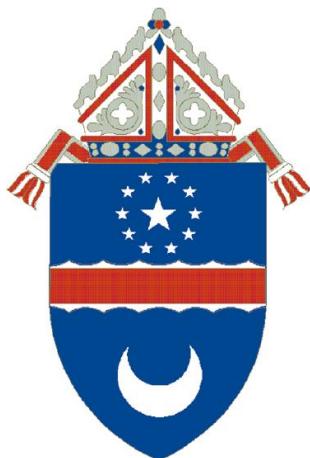


# **READING & LANGUAGE ARTS CURRICULUM OBJECTIVES**



**DIOCESE OF ARLINGTON**

2008

## **READING/LANGUAGE ARTS PHILOSOPHY (Literacy/English)**

The language arts program is the foundation of academic instruction in the Catholic elementary school. Retaining our Catholic identity is critical in the selection of reading and writing materials that we utilize with the students. Success in all areas of learning relies on competency in the four areas of language: reading, writing, speaking and listening. In working toward this goal, recognition of varying learning styles, developmental levels and teaching methods, including the use of technology, is essential.

Language mastery best develops when a program provides systematic and sequential skills instruction along with the opportunity to interact with a variety of literary genres. Familiarity with the scope and sequence of skills as well as with an assortment of materials is a requirement for successful instruction.

The implementation of a sound language arts program must be carefully formulated, articulated and integrated into each content area of the curriculum. This approach will help to build confidence and support for each student.

## **READING/LANGUAGE ARTS INSTRUCTIONAL PRINCIPLES**

1. The reading/language arts program incorporates the receptive language arts:
  - A. listening
  - B. reading

AND

the expressive language arts:

  - A. speaking
  - B. writing.
  - 1.1 Instruction in the four reading/language arts areas is always integrated among the four areas.
  - 1.2 Modeling is an important form of classroom support for literacy learning.
2. Reading/language arts instruction is integrated and may include isolated skill instruction, when appropriate.
  - 2.1 Reading and writing are taught together.
  - 2.2 Vocabulary can be taught in isolation, as well as in the context of the reading/writing selection of various subject areas.
  - 2.3 Spelling is taught in the context of phonics and vocabulary instruction.
3. Reading/ language arts skills are taught in grades K through 8 on a daily basis.
4. Reading/language arts skills are applied in all the curriculum areas daily.
5. Reading/language arts skills incorporate the concept of metacognition. Students are encouraged to self-correct, to develop habits of mind and study skills that foster independent thinking, and to employ strategies for higher order thinking skills.
6. Written composition emerges from the reading/language arts program. It is essential in every subject area.
  - 6.1 Instruction in written composition includes writing practical assignments (answers to

- questions, reports, papers, etc.) as well as creative writing.
- 6.2 Grammar and writing mechanics are taught in context as well as through formal instruction and practice.
  - 6.3 Journal writing should take place on a regular basis.
  - 6.4 Content area teachers bear the responsibility to teach students the writing styles and patterns of their particular subject.
  - 6.5 The librarian/media specialist will support research skills taught by the classroom teacher by providing resources, expertise and guidance to the students and teachers.
7. Quality literature appropriate to the child's maturity and developmental level forms a basis for an effective reading/language arts program.
- Reading is a life-long means of learning and personal enjoyment.
- 7.1 Teachers at all grade levels and in all subject areas should read regularly to students from different genres.
  - 7.2 Students are required to spend some time each day reading silently.
  - 7.3 Instruction in the use of the library and book selection is integrated into the reading/language arts program.
8. Use of technology and media is incorporated into the reading/language arts instruction.
9. Reading/language arts instruction includes evaluation of television, movies, live theater, and other visual media.

# READING/LANGUAGE ARTS CURRICULUM OBJECTIVES

## Diocese of Arlington

### KINDERGARTEN

Kindergarten marks the beginning of the reading and writing program. The student will engage in a variety of activities which will introduce and extend emergent literacy skills. Students will be using developmentally appropriate materials to foster fluency, expression and comprehension.

The following key should guide you in planning your curriculum as you see what is (N) new to students entering your grade, what you will be (E) expanding on from the previous year, what materials they should (M) master by the end of the year, and finally, material that they have mastered in past years and you should hold them (A) accountable to knowing in their current grade.

### ORAL LANGUAGE

#### **R/L.K.1      The student will develop listening and speaking skills**

- (N) R/L.K.1.A. Follow one-step and two-step oral directions
- (N) R/L.K.1.B. Participate in choral reading and recite short poems, rhymes, and songs
- (N) R/L.K.1.C. Communicate with peers and adults in social settings and in learning experiences:
  - (N) R/L.K.1.C.1 Begin to follow implicit rules for conversation (e.g., taking turns and staying on topic)
  - (N) R/L.K.1.C.2 Begin to use voice level, phrasing, sentence structure, and intonation appropriate for language situation
  - (N) R/L.K.1.C.3 Listen and speak in informal conversations with peers and adults
  - (N) R/L.K.1.C.4 Share written work with peers
  - (N) R/L.K.1.C.5 Obtain information by asking questions (including how and why questions) and making observations
  - (N) R/L.K.1.C.6 Use number words
  - (N) R/L.K.1.C.7 Use words to describe/name people, places, and things (nouns)
  - (N) R/L.K.1.C.8 Use words to describe location [directional words/prepositions], size, color, and shape (adjectives)
  - (N) R/L.K.1.C.9 Use words to describe actions (verbs)
  - (N) R/L.K.1.C.10 Ask about words not understood

#### **R/L.K.2      The student will develop phonemic awareness**

- (N) R/L.K.2.A. Recognize and generate rhyming words
- (N) R/L.K.2.B. Recognize beginning and ending sounds of single-syllable word
- (N) R/L.K.2.C. Produce beginning and ending sounds of single-syllable word
- (N) R/L.K.2.D. Sort words orally according to beginning or ending sounds
- (N) R/L.K.2.E. Blend sounds orally to make words
- (N) R/L.K.2.F. Divide single-syllable words orally into sounds

## **READING/LITERATURE**

### **R/L.K.3 The student will develop print awareness**

- (N) R/L.K.3.A Understand that print conveys meaning
- (N) R/L.K.3.B Identify common logos and signs
- (N) R/L.K.3.C Understand that printed materials must be held in correct position
- (N) R/L.K.3.D Identify the front cover, back cover and title page of a book
- (N) R/L.K.3.E Follow words from left to right and top to bottom on a printed page
- (M) R/L.K.3.F Differentiate between words and letters
- R/L.K.3.G Match voice with print, associating oral phonemes, syllables, words, and phrases with their written forms
- (M) R/L.K.3.H Recognize any 20 Dolch sight words in the primary level

### **R/L.K.4 The student will demonstrate comprehension of stories**

- (N) R/L.K.4.A Use pictures to make predictions about story content
- (N) R/L.K.4.B Retell familiar stories using beginning, middle, and end
- (N) R/L.K.4.C Dramatize and role play familiar stories
- (N) R/L.K.4.D Begin to identify fiction and nonfiction
- (N) R/L.K.4.E Explain the roles of author and illustrator
- (N) R/L.K.4.F Use story language in discussions and retellings
- (N) R/L.K.4.G Discuss main ideas, characters, settings, and events
- (N) R/L.K.4.H Compare and contrast familiar stories, characters, settings and events
- (N) R/L.K.4.I Read emergent-reader texts with purpose and understanding to build fluency

### **R/L.K.5 The student will develop an understanding of basic phonetic principles**

- (N) R/L.K.5.A Understand that letters represent sounds
- (N) R/L.K.5.B Identify consonant sounds
- (N) R/L.K.5.C Begin to identify vowel sounds

## **WRITING/GRAMMAR**

### **R/L.K.6 The student will identify and form letters of the alphabet**

- (N) R/L.K.6.A Identify uppercase and lowercase letters
- (N) R/L.K.6.B Begin to print uppercase and lowercase letters in correct formation
- (N) R/L.K.6.C Write name using uppercase and lowercase letters correctly
- (N) R/L.K.6.D Write left to right and top to bottom

### **R/L.K.7 The student will begin to communicate through writing**

- (N) R/L.K.7.A Use pictures and/or letters and phonetically spelled words to write about experiences, stories, people, objects, or events
- (N) R/L.K.7.B Share the content and meaning of his/her written work

## **TECHNOLOGY**

- (N) **R/L.K.8 The student will explore the uses of available technology in the reading/language arts program.**

# READING/LANGUAGE ARTS CURRICULUM

## Diocese of Arlington

### Grade 1

First grade students will be taught reading and writing together. When young children perceive a purpose for reading and writing, they achieve greater success. Therefore, integration of listening, speaking, reading and writing activities occur daily. Students will be using developmentally appropriate materials to foster fluency, expression and comprehension.

