 2. Summarize 3. Determine author’s purpose |
| **ELA.3.RL.18**  SWBAT Demonstrate how non-fiction text features clarify a selection. |
| **ELA.3.RL.19**  SWBAT employ knowledge of comprehension strategies when responding to informational texts.   1. Create responses to informational texts through a variety of methods, including written responses and oral presentations |
| **LISTENING AND SPEAKING** |
| **ELA.3.RL.20**  SWBAT summarize information received orally. |
| **ELA.3.RL.21**  SWBAT ask and answer questions from information received orally. |
| **ELA.3.RL.22**  SWBAT retell information on a topic or personal experience. |
| **ELA.3.RL.23**  SWBAT follows multi-step directions. |
| **ELA.3.RL.24**  SWBAT participate in oral discussions.   1. Speaks clearly with appropriate rate and expression 2. Uses age-appropriate vocabulary |

**WRITING AND GRAMMAR**

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| **TYPES OF WRITING AND PURPOSE** |
| **ELA.3.WG.1**  SWBAT construct a well written paragraph.   1. Develop a paragraph with a topic sentence, supporting details and conclusion 2. Produce a paragraph with proper sentence structure |
| **ELA.3.WG.2**  SWBAT use descriptive writing.   1. Use sensory words to enhance writing 2. Utilize adjectives to provide descriptive details in writing 3. Utilize adverbs to provide descriptive details in writing |
| **ELA.3.WG.3**  SWBAT demonstrate various types of writing.   1. Compose fictional narrative 2. Express thoughts and emotions through writing 3. Express ideas creatively using imagination 4. Develop characters, setting, and plot using adjectives and adverbs 5. Use dialogue 6. Compose persuasive writing 7. State opinion or position being presented 8. Provide support for the opinion 9. Cite facts and examples to support the opinion 10. Compose a letter 11. Identify the five parts of a friendly letter 12. Heading 13. Greeting 14. Body 15. Closing 16. Signature 17. Address an envelope correctly including the return address 18. Poetry 19. Explore elements of poetry through writing 20. Use imagery and figurative language to enhance poetry |
| **PRODUCTION OF WRITING** |
| **ELA.3.WG.4**  SWBAT compose a piece of writing using the writing process.   1. Brainstorm 2. Using graphic organizers 3. Draft 4. Edit 5. Publish |
| **BUILD AND PRESENT KNOWLEDGE** |
| **ELA.3.WG.5**  SWBAT produce various types of analytical writing.   1. Research 2. Investigate topics to gain information 3. Utilize print and digital sources to gain information 4. Paraphrase information 5. Report writing 6. Formulate reports based on fiction and non-fiction works 7. Expository 8. Present factual information about an issue, subject, method, or idea 9. Present information in logical order 10. Summarizing 11. Recall information from literary and non-fiction text and present in summary form 12. References 13. Locate information in dictionary, library, internet |
| **COMPLEXITY AND FREQUENCY OF WRITING** |
| **ELA.3.WG.6**  SWBAT compose a writing piece for 35-45 minutes daily. |
| **ELA.3.WG.7**  SWBAT compose for a writing piece over a period of 3-4 weeks. |
| **CONVENTIONS OF STANDARD ENGLISH** |
| **ELA.3.WG.8**  SWBAT interpret sentences.   1. Declarative 2. Interrogative 3. Imperative 4. Exclamatory 5. Distinguish between a sentence and sentence fragment 6. Recognize and correct run-on sentence 7. Identify and label parts of a sentence 8. Identify and construct simple, complex, and compound sentences |
| **ELA.3.WG.9**  SWBAT identify the complete subject in a sentence. |
| **ELA.3.WG.10**  SWBAT identify the complete predicate in a sentence. |
| **ELA.3.WG.11**  SWBAT use the parts of speech correctly.   1. Nouns 2. Identify nouns in a sentence 3. Differentiate between common and proper nouns, singular and plural nouns, and regular and irregular noun 4. Identify, form, and distinguish between singular and plural possessive nouns 5. Use first person pronouns correctly 6. Verbs 7. Classify verbs in a sentence as: verbs of action, linking verbs, or helping verbs 8. Identify and form the present, past, and future tense of verbs 9. Identify and form the past tense of irregular verbs 10. Adverbs 11. Recognize and use adverbs in a sentence 12. Adjectives 13. Recognize and use adjectives in a sentence 14. Differentiate between types of adjectives 15. Prepositions 16. Identify and use prepositions In a sentence 17. Conjunctions 18. Identify conjunctions in a sentence 19. Combine sentences using conjunctions 20. Interjections 21. Use Interjections when necessary in a sentence 22. Contractions 23. Apply the rules of using contractions |
| **ELA.3.WG.12**  SWBAT use capitalization and punctuation correctly.   1. Apply punctuation and capitalization rules when writing 2. Use commas to combine sentences 3. Use commas to separate words in a series 4. Use correct punctuation and capitalization with dates, address, and quotation 5. Use quotation marks around a speaker’s words 6. Apply apostrophes to contractions and possessive forms 7. Use commas in dates, addresses, geographical names, letters, and commas in a series |
| **ELA.3.WG.13**  SWBAT write and identify correct abbreviations for days, months, titles, and addresses. |
| **ELA.3.WG.14**  SWBAT use reference sources (dictionary, glossary, index, table of contents, thesaurus, atlas, encyclopedia, digital resources) to locate information across all content areas. |
| **ELA.3.WG.15**  SWBAT identify and use the parts of a dictionary (guide words, pronunciation, and syllabication). |
| **ELA.3.WG.16**  SWBAT spell grade appropriate words correctly, consulting references as needed. |
| **KNOWLEDGE OF LANGUAGE** |
| **ELA.3.WG.17**  SWBAT use knowledge of language and its conventions when writing. |
| **ELA.3.WG.18**  SWBAT use Greek and Latin roots to expand vocabulary and decipher unfamiliar words. |
| **HANDWRITING** |
| **ELA.3.WG.19**  SWBAT print legibly.   1. Demonstrate correct strokes 2. Form legible letters and numbers 3. Maintain proper, proportion, size, and spacing when writing words, sentences and paragraphs 4. Maintain proper writing posture, and hand and paper position |
| **ELA.3.WG.20**  SWBAT write in cursive legibly.   1. Identify and create four basic cursive strokes (under-curve, down-curve, over-curve, slant) 2. Form individual uppercase and lowercase cursive letters and numerals with acceptable legibility 3. Write letters in cursive using consistent slant 4. Form connections to maintain proportions of letters 5. Uses correct spacing between words 6. Formats page, using idents and margins for paragraphs 7. Self-assess cursive |

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| **RECOMMENDED READING** |
| A Bear Called Paddington by Michael Bond  Charlotte’s Web by E.B. White  Farmer Boy by Laura Ingalls Wilder  Mr. Popper’s Penguins by Richard and Florence Atwater |

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| **RESOURCES** | |
| The Reading Strategies Book by Jennifer Serravallo  Who's Doing the Work? By Jan Burkins and Kim Yaris  Preventing Misguided Reading by Jan Burkins and Melody M Croft  The Next Step Forward in Guided Reading by Jan Richardson  The Daily 5: Fostering Literacy Independence in the Element Grades  Comprehension Connection: Bridges to Strategic Reading by Tanny McGregor  Revisiting the Reading Workshop by Barbara Orehovec | **Websites:**  http://www.getepic.com  http://readworks.org  Enchanted Learning  Learning A to Z  BrainPop Jr./ BrainPop  whowasbookseries.com  whooosreading.org  School House Rock  superteacherworksheets.com  janrichardsonguidedreading.com  weareteachers.com  readingrockets.org |

**GRADE 4**

**ENGLISH LANGUAGE ARTS CURRICULUM**

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| GRADE 4 NARRATIVE |
| Fourth grade students apply prior knowledge in order to develop their abstract thinking, which helps them to further understand their knowledge of literary concepts.  Fourth graders also begin to understand and utilize literary devices including, but not limited to, onomatopoeias, metaphors, similes, and idioms. They can use Greek and Latin root words, prefixes, and suffixes to determine the meaning of unfamiliar words. They are also able to comprehend unknown words using context clues. Students begin to explore and relate to complex themes and the motives of characters in literature.  Students will independently read self-selected texts from a variety of genres (including myths, legends, fantasies, adventures, biographies, current events, and natural sciences) for extended periods of time. Students participate in group discussions. Students will apply Catholic values and teachings while reading and evaluating literary themes and informational text.  **Typical Lexile Reader Band: 635L to 950L College & Career Ready “Stretch” Lexile Band: 740L to 940L** |

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| CHARACTERIISTICS OF THE LEARNER | CONTENT AREA SKILLS | CONCEPTS |
| * Employs different learning modes (visual, auditory, kinesthetic) * Engages in group and independent learning * Solves inquiry-based problems * Learning through student-centered instruction * Demonstrates different levels and interests * Developing abstract thinking * Applies prior knowledge * Uses technology * Developing a conscience * Shows concern for social issues * Voluntarily engages in self-selected reading * Demonstrates an eagerness to share | * Asks and answers explicit and   implicit questions   * Reads and comprehends grade   level genres fluently: literature,  informational text, poetry, drama   * Recognizes and defines elements of a story:(plot, setting, characters,   problem/solution)   * Uses word analysis skills * Obtains/evaluates information * Develops and uses charts, graphic organizers, tables * Communicates ideas orally and in writing * Brainstorms and develops   solutions to problems   * Makes connections (text-to-self, text-to-text, and text-to-world) | **READING AND LITERCY**  Fundamentals of Literacy   * Letter patterns * Spoken language * Syllabication patterns * Word parts * Fluent oral reading * Multi-syllabic words   Spelling/Vocabulary   * Acquisition and Use * Word Origins   Literary Comprehension   * Read and understand material using various comprehension strategies and skills * Asking and responding to essential questions   Informational Comprehension   * Read and understand material using various comprehension strategies   Listening/Speaking   * Listens and appropriately responds to oral communication * Speaks with proper phrasing, pitch, and modulation using standard English conventions * Delivers effective, brief oral presentations   **WRITING AND GRAMMAR**  Types of Writing and Purpose   * Paragraphs * Types of Writing   Production of Writing   * Composing   Complexity and Frequency of Writing   * Analytical writing   Conventions of Standard English   * Sentence structure * Parts of Speech * Capitalization/Punctuation   Knowledge of Language   * Greek and Latin Roots   Handwriting   * Cursive * Formatting |

**CO-REQUISITE STANDARDS**

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| **CATHOLIC IDENTITY** |
| **Principle**:  Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society |
| **3-5.ELA.CI**  SWBAT read about and identify characters with Catholic values. |
| **3-5. ELA.CI**  SWBAT to write about characters with Catholic values. |
| **Principle:**  Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God |
| **3-5.ELA.CI**  SWBAT explain how characters demonstrate Catholic values. |
| **3-5.ELA.CI**  SWBAT analyze works of fiction and non-fiction to uncover authentic Truth. |
| **3-5.ELA.CI**  SWBAT recognize the Bible as literature.   1. Relate an understanding of the Bible to human experiences, world events, and to the teachings of Christ 2. Recognize the Bible as informational text that guides us in our Catholic faith |
| **Principle:**  Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ |
| **3-5.ELA.CI**  SWBAT share how literature can contribute to strengthening one’s moral character. |
| **Principle:**  Encourages a synthesis of faith, life, and culture |
| **3-5.ELA,CI**  SWBAT analyze literature that reflects the transmission of a Catholic culture. |
| **Principle:**  Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church |
| **3-5.ELA.CI**  SWBAT integrate the Catholic faith into the study of ELA.   1. Recognize how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories 2. Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes through fairy tales, fables, myths, parables, and stories 3. Recognize how themes in parables relate to themes in stories, poems, folktales and fables |
| **3-5.ELA.CI**  SWBAT share how literature can contribute to strengthening one’s moral character. |
| **CRITICAL THINKING** |
| **3-5.ELA.CT**  SWBATask questions to become more productive and engaged in their learning process |
| **3-5.ELA.CT**  SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions and solve a variety of problems in real-life situations. |
| **3-5.ELA.CT**  SWBAT synthesize information in order to capture the essence of an idea, object, or activity. |
| **COMMUNICATION** |
| **3-5.ELA.CM**  SWBATdemonstrate an understanding of Catholic principles foundational to all relationships. |
| **3-5.ELA.CM**  SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| **3-5.ELA.CM**  SWBAT understand that what is said and written is a reflection upon their character. |
| **3-5.ELA.CM**  SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts |
| **COLLABORATION** |
| **3-5.ELA.CL**  SWBAT demonstrate that working collaboratively reflects our response to God’s call to love and care for others. |
| **3-5.ELA.CL**  SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus |
| **3-5.ELA.CL**  SWBAT contribute to project teams to produce original works or solve problems. |
| **3-5.ELA.CL**  SWBAT recognize that decisions should follow Catholic teachings, especially social teaching |
| **3-5.ELA.CL**  SWBAT use productive team membership skills. |
| **CREATIVITY** |
| **3-5.ELA.CR**  SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences. |
| **3-5.ELA.CR**  SWBAT generate, combine, categorize and develop ideas without pre-judgement. |
| **3-5.ELA.CR**  SWBAT explore an idea from multiple points of view. |