The following key should guide you in planning your curriculum as you see what is (N) new to students entering your grade, what you will be (E) expanding on from the previous year, what materials they should (M) master by the end of the year, and finally, material that they have mastered in past years and you should hold them (A) accountable to knowing in their current grade.

## ORAL LANGUAGE

### R/L.1.1      The student will develop listening skills

- (N) R/L.1.1.A Develop an appreciation for the value of listening to a variety of media including books, video and audio tapes
- (M) R/L.1.1.B Respond to questions
- (E) R/L.1.1.C Respond to stories presented orally
- (E) R/L.1.1.D Follow oral directions
- (E) R/L.1.1.E Develop listening skills
- (E) R/L.1.1.F Become an active listener for student-shared stories

### R/L.1.2      The student will speak effectively

- (E) R/L.1.2.A Develop articulation skills
  - (E) R/L.1.2.A.1 Speak clearly
  - (E) R/L.1.2.A.2 Use appropriate volume and pitch
  - (E) R/L.1.2.A.3 Speak at an understandable rate
- (E) R/L.1.2.B Participate in classroom discussions
- (E) R/L.1.2.C Participate in oral language activities (choral speaking, recitation)
- (E) R/L.1.2.D Ask questions during instruction
- (M) R/L.1.2.E Speak in complete sentences including descriptive vocabulary
- (M) R/L.1.2.F Produce sounds in first, middle, and last position of one and two syllable words
- (M) R/L.1.2.G Give simple two-step oral directions
- (N) R/L.1.2.H Use singular and plural nouns

## **READING/LITERATURE**

### **R/L.1.3      The student will employ strategies of phonics to decode words and increase vocabulary**

- (M) R/L.1.3.A Recognize Dolch sight words list from the primer and first grade level with 80% accuracy
- (M) R/L.1.3.B Identify sounds in first, middle, and last position of one and two syllable words (including consonant blends)
- (N) R/L.1.3.C Use phonics to decode new words
- (N) R/L.1.3.C.1 Initial, final and medial consonants
- (N) R/L.1.3.C.2 Consonant blends/clusters
- (N) R/L.1.3.C.3 Consonant digraphs
- (E) R/L.1.3.C.4 Short vowels
- (N) R/L.1.3.C.5 Long vowels
- (N) R/L.1.3.C.6 Vowels influenced by l and w
- (N) R/L.1.3.C.7 Vowel digraph - regular (ai, ea, ie, ee, oa, ay)
- (N) R/L.1.3.C.8 Vowel digraph - irregular (oo, au, aw, ow, ei, ea)
- (N) R/L.1.3.C.9 Vowel diphthongs - oi, oy, ou, ow, ew
- (N) R/L.1.3.C.10 R controlled vowels - ir, er, ur, ar, or
- (N) R/L.1.3.C.11 Hard and soft c and g
- (N) R/L.1.3.C.12 Silent letters (kn, wr)
- (E) R/L.1.3.D Use letter-sound associations
- (E) R/L.1.3.E Use picture clues
- (N) R/L.1.3.F Use context clues
- (N) R/L.1.3.G Use punctuation as a guide to sentence meaning
- (N) R/L.1.3.H Develop word meanings (synonyms, homonyms, antonyms, and multiple meaning words)
- (N) R/L.1.3.I Recognize and utilize structural analysis
- (N) R/L.1.3.I.1 Singular and plural words
- (N) R/L.1.3.I.2 Compound words
- (N) R/L.1.3.I.3 Contractions
- (E) R/L.1.3.I.4 Base (root) words, prefixes, and suffixes
- (N) R/L.1.3.I.5 Possessives
- (N) R/L.1.3.J Create rhyming words orally

### **R/L.1.4      The student will use strategies to comprehend a variety of printed Material**

- (N) R/L.1.4.A Preview the selection
- (N) R/L.1.4.B Set the purpose for reading
- (E) R/L.1.4.C Recognize a selection as fiction or nonfiction
- R/L.1.4.D Recall the sequence of story events, summarize
- R/L.1.4.E Identify the main idea, characters and setting of a story
- R/L.1.4.F Make predictions and inferences
- R/L.1.4.G Identify relationships between characters

- (N) R/L.1.4.H Identify cause and effect
  - (N) R/L.1.4.I Identify pronoun referents
  - (N) R/L.1.4.J Relate previous experiences to literature
  - R/L.1.4.K Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- R/L.1.5** **The student will use reading strategies to read with fluency and Expression and understanding.**
- (N) R/L1.5.A Use titles and pictures
  - (N) R/L1.5.B Use knowledge of sentence structure
  - (N) R/L1.5.C Re-read and self-correct
  - (N) R/L1.5.D Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

## WRITING/GRAMMAR

- R/L.1.6** **The student will write daily**
- (N) R/L.1.6.A Employ prewriting strategies
    - (N) R/L.1.6.1 Generate ideas (brainstorm, make lists, etc.)
    - (N) R/L.1.6.2 Choose and narrow topics
    - (N) R/L.1.6.3 Identify purpose and audience
  - (N) R/L.1.6.B Select writing form
    - (N) R/L.1.6.B.1 Journal
    - (N) R/L.1.6.B.2 Paragraph
    - (N) R/L.1.6.B.3 Thank you note
    - (N) R/L.1.6.B.4 Poems
    - (N) R/L.1.6.B.5 Friendly letters
    - (N) R/L.1.6.B.6 Invitations
    - (N) R/L.1.6.B.7 Book report
    - (N) R/L.1.6.B.8 Stories
    - (N) R/L.1.6.B.9 Sentence dictation
    - (N) R/L.1.6.B.10 Simple Demonstration/Directions
  - (N) R/L.1.6.C Write a first draft and revise it
  - R/L.1.6.D Publish written product twice a year
- R/L.1.7** **The student will apply grammatical rules when writing**
- (N) R/L.1.7.A Proofread to correct grammar, syntax, spelling, and punctuation
    - (N) R/L.1.7.A.1 Write in complete sentences
    - (N) R/L.1.7.A.2 Spell CVC, CVCe patterns and high frequency words correctly
    - (N) R/L.1.7.A.3 Use declarative, interrogative, exclamatory, and imperative sentences
    - (N) R/L.1.7.A.4 Use period, question mark, exclamation point
    - (N) R/L.1.7.A.5 Use apostrophe in contractions
    - (N) R/L.1.7.A.6 Use capital letter for the pronoun I, the first word in a sentence, proper nouns, days of the week, and months of the year