**DIOCESE OF SAVANNAH**

**ACADEMIC STANDARDS OF EXCELLENCE**

**READING AND LITERACY**

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| **FUNDAMENTALS OF LITERACY** |
| **ELA.4.RL.1**  SWBAT use decoding and phonetic word analysis to read fluently.   1. Use syllabication to divide words 2. Look for known word parts 3. Read and reread to self-correct 4. Use timed readings to measure fluency |
| **SPELLING/VOCABULARY** |
| **ELA.4.RL.2**  SWBAT demonstrate knowledge of spelling rules and patterns.   1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read/spell accurately unfamiliar multisyllabic words in context and out of context 2. Determine the language of origin (Latin or Greek) for root/base words, prefixes, and/or suffixes |
| **ELA.4.RL.3**  SWBAT acquire and use vocabulary strategies to determine the meaning of word parts.   1. Introduce Greek and Latin roots 2. Use prefixes and suffixes as a strategy to determine word meanings 3. Use context clues to decipher multiple-meaning and unknown words |
| **ELA.4.RL.4**  SWBAT utilize tools for spelling and vocabulary development.   1. Use print and on-line dictionaries, thesauruses, and glossaries to identify spellings and definitions |
| **ELA.4.RL.5**  SWBAT demonstrate an understanding of word relationships.   1. Identify and recognize synonyms and antonyms 2. Identify and recognize homophones, homographs, and homonyms 3. Solve simple word analogies |
| **LITERARY COMPREHENSION** |
| **ELA.4.RL.6**  SWBAT read and understand literary texts using a variety of comprehension strategies.   1. Recognize and identify the theme of a story, play, or poem 2. Identify main ideas and details of a story 3. Identify narrative elements of a story 4. Compare and contrast two or more characters, settings, and events using specific details from the text 5. Draw conclusions based on text evidence and prior knowledge 6. Make inferences based on prior knowledge 7. Detail sequence of events 8. Identify cause and effect relationships 9. Interpret symbolism in literary texts 10. Visualize by creating mental images 11. Identify Point of View (1st & 3rd person accounts) 12. Identify the genre of a text as works of fiction, realistic or historical, fantasy, and traditional literature, i.e. fairy tales, fables, folktales, legends, and myths 13. Identify the protagonist and antagonist |
| **ELA.4.RL.7**  SWBAT employ knowledge of comprehension strategies when responding to literary texts.   1. Summarize the plot of a drama, play, or literary text providing setting, characters, rising action, climax, falling action, conflict and resolution 2. Compare and contrast stories of the same genre 3. Cite evidence from the text (R.A.C.E. – Restate the question, answer, cite the evidence, explain) 4. Predict events in text on the basis of cause and effect relationships 5. Make connections to self, text, and world 6. Create self-generated questions relating the text to check understanding 7. Generate opinions about the text |
| **ELA.4.RL.8**  SWBAT identify types and elements of poetry.   1. Develop understanding of the characteristics of poetry including stanza, rhyme, scheme, repetition, and refrain 2. Explore various types of poetry including couplets, cinquains, diamante, haiku, and limerick |
| **ELA.4.RL.9**  SWBAT identify and give examples of the types of figurative language.   1. Interpret the meaning of figurative language in context including: similes, metaphors, idioms, hyperbole, personification, alliteration, and onomatopoeia |
| **ELA.4.RL.10**  SWBAT read a wide range of text proficiently and independently.   1. Read independently for extended periods of time for pleasure |
| **INFORMATIONAL COMPREHENSION** |
| **ELA.4.RL.12**  SWBAT use reference materials (printed and digital).   1. Use resources as reference guides including dictionaries, thesauruses, newspapers, magazines. 2. Use functional text features such as table of contents, indices, appendixes, and glossaries. |
| **ELA.4.RL.13**  SWBAT utilizes non-fiction text features.   1. Use graphics, charts, maps, diagrams, and tables as sources of information |
| **ELA.4.RL.14**  SWBAT integrate information from two or more sources on the same topic.   1. Summarize generalities or differences about a topic |
| **ELA.4.RL.15**  SWBAT read and understand informational materials using a variety of comprehension strategies.   1. Analyze informational text to determine main idea and supporting details, author’s purpose, draw conclusions, make inferences, or summarize 2. Distinguish fact from opinion 3. Determine the meaning of academic words and phrases from an informational text |
| **ELA.4.RL.16**  SWBAT demonstrate knowledge of style and structure when reading informational texts.   1. Determine genre and explain characteristics of biographies, autobiographies, journals, articles and interviews 2. Use titles, print styles (examples: italics, bolded, high-lighted), chapter headings, captions, and subheadings to gain information 3. Use graphic features including illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information 4. Use functional text features including tables of content, indexes, and appendixes |
| **ELA.4.RL.17**  SWBAT read a wide range of informational text proficiently and independently.   1. Read independently for extended periods of time for informational text |
| **LISTENING AND SPEAKING** |
| **ELA.4.RL.18**  SWBAT listen to and appropriately respond to oral communication. |
| **ELA.4.RL.19**  SWBAT deliver effective, brief oral presentations.   1. Speak with proper phrasing, tone, pitch, tempo, annunciation, inflection, eye contact, and modulation using Standard English conventions 2. Use vocabulary that is appropriate for a particular audience and purpose 3. Use visuals (posters, PowerPoints, etc.) to reinforce ideas expressed during the presentation |
| **ELA.4.RL.20**  SWBAT listens for a specific purpose.   1. Listen attentively to take notes, ask questions, or recall information |
| **ELA.4.RL.21**  SWBAT participate in collaborative discussions.   1. Use vocabulary that is appropriate for particular audiences and for particular purposes |

**WRITING AND GRAMMAR**

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| **TYPES OF WRITING AND PURPOSE** |
| **ELA.4.WG.1**  SWBAT compose a well written paragraph.   1. Includes topic sentence, main ideas, supporting details, concluding sentence 2. Produce writing that has proper sentence structure and organization |
| **ELA.4.WG.2**  SWBAT use descriptive writing.   1. Use sensory words to enhance writing 2. Utilize adjectives and adverbs to provide descriptive details in writing 3. Use figurative language such as alliteration, simile, metaphor, onomatopoeia |
| **ELA.4.WG.3**  SWBAT demonstrate various types of writing.   1. Personal narrative 2. Summarize a real event using descriptive detail 3. Organize events in a logical sequence 4. Use transitional words to signal event order 5. Correct use of first-person point of view 6. Correct use of quotation marks for dialogue 7. Fictional Narrative 8. Express thoughts or feelings and emotions through writing 9. Develop characters, setting, and plot using adjectives and adverbs 10. Use dialogue 11. Persuasive 12. Develop a clear and compelling argument designed to influence the reader on a given topic 13. State the opinion or position being presented 14. Provide reasons that support the opinion 15. Cite facts and examples to support the opinion 16. Provide a strong conclusion 17. Letter writing 18. Identify the five parts of a friendly letter heading, greeting, body, closing, signature 19. Write each part of a letter correctly 20. Address an envelope correctly, including a return address 21. Poetry 22. Compose different types of poetry and poetic forms including couplet, cinquain, haiku, diamante 23. Use imagery and figurative language to enhance poetry 24. Apply rules for specific poetic forms |
| **PRODUCTION OF WRITING** |
| **ELA.4.WG.4**  SWBAT construct a writing piece using the writing process.   1. Brainstorm 2. Use graphic organizers 3. Draft 4. Edit 5. Publish |
| **BUILD AND PRESENT KNOWLEDGE** |
| **ELA.4.WG.5**  SWBAT produce various types of analytical writing.   1. Research 2. Investigate different topics to gain information 3. Utilize print and digital sources to gather information 4. Use reputable resources to find information specific to their topic 5. Persuasive 6. State the opinion or position being presented 7. Provide reasons that support the opinion being presented 8. Cite facts and examples to support the position or opinion being presented 9. Provide a strong conclusion 10. Report Writing 11. Formulate reports based on fiction and non-fiction works and research 12. List resources in organized manner 13. Expository 14. Write informative/exclamatory text that convey ideas and information clearly 15. Introduce a topic clearly and group related information in paragraphs and sections 16. Note taking 17. Recognize and record main ideas and supporting details within text for various subject areas 18. Organize notes in an appropriate format 19. Takes notes highlighting for key concepts 20. Outlines information 21. Uses graphic organizers 22. Summarizing 23. Paraphrase relevant information gathered from a variety of credible sources 24. Present summary in written or verbal form 25. Reference 26. Locate information in dictionary, thesaurus, almanac, atlas, library, internet |
| **COMPLEXITY AND FREQUENCY OF WRITING** |
| **ELA.4.WG.6**  SWBAT write for an extended period of time (3 to 4 weeks) on a piece of writing. |
| **ELA.4.WG.7**  SWBAT write for shorter periods of time daily. |
| **CONVENTIONS OF STANDARD ENGLISH** |
| **ELA.4.WG.8**  SWBAT interpret sentences.   1. Declarative 2. Interrogative 3. Imperative 4. Exclamatory 5. Recognize and correct run-on sentences 6. Identify and label parts of a sentence 7. Identify and construct simple, complex, and compound sentences |
| **ELA.4.WG.9**  SWBAT identify the subject of a sentence.   1. Simple subject 2. Complete subject |
| **ELA.4.WG.10**  SWBAT identify the predicate of a sentence.   1. Simple predicate 2. Complete predicate |
| **ELA.4.WG.11**  SWBAT use the parts of speech correctly.   1. Nouns 2. Identify nouns in a sentence 3. Differentiate between common and proper nouns, singular and plural nouns, and regular and irregular nouns 4. Identify subject, subject complement, and direct object 5. Identify, form, and distinguish between singular and plural possessive nouns 6. Identify collective nouns 7. Pronouns 8. Identify pronouns in a sentence 9. Identify subject, object, possessive, singular, plural in sentences 10. Use first person pronouns correctly 11. Distinguish between singular and plural pronouns 12. Distinguish between possessive pronouns and contractions 13. Verbs 14. Classify verbs in a sentence as: verbs of action, linking verbs, helping verbs, verb phrases, principle parts of verbs, present, present participle, past, past participle, future 15. Identify and form the past tense of irregular verbs 16. Adverbs 17. Recognize and use adverbs in a sentence 18. Recognize and classify various types of adverbs: time and place, manner, compare, and good and well 19. Adjectives 20. Recognize and use adjectives in a sentence 21. Differentiate between types of adjectives including; descriptive, proper, articles, demonstrative, adjectives that tell how many adjectives that compare, superlative, irregular adjectives, more/most, fewer/fewest, less/least 22. Prepositions 23. Identify and use prepositions in a sentence 24. Conjunctions 25. Combine sentences using conjunctions 26. Contractions 27. Apply the rules of using contractions |
| **ELA.4.WG.12**  SWBAT use capitalization and punctuation correctly.   1. Apply punctuation and capitalization rules when writing 2. Use comes to combine sentences 3. Use commas to separate words in a series 4. Use correct punctuation and capitalization with dates, address, and quotations 5. Use quotation marks around a speakers words 6. Apply apostrophes to contractions and possessive form 7. Use commas in dates, addresses, geographical names, letters, comma in a series, words, and direct quotations introductory |
| **ELA.4.WG.13**  SWBAT write and identify correct abbreviations for days, months, titles, and addresses. |
| **ELA.4.WG.14**  SWBAT use reference sources (dictionary, glossary, index, table of contents, thesaurus, atlas, encyclopedia, digital resources) to locate information across all content areas. |
| **ELA.4.WG.15**  SWBAT utilize dictionary skills.   1. Identify and use the parts of a dictionary (guide words, pronunciation, syllabication) 2. Utilize the dictionary to determine or confirm word choice in writing and speaking |
| **ELA.4.WG.16**  SWBAT spell grade appropriate words correctly, consulting references as needed. |
| **KNOWLEDGE OF LANGUAGE** |
| **ELA.4.WG.17**  SWBAT use knowledge of language and its conventions when writing. |
| **ELA.4.WG.18**  SWBAT choose words and phrases to convey ideas precisely. |
| **ELA.4.WG.19**  SWBAT choose punctuation for effect. |
| **HANDWRITING** |
| **ELA.4.WG.20**  SWBAT write legibly in cursive.   1. Reduce the size of letter formation 2. Use correct spacing between letters and words |
| **ELA.4.WG.21**  SWBAT format a page correctly.   1. Use indents for paragraphs 2. Use margins |

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| **RECOMMENDED READING** |
| The Cricket in Times Square by George Seldon  Homer Price by Robert McCloskey  The Blue Fairy Book by Andrew Lang  Dangerous Journey by Oliver Hunkin |