- (N) R/L.1.7.B Use correct sentence structure: simple, compound, declarative, interrogative, exclamatory, and imperative
- (N) R/L.1.7.C Identify and use nouns: common, proper, singular, plural and possessive with matching verbs in basic sentences
- (N) R/L.1.7.D Identify and use pronouns (personal, possessive and indefinite) (e.g., I, me, my; they, them, their, anyone, everything): person, number, gender
- (N) R/L.1.7.E Identify and use adjectives: describe person, place or thing(e.g., articles, demonstratives)
- (N) R/L.1.7.F Identify and use action verbs
- (N) R/L.1.7.G When posed with a question, use stated question as part of the answer

**R/L.1.8 The student will use correct spelling**

- (N) R/L.1.8.A Spell words using a multi-sensory approach
- (N) R/L.1.8.B Spell words following phonetic rules
- (N) R/L.1.8.C Spell words following structural principles
- (N) R/L.1.8.D Spell words that are used in content areas
- (N) R/L.1.8.E Read and spell common high frequency sight words (Dolch List)

**R/L.1.9 The student will print legibly**

- (E) R/L1.9.A Form letters correctly
- (N) R/L1.9.B Space words and sentences
- (N) R/L1.9.C Present work neatly done

## RESEARCH

**R/L.1.10 The student will locate information in reference books**

- (N) R/L.1.10.A Develop alphabetical sequence
- (N) R/L.1.10.B Develop pictionary/dictionary skills
- (N) R/L.1.10.C Note format and parts of books
- (N) R/L.1.10.D Examine pictures, charts, maps and graphs

## TECHNOLOGY

- R/L.1.11 The student will explore the uses of available technology in the reading/language arts program.**

# READING/LANGUAGE ARTS CURRICULUM

## Diocese of Arlington

### Grade 2

Second grade students will be taught reading and writing together. When young children perceive a purpose for reading and writing, they achieve greater success. Therefore, integration of listening, speaking, reading and writing activities occur daily.

Students will be using developmentally appropriate materials to foster fluency, expression and comprehension.

The following key should guide you in planning your curriculum as you see what is (N) new to students entering your grade, what you will be (E) expanding on from the previous year, what materials they should (M) master by the end of the year, and finally, material that they have mastered in past years and you should hold them (A) accountable to knowing in their current grade.

### ORAL LANGUAGE

	<b>R/L2.1</b>	<b>The student will develop listening skills</b>
(E)	R/L2.1.A	Develop an appreciation for the value of listening
(E)	R/L2.1.B	Respond to questions
(E)	R/L2.1.C	Respond to stories presented orally
(E)	R/L2.1.D	Follow and give multi-step oral directions
(E)	R/L2.1.E	Develop listening skills
(E)	R/L2.1.F	Become an active listener for student-shared stories
	<b>R/L2.2</b>	<b>The student will speak effectively</b>
(E)	R/L2.2.A	Develop articulation skills
(E)	R/L2.2.A.1	Speak clearly
(E)	R/L2.2.A.2	Use appropriate volume and pitch
(E)	R/L2.2.A.3	Speak at an understandable rate
(E)	R/L2.2.B	Participate in classroom discussion for a variety of purposes: to inform, to persuade and to entertain.
(E)	R/L2.2.C	Create and participate in oral presentations, poetry reciting, puppet shows, riddle telling, role playing, and choral speaking
(N)	R/L2.2.D	Ask questions and paraphrase statements of others to clarify information
(A)	R/L2.2.E	Convey meaning through expression and use of complete sentences
(N)	R/L2.2.F	Use newly acquired vocabulary and spelling words
(E)	R/L2.2.G	Identify and use synonyms and antonyms in oral communication
(N)	R/L2.2.H	Retell and summarize stories
(N)	R/L2.2.I	Use increasingly complex sentence structures including conjunctions (e.g., and, but, or, so, because), prepositional phrases, in oral communications

- (N) R/L.2.2.J Tell the story of a picture, event, or personal experience  
 (N) R/L.2.2.K Interact in whole group or cooperative learning groups as a leader and/or participant

## **READING/LITERATURE**

<b>R/L.2.3</b>	<b>The student will employ phonics to decode words and increase Vocabulary</b>
(M) R/L.2.3.A.	Read sight words with 80% mastery
(E) R/L.2.3.B	Use phonetic, context and picture clues to decode new words
(E) R/L.2.3.B.1	Initial, final, and medial consonants
(E) R/L.2.3.B.2	Two/three letter consonant blends
(E) R/L.2.3.B.3	Consonant digraphs in all positions
(E) R/L.2.3.B.4	Short and long vowels
(E) R/L.2.3.B.5	Vowels influenced by l, w, and r
(N) R/L.2.3.B.6	Inflectional endings
(E) R/L.2.3.B.7	Vowel digraphs and diphthongs
(E) R/L.2.3.B.8	Hard and soft c and g
(E) R/L.2.3.B.9	Silent letters
(E) R/L.2.3.C	Work towards fluent reading
(E) R/L.2.3.C.1	Reads and rereads stories, poems and passages with fluency and expression Self-corrects when necessary
(E) R/L.2.3.C.2	Connect spelling patterns to sound patterns
(E) R/L.2.3.D	Use punctuation as a guide to meaning
(E) R/L.2.3.E	Develop word meanings
(E) R/L.2.3.F	Synonyms Homonyms Antonyms Homographs
(E) R/L.2.3.F.1	Recognize words may have multiple meanings in both oral and written forms
(E) R/L.2.3.F.2	Understand figurative language (idioms, dialects, metaphors, and similes)
(N) R/L.2.3.G	Recognize and utilize structural analysis
(N) R/L.2.3.H	Plurals
(N) R/L.2.3.I	Compound words
(E) R/L.2.3.I.1	Contractions
(E) R/L.2.3.I.2	Base (root) words
(E) R/L.2.3.I.3	Prefixes
(E) R/L.2.3.I.4	Suffixes
(E) R/L.2.3.I.5	Syllabication rules: divide compound words and separate root from affix
(E) R/L.2.3.I.6	Possessive forms
(E) R/L.2.3.I.7	Abbreviations
(N) R/L.2.3.I.8	
(N) R/L.2.3.I.9	

**R/L2.4      The student will demonstrate comprehension of literature selections in fiction and nonfiction**

- (E) R/L2.4.A      Use appropriate prereading strategies
  - (E) R/L2.4.A.1      Preview the selection to develop a purpose for reading
  - (E) R/L2.4.A.2      Relate previous experiences to the topic
  - (N) R/L2.4.A.3      Predict and pose questions before and while reading the selection
- (N) R/L2.4.B      Use appropriate strategies while reading orally and silently
- (N) R/L2.4.C      Analyze literary elements
  - (N) R/L2.4.C.1      Character, plot, setting, theme
  - (N) R/L2.4.C.2      Recognize use of narrator in a play
  - (N) R/L2.4.C.3      Understand who is telling the story
  - (N) R/L2.4.C.4      Recognize literary genre (fiction, nonfiction, fantasy, folktales, fables, fairy tales, poetry, biographies, and autobiographies)
- (N) R/L2.4.D      Respond to literature orally and in writing
  - (N) R/L2.4.D.1      Make inferences
  - (N) R/L2.4.D.2      Make, confirm and revise predictions
- (E) R/L2.4.E      Organize information/content of a selection
  - (E) R/L2.4.E.1      Main idea and supporting details
  - (E) R/L2.4.E.2      Cause and effect
  - (N) R/L2.4.E.3      Problem/solution
  - (N) R/L2.4.E.4      Categories (classification)
  - (E) R/L2.4.E.5      Sequence of events
  - (N) R/L2.4.E.6      Steps in a process
  - (N) R/L2.4.E.7      Comparison and contrast
  - (N) R/L2.4.E.8      Spatial relationships
  - (N) R/L2.4.E.9      Use of illustrations, photographs, captions, headings
  - (N) R/L2.4.E.10      Summarize
- (E) R/L2.4.F      Monitor comprehension; reread and self-correct if necessary

**WRITING/GRAMMAR**

- R/L2.5      The student will write, revise, and edit daily in a variety of forms**
- (E) R/L2.5.A      Employ prewriting strategies
    - (E) R/L2.5.A.1      Generate ideas (brainstorm, make lists, etc.)
    - (N) R/L2.5.A.2      Graphic organizers
    - (E) R/L2.5.A.3      Choose and narrow topic
    - (E) R/L2.5.A.4      Identify purpose and audience
  - (E) R/L2.5.B      Use a variety of writing forms
    - (E) R/L2.5.B.1      Journals
    - (E) R/L2.5.B.2      Paragraphs
    - (E) R/L2.5.B.3      Thank you note
    - (E) R/L2.5.B.4      Poems
    - (E) R/L2.5.B.5      Friendly letters

- (E) R/L.2.5.B.6 Invitations
- (E) R/L.2.5.B.7 Book reports
- (E) R/L.2.5.B.8 Stories
- (E) R/L.2.5.B.9 Sentence dictation
- (N) R/L.2.5.B.10 Address simple envelopes
- (N) R/L.2.5.B.11 Simple directions
- (E) R/L.2.5.C Write a first draft of a paragraph then revise it for clarity, content, and details
- (N) R/L.2.5.D Organize writing to include beginning, middle, and end
- (N) R/L.2.5.E Begin every sentence in a paragraph with a different word
- (D) R/L.2.5.F Publish a written product per semester

**R/L.2.6**

**The student will apply grammatical rules when writing**  
Proofread to correct grammar, syntax, spelling, and punctuation

- (E) R/L.2.6.A Write in complete sentences
- (E) R/L.2.6.A.1 Spell CVC, CVCe patterns and high frequency words correctly
- (E) R/L.2.6.A.2 Use capital letters correctly
- (E) R/L.2.6.A.3 Use period, question mark, exclamation point
- (N) R/L.2.6.A.4 Use comma (in friendly letter, address, date, salutation, and closing)
- (E) R/L.2.6.A.5 Use an apostrophe in contractions
- (N) R/L.2.6.A.6 Use an apostrophe in possession
- (N) R/L.2.6.A.7 Use quotation marks
- (N) R/L.2.6.A.8 Underline book titles
- (N) R/L.2.6.A.9 Indent
- (N) R/L.2.6.A.10 When posed with a question, use stated question as part of the answer
- (E) R/L.2.6.B Use correct sentence structure: use declarative, interrogative, imperative, and exclamatory sentence
- (E) R/L.2.6.C Identify and use nouns
  - (E) R/L.2.6.D Common, proper, singular, plural, and collective
  - (N) R/L.2.6.D.1 Singular and plural possessive
- (N) R/L.2.6.D.2 Identify and use pronouns: person, number, gender
- (E) R/L.2.6.F Identify and use adjectives: Descriptive, comparative and superlative (er, est)
- (N) R/L.2.6.G Identify and use verbs
  - (N) R/L.2.6.G.1 Action: present, past and future tenses
  - (N) R/L.2.6.G.2 Singular and plural
  - (N) R/L.2.6.G.3 Subject/predicate agreement
- (N) R/L.2.6.H Identify and use adverbs

**R/L.2.7**  
**The student will use correct spelling**

- (E) R/L.2.7.A Spell words using a multi-sensory approach
- (E) R/L.2.7.B Spell words following phonetic rules
- (E) R/L.2.7.C Spell words following structural principles
- (E) R/L.2.7.D Spell words that are used in content areas

- R/L.2.8** **The student will write legibly**  
(E) R/L.2.8.A Write with correct form, alignment and spacing  
(E) R/L.2.8.B Present work neatly done  
(N) R/L.2.8.C Cursive writing (second semester)

## RESEARCH

- R/L.2.9** **The student will locate information in reference materials**  
(N) R/L.2.9.A Alphabetize words to the third letter  
(N) R/L.2.9.B Locate words in a primary dictionary by alphabetical order and using guide words  
(N) R/L.2.9.C Note parts of books: use table of contents and indices  
(E) R/L.2.9.D Examine and interpret pictures, charts, maps, and graphs  
(N) R/L.2.9.E Use newspapers and magazines  
R/L.2.9.F Use reference materials to support ideas and/or findings

## TECHNOLOGY

- R/L.2.10** **The student will explore the uses of available technology in the reading/language arts program.**

# READING/LANGUAGE ARTS CURRICULUM

## Diocese of Arlington

### Grade 3

Third grade students will be taught reading and writing together. When children perceive a purpose for reading and writing, they achieve greater success. Therefore, integration of listening, speaking, reading and writing activities occur daily. Students will be using developmentally appropriate materials to foster fluency, expression and comprehension.

The following key should guide you in planning your curriculum as you see what is (N) new to students entering your grade, what you will be (E) expanding on from the previous year, what materials they should (M) master by the end of the year, and finally, material that they have mastered in past years and you should hold them (A) accountable to knowing in their current grade.

### ORAL LANGUAGE

	<b>R/L.3.1</b>	<b>The student will develop listening skills</b>
(M)	R/L.3.1.A	Develop an appreciation for the value of listening
(M)	R/L.3.1.B	Respond to questions
(N)	R/L.3.1.C	Paraphrase stories presented orally
(E)	R/L.3.1.D	Follow multi-step directions
(E)	R/L.3.1.E	Develop critical listening skills
(M)	R/L.3.1.F	Become an active listener for student shared stories
	<b>R/L.3.2</b>	<b>The student will speak effectively</b>
(E)	R/L.3.2.A	Develop articulation skills
(E)	R/L.3.2.A.1	Speak clearly
(E)	R/L.3.2.A.2	Use appropriate volume and pitch
(E)	R/L.3.2.A.3	Speak at an understandable rate
(M)	R/L.3.2.B	Participate courteously in group discussions
(E)	R/L.3.2.C	Participate in oral presentations, poetry recitation, role playing, choral reading, and puppet shows
(E)	R/L.3.2.D	Ask questions and paraphrase to clarify information using grammatically correct language and specific vocabulary to communicate ideas
(M)	R/L.3.2.E	Answer in complete sentences
(E)	R/L.3.2.F	Use newly acquired information to communicate ideas
(E)	R/L.3.2.G	Organize ideas around a main idea or information sequence
(N)	R/L.3.2.H	Relay accurate directions to accomplish a task or to reach a specific destination

## **READING/LITERATURE**

### **R/L.3.3**

#### **The student will employ a variety of strategies to decode words and increase vocabulary**

- (E) R/L.3.3.A      Use phonetic and context clues to decode new words  
                        Initial, final, and medial consonants  
(M) R/L.3.3.A.1      Two/three letter consonant blends  
(M) R/L.3.3.A.2      Consonant variants  
(E) R/L.3.3.A.3      Silent letters  
(E) R/L.3.3.A.4      Consonant digraphs in all positions  
(E) R/L.3.3.A.5      Vowels controlled by l, w and r  
(N) R/L.3.3.A.7      Schwa  
(M) R/L.3.3.A.8      Long and short vowels  
(E) R/L.3.3.A.9      Inflectional endings  
(E) R/L.3.3.A.10      Hard and soft c and g  
(E) R/L.3.3.A.11      Double vowels/vowel digraphs and diphthongs  
(E) R/L.3.3.B      Work towards fluent reading  
                        Reads and rereads stories, poems and passages with fluency, expression, and understanding  
(E) R/L.3.3.B.1      Self-corrects when necessary  
(E) R/L.3.3.B.2      Connect spelling patterns to sound patterns  
(E) R/L.3.3.C      Use punctuation as guide to word meaning  
(E) R/L.3.3.D      Develop word meanings  
                        Synonyms  
                        Antonyms  
                        Homonyms  
                        Homographs  
(E) R/L.3.3.E      Recognize multiple meaning words  
(E) R/L.3.3.E.1      Recognize and utilize structural analysis  
                        Plurals  
(E) R/L.3.3.E.2      Base/root words  
(E) R/L.3.3.E.3      Prefixes  
(E) R/L.3.3.E.4      Suffixes  
(E) R/L.3.3.F      Syllabication rules  
(E) R/L.3.3.G      Use of apostrophe (contractions, possessives)  
(E) R/L.3.3.G.1      Abbreviations  
(E) R/L.3.3.G.2      Diacritical markings (accent marks, pronunciation)  
(E) R/L.3.3.G.3