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| **RESOURCES** |
| Journeys  Sadlier Vocabulary workshop  Interactive Notebooks – Language Arts (by Carson Dellosa)  Flip book with prefixes/ suffixes / Greek and Latin roots  D.E.A.R. Time  Saint books  Daily spiral review, which has questions (about 7 per day) about English, Spelling, and Reading comprehension.  Treasures book for publishing  Readworks.org  ReadTheory.org  ReadWriteThink.org  Brain Pop  School House Rock  Weareteachers.com  Scholastic News |

**GRADE 5**

**ENGLISH LANGUAGE ARTS CURRICULUM**

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| GRADE 5 NARRATIVE |
| Fifth graders are active learners that thrive on peer interaction. They are capable of applying themselves for a longer period of time. As they are transitioning into adolescence and middle school they are becoming more interested in the use of technology and social media. Through independent work and collaborations, they engage in abstract and critical thinking. Students actively participate in lessons and discussions fostering positive peer relations. Their emerging interest in the world around them encourages thought provoking discussions. While they are more self-motivated and able to draw on prior knowledge, they still benefit from modeled and guided instruction. At this time, there is a need for increased emphasis on developing organization, study skills, and test taking strategies. Students are able to grasp vocabulary, processing, and comprehension skills at a more analytical level, allowing for enriched engagement. Fifth graders are beginning to understand that reading, written communication, and verbal communication are an integral part of everyday life. Their increased knowledge of the Catholic faith allows them to begin to analyze literature and informational text responding in accordance with the teachings of the Church.  **Typical Lexile Reader Band: 770L to 1080L College & Career Ready “Stretch” Lexile Band: 830L to 1010L** |

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| CHARACTERIISTICS OF THE LEARNER | CONTENT AREA SKILLS | CONCEPTS |
| * Developing abstract and analytical thinking * Learns through repeated application * Active learners * Peer interactions through partnering and/or groups * Social/peer input important * Applies prior knowledge to learning * Becoming aware of global issues * Shares opinions/views | * Reads/writes * for varying purposes * Connects cross-curricular Reading and Writing * Analyzes information in text * Reads with sufficient accuracy and fluency to support comprehension * Relates/connects ELA learning to all content areas * Applies vocabulary in context * Responds to literature in relation to scripture and Catholic teachings * Understands what it means to be an active and engaged listener * Communicates effectively orally and through writing | **READING AND LITERACY**  Fundamentals of Literacy   * Apply Grade Level Decoding Skills   Spelling/Vocabulary   * Conventions of spelling * Acquisition and Use * Word Origins   Literary Comprehension   * Key Ideas/Details * Style and Structure * Integration of Knowledge and Ideas * Range of Reading/Text Complexity   Informational Comprehension   * Key Ideas/Details * Style and Structure * Integration of Knowledge and Ideas * Range of Reading/Text Complexity   Listening/Speaking   * Comprehension And Collaboration * Presentation of Knowledge and Ideas   **WRITING AND GRAMMAR**  Types of Writing   * Paragraph * Descriptive writing   Production of Writing   * Writing process   Build and Present Knowledge   * Analytical writing   Complexity and Frequency of Writing   * Timed writing   Conventions of Standard English   * Sentences * Parts of speech * Punctuation * Capitalization * Spelling   Knowledge of Language  Handwriting   * Cursive |

**CO-REQUISITE STANDARDS**

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| **CATHOLIC IDENTITY** |
| **Principle**:  Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society |
| **3-5.ELA.CI**  SWBAT read about and identify characters with Catholic values. |
| **3-5. ELA.CI**  SWBAT write about characters with Catholic values. |
| **Principle:**  Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God |
| **3-5.ELA.CI**  SWBAT explain how characters demonstrate Catholic values. |
| **3-5.ELA.CI**  SWBAT analyze works of fiction and non-fiction to uncover authentic Truth. |
| **3-5.ELA.CI**  SWBAT recognize the Bible as literature.   1. Relate an understanding of the Bible to human experiences, world events, and to the teachings of Christ 2. Recognize the Bible as informational text that guides us in our Catholic faith |
| **Principle:**  Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ |
| **3-5.ELA.CI**  SWBAT share how literature can contribute to strengthening one’s moral character. |
| **Principle:**  Encourages a synthesis of faith, life, and culture |
| **3-5.ELA,CI**  SWBAT analyze literature that reflects the transmission of a Catholic culture. |
| **Principle:**  Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church |
| **3-5.ELA.CI**  SWBAT integrate the Catholic faith into the study of ELA.   1. Recognize how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories 2. Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes through fairy tales, fables, myths, parables, and stories 3. Recognize how themes in parables relate to themes in stories, poems, folktales and fables |
| **3-5.ELA.CI**  SWBAT share how literature can contribute to strengthening one’s moral character. |
| **CRITICAL THINKING** |
| **3-5.ELA.CT**  SWBATask questions to become more productive and engaged in their learning process |
| **3-5.ELA.CT**  SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions and solve a variety of problems in real-life situations. |
| **3-5.ELA.CT**  SWBAT synthesize information in order to capture the essence of an idea, object, or activity. |
| **COMMUNICATION** |
| **3-5.ELA.CM**  SWBATdemonstrate an understanding of Catholic principles foundational to all relationships. |
| **3-5.ELA.CM**  SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| **3-5.ELA.CM**  SWBAT understand that what is said and written is a reflection upon their character. |
| **3-5.ELA.CM**  SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts |
| **COLLABORATION** |
| **3-5.ELA.CL**  SWBAT demonstrate that working collaboratively reflects our response to God’s call to love and care for others. |
| **3-5.ELA.CL**  SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus |
| **3-5.ELA.CL**  SWBAT contribute to project teams to produce original works or solve problems. |
| **3-5.ELA.CL**  SWBAT recognize that decisions should follow Catholic teachings, especially social teaching |
| **3-5.ELA.CL**  SWBAT use productive team membership skills. |
| **CREATIVITY** |
| **3-5.ELA.CR**  SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences. |
| **3-5.ELA.CR**  SWBAT generate, combine, categorize and develop ideas without pre-judgement. |
| **3-5.ELA.CR**  SWBAT explore an idea from multiple points of view. |

**DIOCESE OF SAVANNAH**

**ACADEMIC STANDARDS OF EXCELLENCE**

**READING AND LITERACY**

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| **FUNDAMENTALS OF LITERACY** |
| **ELA.5.RL.1**  SWBAT use decoding and phonetic word analysis to read fluently.   1. Segment words into syllables 2. Look for known word parts 3. Read and reread to self-correct |
| **SPELLING/VOCABULARY** |
| **ELA.5.RL.2**  SWBAT demonstrate knowledge of spelling rules and patterns.   1. Spell multisyllabic words, double consonant patterns, irregular vowel patterns, and following grammatical spelling rules. 2. Form words with prefixes and suffixes. |
| **ELA.5.RL.3**  SWBAT apply vocabulary strategies to read fluently.   1. Develop the use of Greek and Latin roots as a strategy to determine word meaning. 2. Use prefixes and suffixes as a strategy to determine word meaning. 3. Use context clues for example-a definition, a restatement, or an example to find the meanings of unfamiliar and multiple meaning words. 4. Apply vocabulary in context. |
| **ELA.5.RL.4**  SWBAT demonstrate understanding of figurative language and word relationships.   1. Interpret the meaning figurative language in context including: simile, metaphor, idioms, hyperbole, alliteration, personification, onomatopoeia. |
| **ELA.5.RL.5**  SWBAT utilize tools for spelling and vocabulary development.   1. Employ the use of the dictionary, thesaurus, and glossary to identify spellings and definitions (print and digital form). |
| **ELA.5.RL.6**  SWBAT explore word relationships.   1. Identify and recognize synonyms and antonyms. 2. Identify and recognize homonyms, homophones, and homographs. 3. Create and solve basic word analogies. |
| **LITERARY COMPREHENSION** |
| **ELA.5.RL.7**  SWBAT apply a variety of comprehension strategies when reading literary texts.   1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, play, or poem from details in the text including how characters respond to challenges or how the speaker in a poem reflects upon a topic. 3. Recognize cause and effect relationships of characters and events. 4. Compare and contrast two or more characters, settings, or events in a story, drama, or play drawing on specific details in the text (e.g., how characters interact). 5. Analyze texts to draw conclusions and make inferences. |
| **ELA.5.RL.8**  SWBAT demonstrate knowledge of style and structure when reading literary texts.   1. Differentiate first and third person point of views. 2. Interpret devices of figurative language including simile, metaphor, personification, hyperbole, alliteration, onomatopoeia. 3. Analyze characters to determine protagonist, antagonist, main, and supporting. 4. Identify internal and external character traits. 5. Interpret the effect of author’s craft for example tone, figurative language, dialogue, and imagery on the meaning of text. 6. Identify and analyze the characteristics of works of fiction including realistic fiction, traditional literature, and fantasy (fairy tales, folk tales, legends, myths, and fables). 7. Explore various types of poetry including couplets, cinquain, concrete, diamante, free verse, haiku, limerick. 8. Analyze the characteristics of poetry including stanza, rhyme, scheme, repetition, line, and refrain. |
| **ELA.5.RL.9**  SWBAT employ knowledge of comprehension strategies when responding to literary texts.   1. Summarize plot of story providing setting, characters, rising action, climax, falling action, conflict, and resolution. 2. Compare and contrast stories of the same genre. 3. Create constructed responses to comprehension questions citing evidence from the text (R.A.C.E.)-restate the question, answer, cite the evidence, explain). 4. Predict events in text on the basis of cause and effect relationships. 5. Make connections to self, text, and world. 6. Create self-generated questions related to the text to check understanding**.** 7. Generate opinions about text |
| **ELA.5.RL.10**  SWBAT read a variety of genres independently and proficiently.   1. Read independently for extended periods of time for pleasure. |
| **INFORMATIONAL COMPREHENSION** |
| **ELA.5.RL.11**  SWBAT apply a variety of comprehension strategies when reading informational texts.   1. Summarize the main idea and supporting details. 2. Analyze informational text to draw conclusions and make inferences. |
| **ELA.5.RL.12**  SWBAT demonstrate knowledge of style and structure when reading informational texts.   1. Determine genre and explain characteristics of biographies, autobiographies, journals, articles, and interviews. 2. Use titles, print styles (examples: italics, bolded, high-lighted), chapter headings, captions, and subheadings to gain information. 3. Use graphic features including illustrations, graphs, charts, maps, diagrams, and graphic organizers as sources of information. 4. Use functional text features including tables of content, glossaries, indexes, and appendixes. |
| **ELA.5.RL.13**  SWBAT employ knowledge of comprehension strategies when responding to informational texts.   1. Identify author’s purpose and bias (opinion). 2. Create responses to informational texts through a variety of methods including drawings, written works, and oral presentations. 3. Determine the meaning of academic words and phrases from an informational text. |
| **ELA.5.RL.14**  SWBAT read a range of text independently and proficiently.   1. Read independently for extended periods of time for informational comprehension. |
| **LISTENING AND SPEAKING** |
| **ELA.5.RL.15**  SWBAT engage effectively in a range of collaborative discussions.   1. Participate appropriately in a variety of communication situations including one-on-one and group settings. |
| **ELA.5.RL.16**  SWBAT demonstrate comprehension of oral communication.   1. Evaluate quality and accuracy of information accessed through listening (stories, presentations, media). 2. Recognize the role of response in oral communication. |
| **ELA.5.RL.17**  SWBAT participate in oral demonstrations.   1. Use vocabulary that is appropriate for the particular audience and purpose. 2. Speak clearly at an understandable pace with proper tone and expression. |