#### **The student will employ a variety of strategies to comprehend a variety of printed materials**

- (E) R/L.3.4      Use appropriate prereading strategies  
                        Use prior knowledge to build background  
                        Set a purpose for reading  
(E) R/L.3.4A      Use text organizers such as type, headings, and graphics to predict content  
(E) R/L.3.4A.1  
(E) R/L.3.4A.2  
(N) R/L.3.4A.3

- (E) R/L.3.4.B      Use appropriate behaviors while reading
  - (E) R/L.3.4.B.1      Participate in sustained silent reading
  - (N) R/L.3.4.B.2      Skim for specific information
  - (E) R/L.3.4.B.3      Ask and answer questions
- (E) R/L.3.4.C      Analyze literary elements
  - (E) R/L.3.4.C.1      Identify author's purpose
  - (N) R/L.3.4.C.2      Identify and describe character, setting, plot, theme, voice, and point of view
- (E) R/L.3.4.C.3      Recognize the various literary genre (fiction, nonfiction fantasy, folktales, fables, fairy tales, poetry, biographies, and autobiographies)
- (E) R/L.3.4.C.4      Understand figurative language (idioms, dialects, metaphors, and similes)
- (E) R/L.3.4.D      Respond to literature orally and in writing
  - (E) R/L.3.4.D.1      Relate literature to real life
  - (E) R/L.3.4.D.2      Make inferences
  - (E) R/L.3.4.D.3      Make, confirm, or revise predictions
  - (N) R/L.3.4.D.4      Draw conclusions
  - (N) R/L.3.4.D.5      Prove statements by recalling facts
  - (N) R/L.3.4.D.6      Distinguish fact/opinion
  - (N) R/L.3.4.D.7      Discuss if the author's message is truthful
  - (N) R/L.3.4.D.8      Make judgments/decisions
- (E) R/L.3.4.E      Organize information/content of a selection
  - (E) R/L.3.4.E.1      Use illustrations, photographs, captions, headings to organize information
  - (E) R/L.3.4.E.2      Identify main idea/supporting details
  - (E) R/L.3.4.E.3      Compare and contrast settings, characters and events
  - (E) R/L.3.4.E.4      Sequence events and ideas
  - (E) R/L.3.4.E.5      Identify cause and effect
  - (E) R/L.3.4.E.6      Identify problem/solution
  - (E) R/L.3.4.E.7      Organize information or events logically
  - (E) R/L.3.4.E.8      Summarize selections
  - (N) R/L.3.4.E.9      Generalize

## **WRITING/GRAMMAR**

- |                 |  |
|-----------------|--|
| <b>R/L.3.5</b>  | <b>The student will write daily – demonstrating knowledge of the writing process</b> |
| (E) R/L.3.5.A   | Employ prewriting strategies   |
| (E) R/L.3.5.A.1 | Generate ideas (brainstorm, make lists, web, map, outline, etc.)                     |
| (E) R/L.3.5.A.2 | Choose and narrow topics   |
| (N) R/L.3.5.A.3 | Identify purpose and audience  |

(E) R/L.3.5.B	Select writing form
(E) R/L.3.5.B.1	Journal
(E) R/L.3.5.B.2	Paragraphs
(N) R/L.3.5.B.2.a	descriptive
(N) R/L.3.5.B.2.b	narrative
(N) R/L.3.5.B.2.c.	expository
(E) R/L.3.5.B.3	Letters (acceptance, thank you note, friendly, and invitations)
(E) R/L.3.5.B.4	Poem
(E) R/L.3.5.B.5	Book Report
(E) R/L.3.5.B.6	Stories
(E) R/L.3.5.B.7	Address simple envelopes
(E) R/L.3.5.B.8	Sentence dictation
(E) R/L.3.5.B.9	Simple directions
(N) R/L.3.5.B.10	Outline
(E) R/L.3.5.C	Write a first draft of a paragraph
(E) R/L.3.5.C.1	Include main idea/topic sentence (beginning sentence)
(E) R/L.3.5.C.2	Include supporting ideas (middle sentence(s))
(E) R/L.3.5.C.3	Include concluding sentence
(N) R/L.3.5.C.4	Vary sentence length and use of words within sentences
(N) R/L.3.5.C.5	Use time-order and transitional words
(N) R/L.3.5.D	Revise writing for clarity and use specific vocabulary and information
(E) R/L.3.5.E	Proofread to correct grammar, syntax, spelling, punctuation
(N) R/L.3.5.F	Review and evaluate with self and peer
(N) R/L.3.5.G	Publish a minimum of one sample per quarter
(N) R/L.3.5.H	Write descriptive paragraphs
(N) R/L.3.5.I	Write narrative and expository work samples across the curriculum

<b>R/L.3.6</b>		<b>The student will use correct grammatical rules when writing</b>
(E) R/L.3.6.A.		Use correct sentence structure
(M) R/L.3.6.A.1		Simple, declarative, interrogative, imperative, exclamatory
(N) R/L.3.6.A.2		Simple subject, simple predicate
(E) R/L.3.6.B		When posed with a question, use stated question as part of the answer
(E) R/L.3.6.C		Identify and use nouns
(E) R/L.3.6.C.1		Common, proper, singular plural, possessives
(N) R/L.3.6.C.2		As subject of sentence
(E) R/L.3.6.D		Identify and use pronouns
(E) R/L.3.6.D.1		Person, number, gender
(N) R/L.3.6.D.2		Possessives
(N) R/L.3.6.D.3		As subject of sentence, as object of sentence
(E) R/L.3.6.E		Identify and use adjectives: comparison and descriptive

(E)	R/L.3.6.F	Identify and use verbs
(N)	R/L.3.6.F.1	Present tense, past tense, and future tense, regular
(N)	R/L.3.6.F.2	Helping, being
(E)	R/L.3.6.F.3	Singular and plural
(N)	R/L.3.6.F.4	Predicate regular/irregular
(N)	R/L.3.6.F.5	Subject, predicate agreement
(N)	R/L.3.6.G	Identify and use adverbs: time, place, and manner
(N)	R/L.3.6.H	Follow the standards of capitalization
(E)	R/L.3.6.H.1	Capitalize days of the week, months of the year, abbreviations of a word beginning with a capital letter, initials, salutation, and closing of a letter
(N)	R/L.3.6.H.2	Capitalize titles of books and poems, first word in a quotation, story titles, titles of honor and respect when preceding a name, pronouns relating to God
	R/L.3.6.I	Follow standards of punctuation
(E)	R/L.3.6.I.1	Use period after a declarative/imperative sentence
(M)	R/L.3.6.I.2	Use question mark after an interrogative sentence
(M)	R/L.3.6.I.3	Use exclamation mark after an exclamatory sentence
(M)	R/L.3.6.I.4	Use comma in a friendly letter, address, date, salutation, closing
(E)	R/L.3.6.I.5	Use an apostrophe in contractions and to show singular possession
(E)	R/L.3.6.I.6	Use quotation marks before/after a direct quotation, title of a poem
(N)	R/L.3.6.I.7	Use commas to separate words in a series, in direct quotations, in direct address
(N)	R/L.3.6.I.8	Use an apostrophe in contractions and to show plural possession
(N)	R/L.3.6.I.9	Use simple abbreviations

#### **R/L.3.7**

(E)	R/L.3.7.A	Use a multi-sensory approach
(E)	R/L.3.7.B	Follow phonetic rules
(E)	R/L.3.7.C	Understand structural principles and spelling patterns
(E)	R/L.3.7.D	Spell words learned in the content areas correctly
(M)	R/L.3.7.E	Spell high frequency words correctly

#### **R/L.3.8**

(E)	R/L.3.8.A	Write with correct form, alignment, and spacing
(M)	R/L.3.8.B	Present work neatly done
(N)	R/L.3.8.C	Write daily in cursive writing
(N)	R/L.3.8.D	Reduce writing size in second semester

#### **R/L.3.9**

#### **The student will write descriptive paragraphs**

**R/L.3.10**      **The student will write narrative and expository work samples across the content areas**

## RESEARCH

**R/L.3.11**      **The student will locate information in reference sources**

- (E) R/L.3.11.A Note format and book parts
- (E) R/L.3.11.B Use table of contents, index and glossary
- (E) R/L.3.11.C Alphabetize beyond the third letter and use guide words
- (E) R/L.3.11.D Interpret charts, maps, graphs and tables
- (E) R/L.3.11.E Record information from print sources (encyclopedia, reference books) and non-print sources (videos, computers, interviews, cassette recordings...)
- (N) R/L.3.11.F Choose appropriate reference sources – dictionary, encyclopedia, atlas, almanac, thesaurus, books, magazines, pamphlets, newspapers, telephone directory, calendar, Bible
- (N) R/L.3.11.G Record minimal bibliographic information

**R/L.3.12**      **The student will utilize study skills**

- (N) R/L.3.12.A 3.4.E.1 Use illustrations, photographs, captions, headings to organize information
- (N) R/L.3.12.B Follow directions
- (N) R/L.3.12.C Read labels, titles, headings and captions
- (N) R/L.3.12.D Understand test-taking strategies
- (N) R/L.3.12.E Write sample outline
- (N) R/L.3.12.F Develop note-taking strategies

## TECHNOLOGY

**R/L.3.13**      **The student will explore the uses of available technology in the reading/language arts program.**

# READING/LANGUAGE ARTS CURRICULUM

## Diocese of Arlington

### Grade 4

Fourth grade students will be immersed into an integrated language arts curriculum. Listening, speaking, reading, and writing will occur daily. Students will be using developmentally appropriate materials to foster fluency, expression and comprehension.

The following key should guide you in planning your curriculum as you see what is (N) new to students entering your grade, what you will be (E) expanding on from the previous year, what materials they should (M) master by the end of the year, and finally, material that they have mastered in past years and you should hold them (A) accountable to knowing in their current grade.

## ORAL LANGUAGE

### **R/L.4.1      The student will develop listening skills**

- (A) R/L.4.1.A Develop an appreciation for the value of listening
- (A) R/L.4.1.B Respond to questions
- (E) R/L.4.1.C Respond to oral presentations (student shared stories, reports) in a variety of ways
- (E) R/L.4.1.D Follow multi-step directions
- (E) R/L.4.1.E Develop critical listening skills
- (E) R/L.4.1.F Listen to and record information
- (N) R/L.4.1.G Summarize oral presentations

### **R/L.4.2      The student will speak effectively**

- (E) R/L.4.2.A Develop articulation skills
  - (E) R/L.4.2.A.1 Speak clearly
  - (E) R/L.4.2.A.2 Use appropriate volume and pitch
  - (E) R/L.4.2.A.3 Speak at an understandable rate
- (A) R/L.4.2.B Participate courteously in group discussion
- (E) R/L.4.2.C Present oral reports
- (E) R/L.4.2.D Participate in choral reading, rehearsed oral reading
- (E) R/L.4.2.E Recite poetry
- (E) R/L.4.2.F Express opinions
- (E) R/L.4.2.G Relay accurate directions to accomplish a task or to reach a specific destination
- (E) R/L.4.2.H Ask questions and paraphrase to clarify information using grammatically correct language and specific vocabulary to communicate ideas.

## **READING/LITERATURE**

### **R/L.4.3      The student will employ strategies to decode words to increase Vocabulary**

- (E) R/L.4.3.A Develop word meanings
  - (E) R/L.4.3.A.1 Unfamiliar words
  - (E) R/L.4.3.A.2 Multiple meanings of words
  - (E) R/L.4.3.A.3 Synonyms, antonyms
  - (E) R/L.4.3.A.4 Homonyms, homographs
  - (E) R/L.4.3.A.5 Content area and specialized language
  - (E) R/L.4.3.A.6 Context clues
- (E) R/L.4.3.B Work towards fluent reading
  - (E) R/L.4.3.B.1 Reads and rereads stories, poems and passages with fluency and expression
    - (E) R/L.4.3.B.2 Self-corrects when necessary
- (E) R/L.4.3.C Use structural clues
  - (E) R/L.4.3.C.1 Base/root words in variant word forms
  - (E) R/L.4.3.C.2 Suffixes and prefixes
  - (E) R/L.4.3.C.3 Syllabic generalizations
  - (E) R/L.4.3.C.4 Use of apostrophe (contraction, possessives)
  - (E) R/L.4.3.C.5 Abbreviations
  - (E) R/L.4.3.C.6 Diacritical markings
- (E) R/L.4.3.D Use word reference materials, including
  - (E) R/L.4.3.D.1 Glossary
  - (E) R/L.4.3.D.2 Dictionary
  - (E) R/L.4.3.D.3 Thesaurus

### **R/L.4.4      The student will demonstrate comprehension of a variety of literary forms**

- (E) R/L.4.4.A Use appropriate prereading strategies
  - (E) R/L.4.4.A.1 Set a purpose for reading
  - (E) R/L.4.4.A.2 Use prior knowledge to build background
  - (E) R/L.4.4.A.3 Use text organizers such as type, heading, and graphics to predict outcomes
  - (E) R/L.4.4.A.4 Formulate questions that might be answered in the selection
- (E) R/L.4.4.B Use appropriate behaviors while reading
  - (E) R/L.4.4.B.1 Participate in sustained silent reading
  - (E) R/L.4.4.B.2 Skim for specific information
  - (E) R/L.4.4.B.3 Ask and answer questions
- (E) R/L.4.4.C Analyze literary elements
  - (E) R/L.4.4.C.1 Character, settings, plot, theme
  - (E) R/L.4.4.C.2 Compare/contrast characters, settings, plots
  - (M) R/L.4.4.C.3 Identify the distinguishing characteristics of literary genre,

		including folklore, fantasy, realistic fiction, historical fiction, poetry, mythology, drama, and non-fiction text
(E)	R/L.4.4.C.4	Explain the author's purpose and describe how the choice of language, setting and information contributes to the author's purpose
(N)	R/L.4.4.C.5	Explore historical fiction and the fact and fiction within it
(N)	R/L.4.4.C.6	Recognize propaganda/advertising techniques
	R/L.4.4.D	Respond to literature orally and in writing
(E)	R/L.4.4.D.1	Relate literature to real life
(E)	R/L.4.4.D.2	Relate the text to previously read materials
(E)	R/L.4.4.D.3	Make inferences
(E)	R/L.4.4.D.4	Draw conclusions
(E)	R/L.4.4.D.5	Confirm/revise predictions
(E)	R/L.4.4.D.6	Distinguish fact/opinion
(E)	R/L.4.4.D.7	Make judgments/decisions
(N)	R/L.4.4.D.8	Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges
(N)	R/L.4.4.D.9	Identify sensory words
(E)	R/L.4.4.E	Organize information/content of a selection
(E)	R/L.4.4.E.1	Identify main idea/supporting details
(E)	R/L.4.4.E.2	Sequence events/ideas
(E)	R/L.4.4.E.3	Identify cause and effect
(E)	R/L.4.4.E.4	Identify problem/solution
(E)	R/L.4.4.E.5	Summarize content of selection, identifying important ideas and providing details for each important idea
(E)	R/L.4.4.E.6	Generalize