**WRITING AND GRAMMAR**

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| **TYPES OF WRITING AND PURPOSE** |
| **ELA.5.WG.1**  SWBAT compose a paragraph.   1. Include topic sentence 2. Include supporting details 3. Include conclusion 4. Include varied sentence structure 5. Include consistent point of view 6. Include use of transition words |
| **ELA.5.WG.2**  SWBAT use descriptive writing.   1. Use sensory words to enhance writing 2. Utilize adjectives and adverbs to provide details in writing 3. Incorporate figurative language such as alliteration, hyperbole, simile, metaphor, onomatopoeia, and personification |
| **ELA.5.WG.3**  SWBAT demonstrate various types of writing.   1. Personal narrative 2. Summarizes a real event using descriptive details 3. Organize events in a logical sequence 4. Correct use of first-person point of view 5. Correct use of quotation marks for dialogue 6. Writing is focused on key details 7. Fictional narrative 8. Express thoughts or feelings and emotions through writing 9. Develop characters, setting, and plot using adjectives and adverbs 10. Use dialogue 11. Persuasive writing 12. Develop a clear and compelling argument designed to influence the reader on a given topic 13. State the opinion or position being presented 14. Provide facts that support the opinion 15. Cite facts and examples to support the opinion 16. Provide a strong conclusion 17. Letter writing 18. Identify the five parts of a friendly and business letter 19. Write each part of a letter correctly 20. Address an envelope correctly, including a return address 21. Compare and contrast the elements of a friendly letter and business letter 22. Poetry 23. Compose different types of poetry and poetic forms including couplets, cinquain, concrete, diamante, free verse, haiku, limerick 24. Use imagery and figurative language to enhance poetry 25. Apply rules for specific poetic forms |
| **PRODUCTION OF WRITING** |
| **ELA.5.WG.4**  SWBAT construct a writing piece using the writing process.   1. Brainstorm 2. Draft 3. Revise 4. Edit 5. Publish |
| **BUILD AND PRESENT KNOWLEDGE** |
| **ELA.5.WG.5**  SWBAT produce various types of analytical writing.   1. Research 2. Investigate different topics to gain information 3. Utilize print and digital sources to gather information 4. Use reputable resources to find information specific to their topic 5. Cite sources used in research 6. Persuasive 7. State the opinion or position being presented 8. Provide reasons that support the opinion being presented 9. Cite facts and examples to support the position or opinion being presented   Provide a strong conclusion   1. Report writing 2. Formulate reports based on fiction and non-fiction works, research, and biographies 3. Cite sources using appropriate format 4. Expository 5. Examine a topic and convey ideas and information clearly 6. Develop the topic using facts and other information related to the topic 7. Write a concluding statement summarizing the topic 8. Note taking 9. Recognize and record main ideas and supporting details within text for various subject areas 10. Organize notes in an appropriate format 11. Takes notes highlighting for key concepts 12. Outlines information 13. Uses graphic organizers 14. Summarizing 15. Paraphrase relevant information gathered from a variety of credible sources 16. Present summary in written or verbal format 17. References 18. Locate information in dictionary, Thesaurus, almanac, atlas, library, internet 19. Introduce plagiarism and identifying sources used in research |
| **COMPLEXITY AND FREQUENCY OF WRITING** |
| **ELA.5.WG.6**  SWBAT write for an extended period of time (3 to 4 weeks) on a piece of writing. |
| **ELA.5.WG.7**  SWBAT write for short periods of time daily. |
| **CONVENTIONS OF STANDARD ENGLISH** |
| **ELA.5.WG.8**  SWBAT interpret sentences.   1. Declarative 2. Interrogative 3. Imperative 4. Exclamatory |
| **ELA.5.WG.9**  SWBAT apply knowledge of sentences in writing.   1. Distinguish between a sentence and sentence fragment 2. Recognize and correct run-on sentences 3. Identify and label parts of a sentence 4. Identify and construct simple, complex, and compound sentences |
| **ELA.5.WG.10**  SWBAT use the parts of speech correctly.   1. Clauses and phrase 2. Identify dependent and independent clauses 3. Subjects 4. Identify the complete and simple subject in a sentence 5. Determine if a sentence has a compound subject 6. Predicates 7. Identify the complete and simple predicate in a sentence 8. Determine if a sentence has a compound predicate 9. Direct and indirect objects 10. Recognize and label direct and indirect objects in a sentence 11. Nouns 12. Identify nouns in a sentence 13. Differentiate between common and proper nouns, singular and plural nouns, and regular and irregular nouns 14. Identify subject, subject complement, and direct object 15. Identify, form, and distinguish between singular and plural possessive nouns 16. Identify collective nouns 17. Pronouns 18. Identify pronouns in a sentence 19. Identify subject, object, possessive, singular, plural in sentences 20. Identify the antecedent of a pronoun within a sentence 21. Use first person pronouns correctly 22. Distinguish between singular and plural pronouns 23. Distinguish between possessive pronouns and contraction 24. Verbs 25. Classify verbs in a sentence as: verbs of action, being, linking verbs, helping verbs, verb phrases, Principal parts of verbs, present, present participle, past, past participle, future 26. Identify and form the past tense of irregular verbs 27. Adverbs 28. Recognize and use adverbs in a sentence 29. Recognize and classify various types of adverbs: time and place, manner, compare, and good and well 30. Adjectives 31. Recognize and use adjectives in a sentence 32. Differentiate between types of adjectives including; descriptive, proper, articles, demonstrative, adjectives that tell how many, adjectives that compare, superlative adjectives, irregular adjectives, more/most, fewer/fewest, less/least 33. Identify adjectives that are irregular in the way they make comparative and superlative forms and use them appropriately 34. Prepositions and prepositional phrases 35. Identify and use prepositions in a sentence 36. Identify object of the preposition 37. Recognize prepositional phrases in a sentence 38. Conjunctions 39. Combine sentences using conjunctions 40. Differentiate between subordinating and coordinating conjunctions 41. Interjections 42. Use interjections when necessary in a sentence 43. Contractions 44. Apply the rules of using contractions |
| **ELA.5.WG.11**  SWBAT use punctuation and capitalization correctly.   1. Review and apply punctuation and capitalization rules when writing 2. Use comes to combine sentences 3. Use commas to separate words in a series 4. Use correct punctuation and capitalization with dates, address, and quotations 5. Use quotation marks around a speaker’s words 6. Apply apostrophes to contractions and possessive forms 7. Use commas in dates, addresses, geographical names, letters, comma in a series, introductory words, and direct quotations |
| **ELA.5.WG.12**  SWBAT write and identify correct abbreviations for days, months, titles, and addresses. |
| **ELA.5.WG.13**  SWBAT use reference sources (dictionary, glossary, index, table of contents, thesaurus, atlas, encyclopedia, digital resources) to locate information across all content areas. |
| **ELA.5.WG.14**  SWBAT utilize dictionary skills.   1. Identify and use the parts of a dictionary (guide words, pronunciation, syllabication 2. Utilize the dictionary to determine or confirm word choice in writing and speaking |
| **ELA.5.WG.15**  SWBAT spell grade appropriate words correctly, consulting references as needed. |
| **KNOWLEDGE OF LANGUAGE** |
| **ELA.5.WG.16**  SWBAT use knowledge of language and its conventions when writing. |
| **ELA.5.WG.17**  SWBAT make effective language choices; expand, combine, and reduce sentences for meaning, audience, and style. |
| **ELA.5.WG.18**  SWBAT compare and contrast the varieties of English including dialects and registers used in stories, dramas, and poems. |
| **HANDWRITING** |
| **ELA.5.WG.19**  SWBAT write legibly in cursive.   1. Reduces size of cursive formation 2. Maintains correct cursive formation 3. Uses correct spacing between words 4. Formats page, using idents and margins for paragraphs |

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| **RECOMMENDED READING** |
| The Lion, The Witch, and The Wardrobe by C.S. Lewis  Heidi by Johanna Spyri  Lassie Come Home by Eric Knight |

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| **RESOURCES** | |
| **Websites**  quizlet.com  https://kahoot.com  www.internet4classrooms.com  www.getepic.com/app  http://www.abcya.com/fifth\_grade\_computers.htm  http://www.readwritethink.org/  http://rubistar.4teachers.org/index.php  https://readtheor y.org  www.studystack.com  <https://wow.boomlearning.com/>  Audible.com  ReadTheory.org  Mobymax.com | Readworks.org  Study.com  Englishforeveryone.org  Scholastic.com  Brain Pop  School House Rock  Weareteachers.com (reading and speech)  IXL  www.scholastic.com/teachers/daily-starters/  **Activities to Review Word Work** (synonyms, antonyms, roots, homophones, homonyms, etc.)  Scoot  Task Cards |

**GRADE 6**

**ENGLISH LANGUAGE ARTS CURRICULUM**

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| GRADE 6 NARRATIVE |
| Students in sixth grade are curious about the world around them. They are beginning to show real concern for the causes and effects of issues that affect them and their peers. These students are using the written word to express themselves, gain a deeper understanding of life and the world, and make connections between themselves and the larger community. Sixth grade students are also beginning to understand the relationship between literature and their faith as Catholics. By analyzing various texts, both literary and informational, the students gain perspectives on their beliefs and the beliefs of others. The students begin to take ownership of their opinions and are vocal in relaying them to others with confidence. Sixth grade students continue to develop the skills necessary to be academically successful, including note-taking, organization, time management, and communication. These students thrive when encouraged to activate and use prior knowledge (schema), exercise freedom of choice, and interact with their peers in a variety of ways. Sixth grade students will greatly benefit from reading various forms of literature, writing about the experiences they discover in reading, experiencing the ideas of multiple authors, and participating in dynamic group discussions.  **Typical Lexile Reader Band: 855L to 1165L College & Career Ready “Stretch” Lexile Band: 925L to 1070L** |

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| CHARACTERIISTICS OF THE LEARNER | CONTENT AREA SKILLS | CONCEPTS |
| * Expresses concern for real world issues and begins to seek "the why" for those issues * Appreciates variety in each day's lesson * Appreciates freedom of choice * Lacks organization * Varies in maturity level * Developing critical thinking * Motivated by personal connections * Influenced by social/peer interactions and discussions | * Develops organizational skills * Develops note-taking and annotation skills * Practices critical and analytical thought * Takes ownership of learning through self-assessment and monitoring * Develops acceptance of differing world views and perspectives * Develops appropriate research skills (identify reliable/credible sources, collect evidence, analyze information) | **READING AND LITERACY**  Fundamentals of Literacy   * Cite textual evidence * Word Analysis   Spelling/Vocabulary   * Knowledge of language * Acquisition and use   Literary Comprehension   * Key ideas and details * Style and structure * Integration of knowledge and ideas * Range of reading and level complexity   Informational Comprehension   * Key ideas and details * Style and structure * Integration of knowledge and ideas * Range of reading and level complexity   Listening/Speaking   * Comprehension and collaboration * Presentation of knowledge and ideas * Analysis and evaluation of oral and media communications   **WRITING AND GRAMMAR**  Types of Writing  Production of Writing   * Writing process * Paragraphs   Build and Present Knowledge   * Utilize reference materials * Research writing   Complexity and Frequency of Writing   * Timed writing   Conventions of Standard English   * Punctuation/Capitalization * Spelling * Abbreviations   Knowledge of Language   * Parts of speech usage * Tone   Handwriting   * Cursive |

**CO-REQUISITE STANDARDS**

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| **CATHOLIC IDENTITY** |
| **Principle**:  Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society |
| **6-8.ELA.CI**  SWBAT read about and identify characters with Catholic values. |
| **6-8.ELA.CI**  SWBAT write about characters with Catholic values. |
| **Principle:**  Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God |
| **6-8.ELA.CI**  SWBAT explain how characters demonstrate Catholic values. |
| **6-8.ELA.CI**  SWBAT analyze works of fiction and non-fiction to uncover authentic Truth. |
| **6-8.ELA.CI**  SWBAT recognize the Bible as literature.   1. Relate an understanding of the Bible to human experiences, world events, and to the teachings of Christ 2. Recognize the Bible as informational text that guides us in our Catholic faith |

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| **Principle:**  Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ |
| **6-8.ELA.CI**  SWBAT share how literature can contribute to strengthening one’s moral character |
| **Principle:**  Encourages a synthesis of faith, life, and culture |
| **6-8.ELA.CI**  SWBAT analyze literature that reflects the transmission of a Catholic culture. |
| **Principle:**  Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church |
| **6-8.ELA.CI**  SWBAT integrate the Catholic faith into the study of ELA.   1. Use age-appropriate books that focus on various aspects of our Catholic faith 2. Determine how events reflect Catholic beliefs and values. |

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| **CRITICAL THINKING** |

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| **6-8.ELA.CT**  SWBATask questions to become more productive and engaged in their learning process. |
| **6-8.ELA.CT**  SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions and solve a variety of problems in real-life situations. |
| **6-8.ELA.CT**  SWBAT synthesize information in order to capture the essence of an idea, object, or activity. |

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| **COMMUNICATION** |

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| **6-8.ELA.CM**  SWBATdemonstrate an understanding of Catholic principles foundational to all relationships. |
| **6-8.ELA.CM**  SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| **6-8.ELA.CM**  SWBAT understand that what is said and written is a reflection upon their character. |
| **6-8.ELA.CM**  SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts. |

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| **COLLABORATION** |

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| **6-8.ELA.CL**  SWBAT demonstrate that working collaboratively reflects our response to God’s call to love and care for others. |
| **6-8.ELA.CL**  SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus. |
| **6-8.ELA.CL**  SWBAT contribute to project teams to produce original works or solve problems. |
| **6-8.ELA.CL**  SWBAT recognize that decisions should follow Catholic teachings, especially social teaching. |
| **6-8.ELA.CL**  SWBAT use productive team membership skills. |

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| **CREATIVITY** |

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| **6-8.ELA.CR**  SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences. |
| **6-8.ELA.CR**  SWBAT generate, combine, categorize and develop ideas without pre-judgement. |
| **6-8.ELA.CR**  SWBAT explore an idea from multiple points of view. |

**DIOCESE OF SAVANNAH**

**ACADEMIC STANDARDS OF EXCELLENCE**

**READING AND LITERACY**

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| **FUNDAMENTALS OF LITERACY** |
| **ELA.6.RL.1**  SWBAT cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **ELA.6.RL.2**  SWBAT interpret the meaning of unknown and multiple meaning words and phrases in context. |
| **SPELLING/VOCABULARY** |
| **ELA.6.RL.3**  SWBAT identify common Greek or Latin affixes and roots as clues to the meaning of a word. |
| **ELA.6.RL.4**  SWBAT accurately use grade-appropriate general academic and domain specific words and phrases.   1. Identify word meanings through the use of definitions, examples, restatement, synonyms, and antonyms |
| **LITERARY COMPREHENSION** |
| **ELA.6.RL.5**  SWBAT identify various literary forms and genres.   1. Determine the central idea or theme of a text   B. Identify story elements, literary devices, figurative language, poetry elements, point of view  C. Discuss how literary components impact meaning within the text |
| **ELA.6.RL.6**  SWBAT determine the meaning of words and phrases as they are used in text.   1. Explain figurative and connotative meanings within text 2. Explain how specific word choices affect meaning and tone |
| **ELA.6.RL.7**  SWBAT analyze how literary features/devices fit into overall structure of a text.   1. Demonstrate how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot |
| **ELA.6.RL.8**  SWBAT compare and contrast texts in different genres and media.   1. Analyze the authors’ approaches to similar themes and topics found in various texts 2. Analyze differences between audio, video, or live versions of text |
| **ELA.6.RL.9**  SWBAT comprehend increasingly complex levels of literature proficiently, including stories, dramas, and poetry with scaffolding as needed. |
| **ELA.6.RL.10**  SWBAT select appropriate comprehension strategies to make predictions, draw conclusions, make generalizations, and critique fictional works.   1. Use sequencing, cause/effect, compare/contrast, visualization, sensory details, questioning,   background knowledge (schema), self-reflection (metacognition), etc. to gain meaning   1. Recognize cultural diversity in literature 2. Relate literature to human experience, world events, and the teachings of Jesus and the Church |
| **INFORMATIONAL COMPREHENSION** |
| **ELA.6.RL.11**  SWBAT determine the central idea of an informational text. |
| **ELA.6.RL.12**  SWBAT analyze how textual features fit into the overall structure of a text.   1. Demonstrate how sentences, chapters, or sections contribute to development of the ideas 2. Demonstrate how text features (captions, sidebars, graphs, charts, italics, etc.) contribute to the development of the ideas |
| **ELA.6.RL.13**  SWBAT compare and contrast texts in different media or formats in terms of their approaches to similar topics.   1. Interpret and explain how information presented contributes to a topic, text, or issue under study 2. Recognize rhetoric and propaganda techniques and how they are used within the text |
| **ELA.6.RL.14**  SWBAT determine the meaning of words and phrases as they are used in text.   1. Explain figurative and connotative meanings within text 2. Explain how content specific words and technical terms affect meaning |
| **ELA.6.RL.15**  SWBAT select appropriate comprehension strategies to make predictions, draw conclusions, make generalizations, and analyze informational texts.   1. Use sequencing, fact/opinion, cause/effect, compare/contrast, questioning, background knowledge (schema), self-reflection (metacognition), etc. to gain meaning |
| **ELA.6.RL.16**  SWBAT comprehend increasingly complex levels of informational text proficiently with scaffolding as needed. |
| **LISTENING AND SPEAKING** |
| **ELA.6.RL.17**  SWBAT demonstrate a range of effective listening and speaking skills in collaborative discussions building on others’ ideas while clearly expressing their own.   1. Set specific goals and deadlines, define group roles as needed 2. Demonstrate note-taking skills while listening |
| **ELA.6.RL.18**  SWBAT orally express claims and findings.   1. Sequence ideas logically 2. Use pertinent descriptions, facts, and details to accentuate main ideas or themes 3. Use appropriate eye contact, adequate volume, and clear pronunciation |
| **ELA.6.RL.19**  SWBAT evaluate a speaker’s argument and specific claims, distinguishing claims that are supported by evidence from those that are not by recognizing rhetoric and propaganda techniques. |

**WRITING AND GRAMMAR**

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| **TYPES OF WRITING AND PURPOSE** |
| **ELA.6.WG.1**  SWBAT compose various types of writing.   1. Paragraph structure 2. Compose well organized and coherent paragraphs with a minimum of 6-8 sentences that include topic sentences, supporting details, conclusion, proper indentation, varied sentence structure and length, correct verb tense, consistent voice, use of transition words 3. Produce writing that has proper sentence structure and organization 4. Descriptive writing 5. Use sensory words to enhance writing 6. Utilize adjectives and adverbs to provide descriptive details in writing 7. Incorporate figurative language such as alliteration, Hyperbole, simile, metaphor, onomatopoeia, personification 8. Construct a descriptive essay using adverbs and adjectives, adverb and adjective phrases and clauses to paint a vivid picture 9. Personal Narrative 10. Summarize a real event using descriptive details 11. Organize events in a logical sequence 12. Use transitional words to signal event order 13. Correct use of first-person point of view 14. Correct use of quotation marks for dialogue 15. Writing is focused on key details 16. Fictional Narrative 17. Express thoughts or feelings and emotions through writing 18. Develop characters, setting, and plot using adjectives and adverbs and adjective and adverb phrases and clauses 19. Use dialogue to express characters’ points of view 20. Persuasive 21. Develop a clear and compelling argument designed to influence the reader on a given topic 22. State the opinion or position being presented 23. Provide and cite facts that support writer’s opinion 24. Provide a strong conclusion 25. Letter Writing 26. Identify the five parts of a friendly and business letter 27. Write each part of a letter correctly 28. Include a minimum of 6-8 sentences in the body of the letter 29. Address an envelope correctly 30. Compare and contrast the elements of a friendly letter and business letter 31. Poetry 32. Compose different types of poetry and poetic forms including couplets, cinquain, concrete, diamante, free verse, haiku, tanka, limerick 33. Use imagery and figurative language to enhance poetry |
| **PRODUCTION OF WRITING** |
| **ELA.6.WG.2**  SWBAT write essays and reports on topics related to Catholic faith. |
| **ELA.6.WG.3**  SWBAT construct a writing piece using the writing process.   1. Brainstorm 2. Draft 3. Revise 4. Edit 5. Publish |
| **BUILD AND PRESENT KNOWLEDGE** |
| **ELA.6.WG.4**  SWBAT utilize the thesaurus & dictionary to enhance and ensure proper word choice in writing. |
| **ELA.6.WG.5**  SWBAT research and document writing.   1. Locate credible information relevant to a specific research topic using multiple resources 2. Record information regarding sources used. Introduce topic and claim (thesis) clearly 3. Present information in an organized manner 4. Use proper citation format to acknowledge sources used to research topic 5. Identify examples of plagiarism 6. Introduce MLA format. |
| **COMPLEXITY AND FREQUENCY OF WRITING** |
| **ELA.6.WG.6**  SWBAT write routinely.   1. Establish time frames (time for research, reflection, and revision) shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 2. Write freely in various styles and for various purposes. 3. Engage in self-expression through journal writing. |
| **ELA.6.WG.7**  SWBAT incorporate a minimum of two formal pieces of writing that go through the complete writing process, and approximately eight pieces of informal writing per quarter. |
| **CONVENTIONS OF STANDARD ENGLISH** |
| **ELA.6.WG.7**  SWBAT use punctuation and capitalization correctly.   1. Identify and demonstrate correct usage of: commas, exclamation points, question marks, semi-colons, colons, quotation marks, apostrophes, hyphens/dashes 2. Identify and correct errors in punctuation us 3. Demonstrate the ability to properly apply capitalization rules |
| **ELA.CSE.8**  SWBAT spell grade appropriate words correctly.   1. Distinguish letter sound combinations and use them in correct context 2. Apply rules of vowel usage and consonant/vowel combinations 3. Apply phonemic awareness strategies to determine or recall correct spelling |
| **ELA.6.WG.8**  SWBAT match abbreviations to the words they represent.   1. Use correct spelling, capitalization, and punctuation with abbreviation |
| **KNOWLEDGE OF LANGUAGE** |
| **ELA.6.WG.9**  SWBAT use parts of speech correctly.   1. Identify parts of speech in sentences and paragraphs 2. Locate and label the parts of speech in writing 3. Use various parts of speech in effective sentence structure 4. Differentiate among nouns, pronouns, adjectives, adverbs, verbs, interjections, conjunctions, and prepositions 5. Demonstrate knowledge of each part of speech through written and oral expression |
| **ELA.6.WG.10**  SWBAT Identify the cases of nouns and pronoun.   1. Determine the correct case of a noun or pronoun based on its function in a sentence 2. Subjective/Nominative, Objective, and Possessive |
| **ELA.6.WG.11**  SWBAT recognize proper sentence structure.   1. Identify the subject and predicate of sentence 2. Classify sentences as simple, compound, or complex 3. Identify and correct sentence fragments and run-on sentence 4. Use natural & inverted order of sentences. Identify & edit problems with sentence structure 5. Identify and label the parts of sentence |
| **ELA.6.WG.12**  SWBAT identify and define the four types of sentences.   1. Declarative 2. Interrogative 3. Imperative 4. Exclamatory 5. Demonstrate proper usage and application of the four types of sentences. |
| **ELA.6.WG.13**  SWBAT compose sentences using proper subject verb agreement. |
| **ELA.6.WG.14**  SWBAT differentiate among various types of phrases: noun phrases, verb phrases, prepositional phrases, adverb phrases, adjective phrase. |
| **ELA.6.WG.15**  SWBAT use knowledge of language and its conventions in writing.   1. Identify and use root words, suffixes, & prefixes to define new words 2. Determine the meaning of a word or phrase using context clues 3. Use words in correct context. 4. Recognize and employ vocabulary based on intent. 5. Recognize synonyms and antonyms 6. Determine the correct pronunciation of words. 7. Present the syllabication of words. 8. Distinguish among connotations of words with similar denotations |
| **ELA.6.WG.16**  SWBAT develop tone appropriate to purpose and audience.   1. Select sensory details and figurative language 2. Adapt storytelling techniques to audience and purpose |
| **HANDWRITING** |
| **ELA.6.WG.17**  SWBAT to write legibly.   1. Produce neat and legible hand-written work. 2. Write by hand with speed and fluency 3. Maintain proper proportion and spacing in handwritten work |
| **ELA.6.WG.18**  SWBAT maintain legible cursive handwriting skills writing.   1. Demonstrate proper letter formation, proportion, size, and slant in cursive writing 2. Connect letters using appropriate methods |

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| **RECOMMENDED READING** |
| King Arthur by Roger Lancelyn Green  Adam of the Road by Elizabeth Gray Vining  Robin Hood by Henry Gilbert  The Door in the Wall by Marguerite de Angeli |

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| **RESOURCES** |
| https://www.shmoop.com/ (Literature elements of popular prose and poetry)  https://www.poetryfoundation.org/ (poetry)  http://www.readwritethink.org/ (general)  http://www2.ncte.org/ (general)  https://www.literacyworldwide.org/ (general)  https://betterlesson.com/browse/master\_teachers/projects (general)  https://www.scholastic.com/teachers/home/ (general)  http://www.shakespeares-sonnets.com/ (Shakespeare)  https://www.ixl.com/ (general)  https://educationpossible.com/middle-school-literature/  https://www.commonsense.org/education/top-picks/middle-school-reading-apps-and-websites  https://archive.nytimes.com/www.nytimes.com/learning/issues\_in\_depth/10TeachingLiteratureIdeas.html (NY resources on popular books)  https://www.jfklibrary.org/learn/education/teachers/curricular-resources/elementary-school-curricular-resources/historical-literature (Historical Lit.)  https://americanliterature.com/teachers (American Lit.) |

**GRADE 7**

**ENGLISH LANGUAGE ARTS CURRICULUM**

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| GRADE 7 NARRATIVE |
| Seventh grade learners ask complex questions, enjoy hands-on experimentation, and exhibit a certain level of independence. They work well in group situations and can be given some upper-level work. They are generally tech-savvy and internalize information, make connections with the real world, synthesize data, and personalize it. Seventh grade learners believe that information on the internet and other media is the truth, and are naïve as to how information is obtained and presented. They are social and self-involved, but interested in the current events and pop culture. They are a mixture of idealism and cynicism. They want and need to be praised by their teachers, but try not to appear to want or need this attention. Seventh grade learners vary in their physical, emotional, social, and spiritual development. In an effort to win positive responses from peers and immediate gratification, some use attention-seeking behavior in the classroom.  The seventh grade literature course focuses on comparative analysis of different texts. Seventh grade learners will continue to improve fluent oral reading including intonation, pacing, and articulation. They will understand and use the internet to gather information for oral presentations and written reports. Seventh grade learners will critically read and analyze material from various sources. They will continue to relate their experiences with literature to the teachings of Jesus and the Church.  **Typical Lexile Reader Band: 925L to 1235L College & Career Ready “Stretch” Lexile Band: 970L to 1120L** |