## WRITING/GRAMMAR

<b>R/L.4.5</b>		<b>The student will write daily - demonstrating knowledge of the writing process</b>
	R/L.4.5.A	Employ prewriting strategies
(E)	R/L.4.5.A.1	Generate ideas (brainstorm, make lists, web, map, outline, etc.)
(E)	R/L.4.5.A.2	Choose and narrow topics
(E)	R/L.4.5.A.3	Identify purpose and audience
	R/L.4.5.B	Select writing form
(E)	R/L.4.5.B.1	Journal
(E)	R/L.4.5.B.2	Paragraphs
(E)	R/L.4.5.B.2.a	descriptive
(E)	R/L.4.5.B.2.b	narrative
(E)	R/L.4.5.B.2.c	expository
(E)	R/L.4.5.B.2.d	persuasive

(E)	R/L.4.5.B.3	Social letter/postcard/envelope
(E)	R/L.4.5.B.4	Poem(rhymed, unrhymed and patterned poetry)
(E)	R/L.4.5.B.5	Book reports
(E)	R/L.4.5.B.6	Stories
(E)	R/L.4.5.B.7	Sentence dictation
(N)	R/L.4.5.B.8	Outline in detail
(N)	R/L.4.5.B.9	News story
(N)	R/L.4.5.B.10	Filling out forms
(N)	R/L.4.5.B.11	Multiple paragraph report
(N)	R/L.4.5.B.12	Multi-step directions
	R/L.4.5.C	Write a first draft of a paragraph
(E)	R/L.4.5.C.1	Include main idea/topic sentence (beginning sentence)
(E)	R/L.4.5.C.2	Include supporting ideas (middle sentence(s))
(E)	R/L.4.5.C.3	Include concluding sentence
(E)	R/L.4.5.C.4	Vary sentence length and use of words within sentences
(E)	R/L.4.5.C.5	Use time-order and transitional words
(E)	R/L.4.5.D	Revise writing for clarity and use specific vocabulary and information
(E)	R/L.4.5.E	Proofread to correct grammar, syntax, spelling, punctuation
(E)	R/L.4.5.F	Review and evaluate with self and peer
(E)	R/L.4.5.G	Publish a minimum of one sample per quarter

<b>R/L.4.6</b>		
	R/L.4.6.A	Use correct sentence structure
(M/A)	R/L.4.6.A.1	Simple, subject-verb agreement, declarative, interrogative, imperative, exclamatory
(E)	R/L.4.6.A.2	Simple subject, simple predicate
(N)	R/L.4.6.A.3	Direct object
(N)	R/L.4.6.A.4	Diagram subject understood, compound subject, compound predicate
(E)	R/L.4.6.B	When posed with a question, use stated question as part of the answer
(E)	R/L.4.6.C	Identify and use nouns
(E)	R/L.4.6.C.1	Common, proper, singular, plural, possessives, as subject of sentence
(N)	R/L.4.6.C.2	As direct object of sentence
	R/L.4.6.D	Identify and use pronouns
(E)	R/L.4.6.D.1	Person, number, gender, possessives as subject of sentence, as direct object of sentence
	R/L.4.6.E	Identify and use adjectives
(E)	R/L.4.6.E.1	Comparison and descriptive
(E)	R/L.4.6.E.2	Articles a, an and the
(N)	R/L.4.6.E.3	Limiting, proper
	R/L.4.6.F	Identify and use verbs
(E)	R/L.4.6.F.1	Action, auxiliary/helping, being, present tense, past

		tense, predicate, regular, irregular
(N)	R/L.4.6.F.2	Linking, future tense
	R/L.4.6.G	Identify and use adverbs
(E)	R/L.4.6.G.1	Time, place, manner
(N)	R/L.4.6.G.2	Comparison
	R/L.4.6.H	Follow the standards of capitalization
(E)	R/L.4.6.H.1	Capitalize pronoun I, first word in a sentence, proper nouns, days of the week, months of the year, abbreviations of a word beginning with a capital letter, initials, salutation and closing of a letter, titles of books and poems, first word in a quotation, story titles, titles of honor and respect when preceding a name, pronouns relating to God
(E)	R/L.4.6.H.2	Capitalize proper adjectives, in an outline
	R/L.4.6.I	Follow standards of punctuation
(A)	R/L.4.6.I.1	Use period after a declarative/imperative sentence, abbreviations, initials
(A)	R/L.4.6.I.2	Use question mark after an interrogative sentence
(A)	R/L.4.6.I.3	Use exclamation mark after an exclamatory sentence
(E)	R/L.4.6.I.4	Use comma in a friendly letter, address, date, salutation, closing, to separate words in a series, direct quotations
(E)	R/L.4.6.I.5	Use an apostrophe in contractions to show singular and plural possession
(E)	R/L.4.6.I.6	Use quotation marks before/after a direct quotation, title of a poem
(N)	R/L.4.6.I.7	Use a period in an outline
(N)	R/L.4.6.I.8	Use a comma after “yes” or “no” when they introduce a sentence

**R/L.4.7**

**The student will use correct spelling**

(E)	R/L.4.7.A	Use a multi-sensory approach
(E)	R/L.4.7.B	Follow phonetic rules
(E)	R/L.4.7.C	Understand structural principles and spelling patterns
(E)	R/L.4.7.D	Spell words learned in the content areas correctly
(A)	R/L.4.7.E	Spell high frequency words correctly (refer to preprimer through third grade Dolch List)
(N)	R/L.4.7.F	Practice dictation

**R/L.4.8**

**The student will write legibly**

(M)	R/L.4.8.A	Write with correct form, alignment, and spacing
(A)	R/L.4.8.B	Present work neatly done
(E)	R/L.4.8.C	Write daily in cursive writing
(E)	R/L.4.8.D	Reduce size of cursive writing
(N)	R/L.4.8.E	Use pen

## **RESEARCH**

**R/L.4.9      The student will locate information in reference sources *and apply it to research topic***

- (E) R/L.4.9.A Note format and parts of books
- (E) R/L.4.9.B Use table of contents, index, and glossary
- (E) R/L.4.9.C Alphabetize beyond third letter
- (E) R/L.4.9.D Interpret maps, graphs, and other visuals
- (E) R/L.4.9.E Use library skills to locate information
- (E) R/L.4.9.F Choose appropriate reference sources - dictionary, encyclopedia, atlas, almanac, thesaurus, books, magazines, pamphlets, newspapers, telephone directory
- (N) R/L.4.9.G Use electronic database
- (E) R/L.4.9.H Record bibliographic information (text title, author, and copyright)

**R/L.4.10      The student will utilize study skills**

- (E) R/L.4/10.A Organize materials
- (E) R/L.4.10.B Employ strategies when reading (visualize, summarize, predict, self-monitor, vary reading rate)
- (E) R/L.4.10.C Collect and record information from a variety of print and non-print sources, including the internet
- (E) R/L.4.10.D Comprehend, apply, analyze, evaluate, and synthesize information
- (E) R/L.4.10.E Use test taking strategies
- (N) R/L.4.10.F Construct questions about a topic

## **TECHNOLOGY**

**R/L.4.11      The student will explore the uses of available technology in the reading/language arts program.**

# READING/LANGUAGE ARTS CURRICULUM

## Diocese of Arlington

### Grade 5

Fifth grade students will recognize and apply the integration of language arts daily. Skills will be modeled by the teacher and practiced by the student. Students will be using developmentally appropriate materials to foster fluency, expression and comprehension.