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| CHARACTERIISTICS OF THE LEARNER | CONTENT AREA SKILLS | CONCEPTS |
| * Engages in hands-on learning * Is tech-savvy * Internalizes and makes connections * Synthesizes, & personalizes their experiences * Experiences great variation in physical, emotional, social, & spiritual development * Is impacted by his/her changing body * Believes that media equals truth * Focuses on the present without considering the future & consequences * Is influenced by pop culture & current events * Possesses an idealistic view of world * Is self-conscious around peers and adults * Is influenced by peers * Expects immediate gratification * Is inquisitive | * Develops an understanding of their roles as student learners * Differentiates between actual & inferential information within text * Relates the human experience to world events and teachings of Jesus and the Church * Familiarizes oneself with rhetorical devices * Practices critical & analytical thought * Takes ownership of learning through self-assessment and monitoring * Develops multi-cultural sensitivity * Identifies reliable & credible resources | **READING AND LITERACY**  Fundamentals of Literacy   * Analyze text * Interpret text   Spelling/Vocabulary   * Knowledge of Language * Acquisition & Use * Word Analysis   Literary Comprehension   * Key Ideas & Details * Style & Structure * Integration of Knowledge & Ideas * Range of Reading & Level Complexity * Plot, Structure, Characterization, and Theme   Informational Comprehension   * Key Ideas & Details * Style & Structure * Integration of Knowledge & Ideas * Range of Reading & Level Complexity   Listening/Speaking   * Comprehension & Collaboration * Presentation of   Knowledge & Ideas   * Analysis & Evaluation of Oral & Media Communications   **WRITING AND GRAMMAR**  Types of Writing and Purpose  Production of Writing   * Essays * Writing Process   Build and Present Knowledge   * Research report   Complexity and Frequency of Writing   * Timed writing   Conventions of Standard English  Knowledge of Language   * Parts of speech knowledge * Sentence structure * Types of sentences * Tone   Handwriting |

**CO-REQUISITE STANDARDS**

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| **CATHOLIC IDENTITY** |
| **Principle**:  Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society |
| **6-8.ELA.CI**  SWBAT read about and identify characters with Catholic values. |
| **6-8.ELA.CI**  SWBAT write about characters with Catholic values. |
| **Principle:**  Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God |
| **6-8.ELA.CI**  SWBAT explain how characters demonstrate Catholic values. |
| **6-8.ELA.CI**  SWBAT analyze works of fiction and non-fiction to uncover authentic Truth. |
| **6-8.ELA.CI**  SWBAT recognize the Bible as literature.   1. Relate an understanding of the Bible to human experiences, world events, and to the teachings of Christ 2. Recognize the Bible as informational text that guides us in our Catholic faith |

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| **Principle:**  Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ |
| **6-8.ELA.CI**  SWBAT share how literature can contribute to strengthening one’s moral character. |
| **Principle:**  Encourages a synthesis of faith, life, and culture |
| **6-8.ELA.CI**  SWBAT analyze literature that reflects the transmission of a Catholic culture. |
| **Principle:**  Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church |
| **6-8.ELA.CI**  SWBAT integrate the Catholic faith into the study of ELA.   1. Use age-appropriate books that focus on various aspects of our Catholic faith 2. Determine how events reflect Catholic beliefs and values. |

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| **CRITICAL THINKING** |

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| **6-8.ELA.CT**  SWBATask questions to become more productive and engaged in their learning process. |
| **6-8.ELA.CT**  SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions and solve a variety of problems in real-life situations. |
| **6-8.ELA.CT**  SWBAT synthesize information in order to capture the essence of an idea, object, or activity. |

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| **COMMUNICATION** |

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| **6-8.ELA.CM**  SWBATdemonstrate an understanding of Catholic principles foundational to all relationships. |
| **6-8.ELA.CM**  SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| **6-8.ELA.CM**  SWBAT understand that what is said and written is a reflection upon their character. |
| **6-8.ELA.CM**  SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts. |

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| **COLLABORATION** |

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| **6-8.ELA.CL**  SWBAT demonstrate that working collaboratively reflects our response to God’s call to love and care for others. |
| **6-8.ELA.CL**  SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus. |
| **6-8.ELA.CL**  SWBAT contribute to project teams to produce original works or solve problems. |
| **6-8.ELA.CL**  SWBAT recognize that decisions should follow Catholic teachings, especially social teaching. |
| **6-8.ELA.CL**  SWBAT use productive team membership skills. |

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| **CREATIVITY** |

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| **6-8.ELA.CR**  SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences. |
| **6-8.ELA.CR**  SWBAT generate, combine, categorize and develop ideas without pre-judgement. |
| **6-8.ELA.CR**  SWBAT explore an idea from multiple points of view. |

**DIOCESE OF SAVANNAH**

**ACADEMIC STANDARDS OF EXCELLENCE**

**READING AND LITERACY**

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| **FUNDAMENTALS OF LITERACY** |
| **ELA.7.RL.1**  SWBAT analyze textual evidence that supports implicit and explicit information in text. |
| **ELA.7.RL.2**  SWBAT interpret the meaning of unknown and multiple meaning words and phrases in context. |
| **SPELLING/VOCABULARY** |
| **ELA.7.RL.3**  SWBAT employ knowledge of Greek and Latin roots to decode unknown words. |
| **ELA.7.RL.4**  SWBAT accurately use grade appropriate and general academic specific words and phrases.   1. Clarify word meaning through the use of definitions, examples, restatement, synonyms, or antonyms |
| **LITERARY COMPREHENSION** |
| **ELA.7.RL.5**  SWBAT analyze various literary forms and genres of literature.   1. Determine the central idea, concepts, and theme of a text 2. Examine story elements, literary devices, figurative language, poetry elements, point of view 3. Discuss how literary components impact meaning within text |
| **ELA.7.RL.6**  SWBAT compare and contrast the original text to various literary mediums.   1. Deviation from text to other mediums |
| **ELA.7.RL.7**  SWBAT comprehend a variety of texts at progressive levels of complexity, independently with scaffolding.   1. Summarize prose (Fiction and Nonfiction) 2. Interpret poetry 3. Explain drama |
| **ELA.7.RL.8**  SWBAT introduce annotation using grade level literary works. |
| **ELA.7.RL.9**  SWBATanalyze author’s use of fictionalization of historical events. |
| **INFORMATIONAL COMPREHENSION** |
| **ELA7.RL.10**  SWBAT determine the central idea of informational text.  A. Analyze the author’s argument, perspective, and purpose |
| **ELA.7.RL.11**  SWBAT analyze how textual features fit into the overall structure of a text.   1. Interpret how the sentences, chapters, or sections contribute to development of the ideas 2. Interpret how the text features (captions, sidebars, graphs, charts, italics, etc.) contribute to the development of the ideas |
| **ELA.7.RL.12**  SWBAT compare & contrast the original text to an audio, video, or multimedia version of that text.  A. Analyze instances of persuasion, propaganda, and faulty reasoning in print and non-print text |
| **ELA.7.RL.13**  SWBAT distinguish facts and details from irrelevant information. |
| **ELA.7.RL.14**  SWBAT compare and contrast two or more authors’ suppositions of similar concepts and events. |
| **ELA.7.RL.15**  SWBAT compare and contrast differences among various informational texts.   1. Identify structure 2. Determine the author’s purpose 3. Analyze the author’s argument and perspective |
| **LISTENING AND SPEAKING** |
| **ELA7.RL.16**  SWBAT engage in collaborative discussions that build on others’ ideas.   1. Evaluate the coherence and logic of speaker’s content and delivery 2. Explain the impact of the speech on the listener 3. Provide feedback to speaker 4. Ask questions to elicit information |
| **ELA.7.RL.17**  SWBAT orally present claims and findings.   1. Relevant evidence 2. Well-chosen details 3. Use appropriate eye contact 4. Adequate volume 5. Clear pronunciation |
| **ELA.7.RL.18**  SWBAT evaluate the speaker’s argument and specific claims in oral presentations.   1. Recognize the use of exaggeration 2. Identify the use of stereotypes 3. Describe faulty logic 4. Recognize rhetoric and propaganda techniques |
| **ELA.7.RL.19**  SWBAT employ the use of digital media and visual displays of data.   1. Expresses information 2. Enhance understanding of presentations |

**WRITING AND GRAMMAR**

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| **TYPES OF WRITING AND PURPOSE** |
| **ELA.7.WG.1**  SWBAT compose various types of writing.   1. Paragraph structure 2. Compose well organized and coherent paragraphs with a minimum of 8-10 sentences that include topic sentences, supporting details, conclusion, proper indentation, varied sentence structure and length, correct verb tense, consistent voice, use of transition words 3. Produce writing that has proper sentence structure and organization 4. Descriptive writing 5. Use sensory words to enhance writing 6. Utilize adjectives and adverbs to provide descriptive details in writing 7. Incorporate figurative language such as alliteration, Hyperbole, simile, metaphor, onomatopoeia, personification 8. Construct a descriptive essay using adverbs and adjectives, adverb and adjective phrases and clauses to paint a vivid picture 9. Personal Narrative 10. Summarize a real event using descriptive details 11. Organize events in a logical sequence 12. Use transitional words to signal event order 13. Correct use of first-person point of view 14. Correct use of quotation marks for dialogue 15. Writing is focused on key details 16. Expository Narrative 17. Use detailed information to create a formal narrative on a specified topic 18. Use personal narrative criteria for expository essay 19. Fictional Narrative 20. Express thoughts or feelings and emotions through writing 21. Develop characters, setting, and plot using adjectives and adverbs and adjective and adverb phrases and clauses 22. Use dialogue to express characters’ points of view 23. Persuasive 24. Introduce elements of a debate 25. Develop a clear and compelling argument designed to influence the reader on a given topic 26. State the opinion or position being presented 27. Provide and cite facts that support writer’s opinion 28. Provide a strong conclusion 29. Letter Writing 30. Identify the five parts of a friendly and business letter 31. Write each part of a letter correctly 32. Include a minimum of 8-10 sentences in the body of the letter 33. Address an envelope correctly 34. Compare and contrast the elements of a friendly letter and business letter 35. Poetry 36. Compose different types of poetry and poetic forms including couplets, cinquain, concrete, diamante, free verse, haiku, tanka, limerick 37. Use imagery and figurative language to enhance poetry |
| **PRODUCTION OF WRITING** |
| **ELA.7.WG.2**  SWBAT write essays and reports on topics related to Catholic faith. |
| **ELA.7.WG.3**  SWBAT construct a writing piece using the writing process.   1. Brainstorm 2. Draft 3. Revise 4. Edit 5. Publish |
| **ELA.7.WG.4**  SWBAT Produce clear and coherent 4-5 paragraph essays that include the introductory paragraph, three body paragraphs, and a concluding paragraph. |
| **BUILD AND PRESENT KNOWLEDGE** |
| **ELA.7.WG.5**  SWBAT write a research report.   1. Gather relevant information from a variety of credible print and digital sources 2. Compose an effective (claim) thesis statement 3. Present ideas in an organized manner 4. Cite supporting evidence 5. Utilize current MLA format for citation of sources to prevent plagiarism |
| **COMPLEXITY AND FREQUENCY OF WRITING** |
| **ELA.7.WG.6**  SWBAT write routinely.   1. Establish time frames (time for research, reflection, and revision) shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences 2. Write freely in various styles and for various purposes 3. Engage in self-expression through journal writing 4. Incorporate a minimum of 2 to 3 formal pieces of writing that go through the complete writing process, and approximately 8 pieces of informal writing per quarter |
| **CONVENTIONS OF STANDARD ENGLISH** |
| **ELA.7.WG.7**  SWBAT demonstrate and apply the conventions of standard English including but not limited to capitalization, punctuation, and spelling. |
| **KNOWLEDGE OF LANGUAGE** |
| **ELA.7.WG.10**  SWBAT use parts of speech correctly.   1. Identify parts of speech in sentences and paragraphs 2. Locate and label the parts of speech in writing 3. Use various parts of speech in effective sentence structure 4. Differentiate among nouns, pronouns, adjectives, adverbs, verbs, interjections, conjunctions, and prepositions 5. Demonstrate knowledge of each part of speech through written and oral expression 6. Nouns 7. Identify the properties of nouns: person, number, case, and gender 8. Classify nouns according to their properties 9. Determine the role of a noun in a sentence (Subject, Direct, or Indirect Object, Complement, Object of the Preposition, Appositive) 10. Adjectives 11. Identify and classify demonstrative, interrogative, and indefinite adjectives 12. Use adjectives effectively in writing 13. Pronouns 14. Differentiate among personal, intensive, reflexive, demonstrative, indefinite, relative, and interrogative, pronouns 15. Identify and use proper pronoun case (i.e., subjective, objective, possessive) 16. Use syntax appropriate to standard English 17. Verbs 18. Identify principal parts of verbs 19. Differentiate between transitive and intransitive verbs 20. Conjugate verbs in simple and compound tenses in active and passive voice 21. Recognize moods 22. Utilize the correct subject-verb agreement 23. Verbals 24. Identify a verbal as a gerund, participle, or infinitive 25. Label the function of the verbal in the sentence 26. Adverbs 27. Distinguish among different types of adverbs 28. Prepositions 29. Recognize single and multi-word prepositions 30. Use troublesome prepositions correctly 31. Label prepositional phrases as adverbs, adjectives, or nouns 32. Conjunctions 33. Identify the types of conjunctions (i.e., coordinating, subordinating, and correlative) 34. Use correct punctuation with conjunctions 35. Interjections 36. Identify and correctly use interjections |
| **ELA.7.WG.11**  SWBAT Identify the cases of nouns and pronoun.   1. Determine the correct case of a noun or pronoun based on its function in a sentence 2. Subjective/nominative, objective, and possessive |
| **ELA.7.WG.12**  SWBAT recognize proper sentence structure.   1. Identify the subject and predicate of sentence 2. Classify sentences as simple, compound, or complex 3. Identify and correct sentence fragments and run-on sentence 4. Use natural & inverted order of sentences. Identify & edit problems with sentence structure 5. Identify and label the parts of sentence |
| **ELA.7.WG.13**  SWBAT identify and define the four types of sentences.   1. Declarative 2. Interrogative 3. Imperative 4. Exclamatory 5. Demonstrate proper usage and application of the four types of sentences |
| **ELA.7.WG.14**  SWBAT compose sentences using proper subject verb agreement. |
| **ELA.7.WG.15**  SWBAT differentiate among various types of phrases: noun phrases, verb phrases, prepositional phrases, adverb phrases, adjective phrase.   1. Differentiate among sentences, phrases, and clauses 2. Explain the function of clauses and phrases in a sentence 3. Identify independent and subordinate clauses 4. Use phrases and clauses effectively 5. Identify and label the parts of a sentence: phrases, clauses, and sentences 6. Differentiate among phrases, clauses, and sentences 7. Identify sentences as simple, compound, complex or compound-complex 8. Identify independent and subordinate (dependent) clauses. 9. Determine if a clause functions as an adjective, adverb, or noun in the sentence |
| **ELA.7.WG.16**  SWBAT use knowledge of language and its conventions in writing.   1. Identify and use root words, suffixes, & prefixes to define new words 2. Determine the meaning of a word or phrase using context clues 3. Use words in correct context 4. Recognize and employ vocabulary based on intent 5. Recognize synonyms and antonyms 6. Determine the correct pronunciation of words 7. Present the syllabication of words 8. Distinguish among connotations of words with similar denotations |
| **ELA.7.WG.17**  SWBAT develop tone appropriate to purpose and audience.   1. Select sensory details and figurative language 2. Adapt storytelling techniques to audience and purpose |
| **ELA.7.WG.18**  SWBAT develop grade appropriate vocabulary.   1. Define, clarify, and use previously unknown words 2. Recognize multi-meaning words 3. Choose from a range of strategies to determine the meaning of unfamiliar words, including: root word, prefix, suffix, synonyms and antonyms, analogies, context clues |
| **HANDWRITING** |
| **ELA.7.WG.19**  SWBAT to write legibly.   1. Produce neat and legible hand-written work. 2. Write by hand with speed and fluency 3. Maintain proper proportion and spacing in handwritten work |
| **ELA.7.WG.20**  SWBAT maintain legible cursive handwriting skills in writing.   1. Demonstrate proper letter formation, proportion, size, and slant in cursive writing 2. Connect letters using appropriate methods |

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| **RECOMMENDED READING** |
| Anne of Green Gables by Lucy Maud Montgomery  The Trojan War by Olivia Coolidge  The Bronze Bow by Elizabeth George Speare  The Hobbit by J.R.R. Tolkien |

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| **RESOURCES** |
| https://www.shmoop.com/ (Literature elements of popular prose and poetry)  https://www.poetryfoundation.org/ (poetry)  http://www.readwritethink.org/ (general)  http://www2.ncte.org/ (general)  https://www.literacyworldwide.org/ (general)  https://betterlesson.com/browse/master\_teachers/projects (general)  https://www.scholastic.com/teachers/home/ (general)  http://www.shakespeares-sonnets.com/ (Shakespeare)  https://www.ixl.com/ (general)  https://educationpossible.com/middle-school-literature/  https://www.commonsense.org/education/top-picks/middle-school-reading-apps-and-websites  https://archive.nytimes.com/www.nytimes.com/learning/issues\_in\_depth/10TeachingLiteratureIdeas.html (NY resources on popular books)  https://www.jfklibrary.org/learn/education/teachers/curricular-resources/elementary-school-curricular-resources/historical-literature (Historical Lit.)  https://americanliterature.com/teachers (American Lit.) |

**GRADE 8**

**ENGLISH LANGUAGE ARTS CURRICULUM**

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| EIGHTH GRADE NARRATIVE |
| Eighth graders are developing greater confidence in their knowledge of themselves, their peers, and the world around them. Therefore, they are becoming more socially active in the classroom and the world beyond. Eighth grade students are intrinsically driven to think critically about challenging issues within complex texts. While working collaboratively, students create meaningful solutions based upon the plethora of experiences gained through literature. These more mature minds are now seeking to create change in their communities utilizing this growing base of knowledge, drive, and spiritual awareness.  The middle school language arts course is designed to give students the necessary skills for a smooth transition from middle school to high school standards. The purpose is to give all students an overview of common strands in fundamentals of literacy, comprehension, listening, and speaking. The experiences gleaned in literature assist students in examining themselves and the world around them through the lens of their Catholic identity.  **Typical Lexile Reader Band: 985L to 1295L College & Career Ready “Stretch” Lexile Band: 1010L to 1185L** |

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| CHARACTERIISTICS OF THE LEARNER | CONTENT AREA SKILLS | CONCEPTS |
| * Is socially active deriving greater lesson connections through peer collaboration. * Is tech savvy and seeks to constructively use these skills in the learning process. * Is a critical thinker and problem solver. * Processes more complex texts by synthesizing and personalizing his or her experiences. * Challenges answers and redundant routines thereby needing greater lesson variety and learning choices. * Is service oriented in order to live the Gospel values. * Is intrinsically motivated. * Is authentically driven to solve real world issues at community, national, and global levels. * Believes that the media equals truth. | * Notetaking Skills * Research of Reliable Sources * Ability to provide evidence from the text to support analysis * Ability to process, comprehend, & verbalize analysis * Identification of real world problems & creation of solutions * Use of vocabulary in context based on the literature * Inductive & Deductive Reasoning * Ability to use rhetorical devices * Study Skills | Fundamentals of Literacy  Spelling/Vocabulary   * Acquisition & Use * Word Analysis * Etymology   Literary Comprehension   * Key Ideas & Details * Style & Structure * Integration of Knowledge & Ideas Using Textual Evidence * Plot Structure, Characterization, Theme * Evaluation of different mediums of texts both artistically and ethically.   Informational Comprehension   * Key Ideas & Details * Style & Structure * Integration of Knowledge & Ideas Using Textual Evidence * Range of Reading & Level Complexity   Listening/Speaking   * Comprehension & Collaboration * Presentation, Knowledge & Ideas * Analysis & Evaluation of Oral & Media Communications   Types of Writing and Purpose+  Production of Writing   * Essays * Writing process   Build and Present Knowledge   * Research paper   Complexity and Frequency of Writing   * Timed writing   Conventions of Standard English  Knowledge of Language   * Parts of speech usage   Handwriting |

**CO-REQUISITE STANDARDS**

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| **CATHOLIC IDENTITY** |
| **Principle**:  Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society |
| **6-8.ELA.CI**  SWBAT read about and identify characters with Catholic values. |
| **6-8.ELA.CI**  SWBAT write about characters with Catholic values. |
| **Principle:**  Seeks to know and understand objective reality, including transcendent Truth, which is knowable by reason and faith and finds its origin, unity, and end in God |
| **6-8.ELA.CI**  SWBAT explain how characters demonstrate Catholic values. |
| **6-8.ELA.CI**  SWBAT analyze works of fiction and non-fiction to uncover authentic Truth. |
| **6-8.ELA.CI**  SWBAT recognize the Bible as literature.   1. Relate an understanding of the Bible to human experiences, world events, and to the teachings of Christ 2. Recognize the Bible as informational text that guides us in our Catholic faith |

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| **Principle:**  Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ |
| **6-8.ELA.CI**  SWBAT share how literature can contribute to strengthening one’s moral character. |
| **Principle:**  Encourages a synthesis of faith, life, and culture |
| **6-8.ELA.CI**  SWBAT analyze literature that reflects the transmission of a Catholic culture. |
| **Principle:**  Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church |
| **6-8.ELA.CI**  SWBAT integrate the Catholic faith into the study of ELA.   1. Use age-appropriate books that focus on various aspects of our Catholic faith 2. Determine how events reflect Catholic beliefs and values. |

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| **CRITICAL THINKING** |

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| **6-8.ELA.CT**  SWBATask questions to become more productive and engaged in their learning process. |
| **6-8.ELA.CT**  SWBAT use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to make decisions and solve a variety of problems in real-life situations. |
| **6-8.ELA.CT**  SWBAT synthesize information in order to capture the essence of an idea, object, or activity. |

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| **COMMUNICATION** |

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| **6-8.ELA.CM**  SWBATdemonstrate an understanding of Catholic principles foundational to all relationships. |
| **6-8.ELA.CM**  SWBAT speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. |
| **6-8.ELA.CM**  SWBAT understand that what is said and written is a reflection upon their character. |
| **6-8.ELA.CM**  SWBAT recognize the need for prayer and forgiveness in resolving interpersonal conflicts. |

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| **COLLABORATION** |

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| **6-8.ELA.CL**  SWBAT demonstrate that working collaboratively reflects our response to God’s call to love and care for others. |
| **6-8.ELA.CL**  SWBAT recognize the feelings and perspectives of others by following the teachings of Jesus. |
| **6-8.ELA.CL**  SWBAT contribute to project teams to produce original works or solve problems. |
| **6-8.ELA.CL**  SWBAT recognize that decisions should follow Catholic teachings, especially social teaching. |
| **6-8.ELA.CL**  SWBAT use productive team membership skills. |

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| **CREATIVITY** |

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| **6-8.ELA.CR**  SWBAT expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences. |
| **6-8.ELA.CR**  SWBAT generate, combine, categorize and develop ideas without pre-judgement. |
| **6-8.ELA.CR**  SWBAT explore an idea from multiple points of view. |

**DIOCESE OF SAVANNAH**

**ACADEMIC STANDARDS OF EXCELLENCE**

**READING AND LITERACY**

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| **FUNDAMENTALS OF LITERACY** |
| **ELA.8.RL.1**  SWBAT cite textual evidence that supports analysis of what the text says explicitly and implicitly. |
| **ELA.8.RL.2**  SWBAT interpret the meaning of unknown and multiple meaning words and phrases in context. |
| **SPELLING/VOCABULARY** |
| **ELA.8.RL.3**  SWBAT apply common grade appropriate Greek or Latin affixes or roots as clues to meaning of a word. |
| **ELA.8.RL.4**  SWBAT accurately use grade appropriate general academic and domain specific words and phrases.   1. Clarify word meanings through the use of definitions, examples, restatement, synonyms or antonyms |
| **LITERARY COMPREHENSION** |
| **ELA.8.RL.5**  SWBAT analyze different genres of literature.   1. Analyze the central idea or theme of a text 2. Analyze story elements, literary devices, figurative language, poetry elements, point of view 3. Analyze how literary components impact meaning within a text |
| **ELA.8.RL.6**  SWBAT determine the meaning of words and phrases as they are used in a text.   1. Interpret figurative language 2. Define technical terminology 3. Compare and contrast connotative and denotative meanings |
| **ELA.8.RL.7**  SWBAT defend the central idea or themes of texts with decisive textual evidence.   1. Formulates predictions and possible outcomes based on patterns of character’s behavior, author’s style, and life experience. 2. Relates authentic personal and world connections to textual evidence. 3. Synthesizes the development of an author’s theme or themes throughout a work. |
| **ELA.8.RL.8**  SWBAT compare and contrast various literary mediums.   1. Deviation from text to other mediums 2. Artistic choices made by directors or actors |
| **ELA.8.RL.9**  SWBAT comprehend a variety of texts at progressive levels of complexity, independently and proficiently.   1. Analyze prose (Fiction and Nonfiction) 2. Interpret poetry 3. Explain drama |
| **ELA.8.RL.10**  SWBAT construct a summary, including its relationship to the character, setting, and plot.   1. Develop through characterization with connecting internal and external responses with a clear understanding of how these authors move plot. 2. Determine the impact of setting on the mood, character’s actions, and plot propulsion. 3. State clearly all crucial elements of plot from exposition, rising action, climax, falling action and resolution. |
| **ELA.8.RL.11**  SWBAT compare and contrast the structure of two or more texts and explain how the structure of a text contributes to its meaning and style. |
| **ELA.8.RL.12**  SWBAT interpret specific lines of dialogue or incidents in a story or drama.   1. Propel the action 2. Reveal aspects of a character 3. Provoke a decision |
| **ELA.8.RL.13**  SWBAT evaluate novels, short stories, narratives, poetry, and drama, artistically, and ethically.   1. Critique various texts 2. Judge ideas presented in texts 3. Defend different cultural perspectives 4. Relate personal events |
| **INFORMATIONAL COMPREHENSION** |
| **ELA.8.RL.14**  SWBAT determine the central idea of informational texts.   1. Interpret an author’s point of view, purpose, and audience in a text 2. Construct a summary, including its relationship to supporting ideas |
| **ELA.8.RL.15**  SWBAT evaluate in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining key concepts. |
| **ELA.8.RL.16**  SWBAT evaluate the appropriate use and reliability of using different mediums to present a particular topic or idea.   1. Print and digital text 2. Video and multimedia |
| **ELA.8.RL.17**  SWBAT delineate and evaluate the argument and specific information in a text.   1. Assess whether the reasoning is sound and the evidence is relevant and sufficient 2. Recognize when irrelevant evidence is introduced 3. Identify where the texts disagree on matter of facts or interpretations |
| **ELA.8.RL.18**  SWBAT analyze a case in which two or more texts provide conflicting information on the same topic. |
| **ELA.8.RL.19**  SWBAT analyze how a text makes connections among and distinctions among individuals, ideas, or events.   1. Create comparisons 2. Construct analogies 3. Identify categories |
| **LISTENING AND SPEAKING** |
| **ELA.8.RL.20**  SWBAT engage effectively in a range of collaborative discussions.   1. Compare and contrast diverse texts 2. Summarize issues building on others’ ideas 3. Support their own ideas clearly and persuasively |
| **ELA.8.RL.21**  SWBAT present claims and findings.   1. Emphasis of salient points 2. Relevant evidence 3. Sound, valid reasoning 4. Well-chosen details 5. Use of appropriate eye contact 6. Adequate volume 7. Clear pronunciation |
| **ELA.8.RL.22**  SWBAT evaluate the social, commercial, and political motives behind a presentation.   1. Evaluate a speaker’s point of view and reasoning 2. Evaluate the use of evidence and rhetoric |
| **ELA.8.RL.23**  SWBAT integrate multimedia and visual displays into presentations. |
| **ELA.8.RL.24**  SWBAT analyze the purpose of information presented in diverse media and formats (print, audio, photos, illustrations, film, graphic novels, the use of color and design. |

**WRITING AND GRAMMAR**

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| **TYPES OF WRITING AND PURPOSE** |
| **ELA.8.WG.1**  SWBAT compose various types of writing.   1. Paragraph structure 2. Compose well organized and coherent paragraphs with a minimum of 10-12 sentences that include topic sentences, supporting details, conclusion, proper indentation, varied sentence structure and length, correct verb tense, consistent voice, use of transition words 3. Produce writing that has proper sentence structure and organization 4. Descriptive writing 5. Use sensory words to enhance writing 6. Utilize adjectives and adverbs to provide descriptive details in writing 7. Incorporate figurative language such as alliteration, Hyperbole, simile, metaphor, onomatopoeia, personification 8. Construct a descriptive essay using adverbs and adjectives, adverb and adjective phrases and clauses to paint a vivid picture 9. Personal Narrative 10. Summarize a real event using descriptive details 11. Organize events in a logical sequence 12. Use transitional words to signal event order 13. Correct use of first-person point of view 14. Correct use of quotation marks for dialogue 15. Writing is focused on key details 16. Expository Narrative 17. Use detailed information to create a formal narrative on a specified topic 18. Use personal narrative criteria for expository essay 19. Fictional Narrative 20. Express thoughts or feelings and emotions through writing 21. Develop characters, setting, and plot using adjectives and adverbs and adjective and adverb phrases and clauses 22. Use dialogue to express characters’ points of view 23. Persuasive 24. Introduce elements of a debate 25. Use debates to introduce creating and developing an argument 26. Develop a clear and compelling argument designed to influence the reader on a given topic 27. State the opinion or position being presented 28. Provide and cite facts that support writer’s opinion 29. Provide a strong conclusion 30. Letter WritingIdentify the five parts of a friendly and business letter 31. Write each part of a letter correctly 32. Body of letter contains 10-12 sentences 33. Address an envelope correctly 34. Compare and contrast the elements of a friendly letter and business letter 35. Informational Essay 36. Use sequence and chronological order to develop, explain, and complete a how-to essay 37. Poetry 38. Compose different types of poetry and poetic forms including couplets, cinquain, concrete, diamante, free verse, haiku, tanka, limerick 39. Use imagery and figurative language to enhance poetry |
| **PRODUCTION OF WRITING** |
| **ELA.8.WG.2**  SWBAT write essays and reports on topics related to Catholic faith. |
| **ELA.8.WG.3**  SWBAT construct a writing piece using the writing process   1. Brainstorm 2. Draft 3. Revise 4. Edit 5. Publish |
| **ELA.8.WG.4**  SWBAT Produce clear and coherent 4-5 paragraph essays that include the introductory paragraph, three body paragraphs, and a concluding paragraph.   1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task and audience 2. Produce essays within different genres (persuasive, informative, descriptive, reflective, compare/contrast) |
| **BUILD AND PRESENT KNOWLEDGE** |
| **ELA.8.WG.5**  SWBAT write a research paper.   1. Conduct short research projects to answer a question, drawing on several sources and generating additional focused questions 2. Develop a narrow and specific thesis statement 3. Develop an outline 4. Identify reliable sources of information 5. Assess the credibility and accuracy of sources 6. Collect and organize data and information to compose a rough draft 7. Edit and publish a final copy |
| **ELA.8.WG.6**  SWBAT consult print and digital materials to aid with word analysis. |
| **ELA.8.WG.7**  SWBAT use current MLA format to avoid plagiarism.   1. Compile and type a Works Cited page in MLA format |
| **COMPLEXITY AND FREQUENCY OF WRITING** |
| **ELA.8.WG.8**  SWBAT write routinely.   1. Establish time frames (time for research, reflection, and revision) shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences   B. Write freely in various styles and for various purposes   1. Engage in self-expression through journal writing 2. Incorporate a minimum of two to four formal pieces of writing that go through the complete writing process, and approximately 8 pieces of informal writing per quarter |
| **CONVENTIONS OF STANDARD ENGLISH** |
| **ELA.8.WG.9**  SWBAT demonstrate command of the conventions of standard English including but not limited to capitalization, punctuation, and spelling. |
| **KNOWLEDGE OF LANGUAGE** |
| **ELA.8.WG.12**  SWBAT use parts of speech correctly.   1. Identify parts of speech in sentences and paragraphs 2. Locate and label the parts of speech in writing 3. Use various parts of speech in effective sentence structure 4. Differentiate among nouns, pronouns, adjectives, adverbs, verbs, interjections, conjunctions, and prepositions 5. Demonstrate knowledge of each part of speech through written and oral expression 6. Nouns 7. Identify the properties of nouns: person, number, case, and gender 8. Classify nouns according to their properties 9. Determine the role of a noun in a sentence (Subject, Direct, or Indirect Object, Complement, Object of the Preposition, Appositive) 10. Adjectives 11. Identify and classify demonstrative, interrogative, and indefinite adjectives 12. Use adjectives effectively in writing 13. Pronouns 14. Differentiate among personal, intensive, reflexive, demonstrative, indefinite, relative, and interrogative, pronouns 15. Identify and use proper pronoun case (i.e., subjective, objective, possessive) 16. Use syntax appropriate to standard English 17. Verbs 18. Identify principal parts of verbs 19. Differentiate between transitive and intransitive verbs. 20. Conjugate verbs in simple and compound tenses in active and passive voice. 21. Identify and use various moods in sentences. 22. Utilize the correct subject-verb agreement. 23. Verbals 24. Identify a verbal as a gerund, participle, or infinitive. 25. Label the function of the verbal in the sentence. 26. Adverbs 27. Distinguish among different types of adverbs. 28. Prepositions 29. Recognize single and multi-word prepositions 30. Use troublesome prepositions correctly. 31. Label prepositional phrases as adverbs, adjectives, or nouns. 32. Conjunctions 33. Identify the types of conjunctions (i.e., coordinating, subordinating, and correlative). 34. Use correct punctuation with conjunctions. 35. Interjections 36. Identify and correctly use interjections. |
| **ELA.8.WG.13**  SWBAT Identify the cases of nouns and pronoun.   1. Determine the correct case of a noun or pronoun based on its function in a sentence 2. Subjective/Nominative, Objective, and Possessive |
| **ELA.8.WG.14**  SWBAT recognize proper sentence structure.   1. Identify the subject and predicate of sentence 2. Classify sentences as simple, compound, or complex 3. Identify and correct sentence fragments and run-on sentence 4. Use natural & inverted order of sentences. Identify & edit problems with sentence structure 5. Identify and label the parts of sentence |
| **ELA.8.WG.15**  SWBAT identify and define the four types of sentences   1. Declarative 2. Interrogative 3. Imperative 4. Exclamatory 5. Demonstrate proper usage and application of the four types of sentences. |
| **ELA.8.WG.16**  SWBAT compose sentences using proper subject verb agreement. |
| **ELA.8.WG.17**  SWBAT differentiate among various types of phrases: noun phrases, verb phrases, prepositional phrases, adverb phrases, adjective phrase.   1. Differentiate among sentences, phrases, and clauses. 2. Explain the function of clauses and phrases in a sentence. 3. Identify independent and subordinate clauses 4. Use phrases and clauses effectively.   E. Identify and label the parts of a sentence: Phrases, Clauses, & Sentences   1. Differentiate among phrases, clauses, and sentences 2. Identify sentences as simple, compound, complex or compound-complex 3. Identify independent and subordinate (dependent) clauses. 4. Determine if a clause functions as an adjective, adverb, or noun in the sentence |
| **ELA.8.WG.18**  SWBAT   1. Identify and use root words, suffixes, & prefixes to define new words 2. Determine the meaning of a word or phrase using context clues 3. Use words in correct context 4. Recognize and employ vocabulary based on intent 5. Recognize synonyms and antonyms 6. Determine the correct pronunciation of words 7. Present the syllabication of words 8. Distinguish among connotations of words with similar denotations |
| **ELA.8.WG.19**  SWBAT develop tone appropriate to purpose and audience.   1. Select sensory details and figurative language 2. Adapt storytelling techniques to audience and purpose |
| **ELA.8.WG.20**  SWBAT develop grade appropriate vocabulary.   1. Apply a systematic approach to expand vocabulary and improve spelling skills. 2. Locate and identify prefixes, suffixes, and roots. 3. Use context clues to determine the meaning of unknown words. |
| **HANDWRITING** |
| **ELA.8.WG.21**  SWBAT to write legibly.   1. Produce neat and legible hand-written work. 2. Write by hand with speed and fluency 3. Maintain proper proportion and spacing in handwritten work |
| **ELA.8.WG.22**  SWBAT maintain legible cursive handwriting skills.   1. Demonstrate proper letter formation, proportion, size, and slant in cursive writing 2. Connect letters using appropriate methods |

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| **RECOMMENDED READING** |
| The Wind in the Willows by Kenneth Grahame  Treasure Island by Robert Louis Stevenson  The Adventures of Tom Sawyer by Mark Twain  As You Like It by William Shakespeare |

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| **RESOURCES** |
| Uglies, by Scot Westerfeld  The Twilight Zone, episode, ‘Eye of the Beholder’ is a great set-up for this novel and the definition of pretty.  Booked, by Kwame Alexander  Create two large groups. One group can create a bulletin board of unique vocabulary terms and the other with types of poetry with appropriate existing poetic connections.  The Giver, Lois Lowery  A film study provides the opportunity to employ a lesson on comparing and contrasting prose to drama, or to provide additional support of plot elements in dystopian fiction.  The Boy in the Striped Pajamas, by John Boyne  A film study provides additional support for the understanding of the impact of this historical period and the use of dramatic elements of film. Using the virtual tour for the Holocaust Museum provides additional points of understanding and authentic connections for students.  https://www.holocaustcenter.org/virtual-tour  The Red Badge of Courage, by Stephen Crane  This novel provides a tremendous opportunity to examine and analyze metaphorical language. Again, in combination with the film, additional cross-curricular learning opportunities are afforded for this work of historical fiction.  The Halloween Tree, by Ray Bradbury  Using the Freytag Model, or a normal story arc, students can create a story board of plot events with pictorial analysis and related captions. This story is a wonderful tool to use in identifying plot elements and figurative language. It also provides an introduction to an author most students will read multiple times throughout their secondary and collegiate studies.  To Kill a Mockingbird, by Harper Lee  Cross-curricular opportunities are bountiful in this rich historical work of fiction. The film again provides the chance to have students examine elements of drama, such as framework, musical score, and dialogue. Both the novel and the film together can be used as an eighth grade final exam incorporating assessments for prose and drama. |