The following key should guide you in planning your curriculum as you see what is (N) new to students entering your grade, what you will be (E) expanding on from the previous year, what materials they should (M) master by the end of the year, and finally, material that they have mastered in past years and you should hold them (A) accountable to knowing in their current grade.

### ORAL LANGUAGE

#### **R/L.5.1      The student will develop listening skills**

- (E) R/L.5.1.A Develop an appreciation for the value of listening
- (E) R/L.5.1.B Respond to questions
- (E) R/L.5.1.C Follow multi-step directions
- (E) R/L.5.1.D Develop critical listening skills
- (E) R/L.5.1.E Summarize oral presentations
- (E) R/L.5.1.F Distinguish fact from opinion
- (E) R/L.5.1.G Respond to speaker in a variety of ways (ask questions, think aloud, contribute ideas)
- (N) R/L.5.1.H Listen for a specific purpose: information, appreciation, entertainment, directions, persuasion
- (N) R/L.5.1.I Identify speaker's main point and supporting details

#### **R/L.5.2      The student will speak effectively**

- (E) R/L.5.2.A Present orally or take part in a book report, interview, telling of a fable, choral speaking, poetry recitation, personal opinions and directions
- (E) R/L.5.2.B Use evidence to support opinions
- (E) R/L.5.2.C Organize and summarize content sequentially or around major ideas to paraphrase
- (E) R/L.5.2.D Determine appropriate content for audience
- (N) R/L.5.2.E Incorporate visual aids to support the presentation
- (N) R/L.5.2.F Maintain eye contact with listeners
- (N) R/L.5.2.G Use gestures to support, accentuate, or dramatize verbal message
- (N) R/L.5.2.H Use facial expressions to support or dramatize verbal message

- (N) R/L.5.2.I Use posture appropriate for communication setting
- (N) R/L.5.2.J Make planned oral presentations
  - Summarize main points before or after presentation
  - Use grammatically correct language and specific vocabulary
- (N) R/L.5.2.J.2 Read with sufficient accuracy and fluency to support comprehension
- R/L.5.2.K

## **READING/LITERATURE**

### **R/L.5.3**

#### **The student will employ strategies to decode words and increase vocabulary**

- Develop word meanings
  - Unfamiliar words
  - Multiple meanings of words
  - Synonyms, antonyms
  - Homophones, heteronyms (lead/lead)
  - Content area and specialized language
  - Context clues
- Work towards fluent reading
  - Reads and rereads stories, poems and passages with fluency and expression
  - Self-corrects when necessary
- Use structural clues
  - Base/root words in variant word forms
  - Suffixes and prefixes
  - Syllabic generalizations
  - Use apostrophe (contractions and possessives)
  - Abbreviations
  - Diacritical marking
- Use word reference materials, including:
  - Glossary
  - Dictionary
  - Thesaurus
- Solve analogies (Enrichment)

### **R/L.5.4**

#### **The student will demonstrate comprehension of literature selections in fiction and nonfiction**

- (E) R/L.5.4.A Fluency, accuracy set purpose for reading, activate background knowledge
- (E) R/L.5.4.B Analyze literary elements
  - Character
  - Plot
  - Setting
  - Mood
  - Theme
- (E) R/L.5.4.B.1
- (E) R/L.5.4.B.2
- (E) R/L.5.4.B.3
- (E) R/L.5.4.B.4
- (E) R/L.5.4.B.5

(E) R/L.5.4.B.6	Point of view
(E) R/L.5.4.C	Identify characteristics of common literary forms
(M) R/L.5.4.C.1	Fables
(M) R/L.5.4.C.2	Biography
(M) R/L.5.4.C.3	Autobiography
(M) R/L.5.4.C.4	Fantasy
(M) R/L.5.4.C.5	Historical fiction
(M) R/L.5.4.C.6	Patterned poetry
(N) R/L.5.4.C.7	Narrative verse
(N) R/L.5.4.C.8	Short stories
(N) R/L.5.4.C.9	Novels
(N) R/L.5.4.C.10	Drama
(N) R/L.5.4.C.11	Myths
(N) R/L.5.4.C.12	Tall tales
(E) R/L.5.4.C.13	Contemporary fiction
(E) R/L.5.4.D	Evaluate author's purpose/point of view
(E) R/L.5.4.E	Recognize techniques of persuasion and propaganda
(E) R/L.5.4.F	Respond to literature orally and in writing
(E) R/L.5.4.F.1	Make inferences
(M) R/L.5.4.F.2	Draw conclusions – identify cause and effect relationship
(E) R/L.5.4.F.3	Confirm/revise predictions
(E) R/L.5.4.F.4	Distinguish fact/opinion
(E) R/L.5.4.F.5	Make judgments/decisions
(E) R/L.5.4.F.6	Support opinions
R/L.5.4.G	Organize information/content of a selection
(E) R/L.5.4.G.1	Identify main idea/supporting details
(A) R/L.5.4.G.2	Sequence events
(E) R/L.5.4.G.3	Identify cause and effect
(E) R/L.5.4.G.4	Identify problem/solution
(E) R/L.5.4.G.5	Identify steps in a process
(E) R/L.5.4.G.6	Compare/contrast selections and characters
(E) R/L.5.4.G.7	Summarize
(E) R/L.5.4.G.8	Form generalizations

## WRITING/GRAMMAR

<b>R/L.5.5</b>	<b>The student will write daily - demonstrating knowledge of the writing process</b>
R/L.5.5.A	Employ prewriting strategies
(E) R/L.5.5.A.1	Generate ideas (brainstorm, make lists, web, map, outline, etc.)
(E) R/L.5.5.A.2	Choose and narrow topics
(E) R/L.5.5.A.3	Identify purpose and audience
R/L.5.5.B	Select writing form

(E) R/L.5.5.B.1	Journal
(E) R/L.5.5.B.2	Paragraphs
(E) R/L.5.5.B.2.a	descriptive
(E) R/L.5.5.B.2.b	narrative
(E) R/L.5.5.B.2.c	expository
(E) R/L.5.5.B.2.d	persuasive
(E) R/L.5.5.B.3	Social letter/postcard, thank you, invitation and envelope
(E) R/L.5.5.B.4	Poem
(E) R/L.5.5.B.5	Book report
(E) R/L.5.5.B.6	Stories
(E) R/L.5.5.B.7	Outline
(E) R/L.5.5.B.8	News story
(E) R/L.5.5.B.9	Forms
(E) R/L.5.5.B.10	Multi-paragraph composition/report
(E) R/L.5.5.B.11	Multi-step instructions
(E) R/L.5.5.B.12	Advertisement
(N) R/L.5.5.B.13	Summary
(N) R/L.5.5.B.14	Critique/review
(N) R/L.5.5.B.15	Comparison/contrast
(N) R/L.5.5.B.16	Business letter
R/L.5.5.C	Write a first draft of a paragraph
(M) R/L.5.5.C.1	Include main idea/topic sentence (beginning sentence)
(M) R/L.5.5.C.2	Include supporting ideas (middle sentence(s))
(M) R/L.5.5.C.3	Include concluding sentence
(M) R/L.5.5.C.4	Vary sentence length and use of words within sentences
(M) R/L.5.5.C.5	Use time-order and transitional words
(E) R/L.5.5.D	Revise writing for clarity
(E) R/L.5.5.E	Proofread to correct grammar, syntax, spelling, punctuation
(E) R/L.5.5.F	Review and evaluate with self and peer
(E) R/L.5.5.G	Publish a minimum of one sample per quarter

### **R/L.5.6**

R/L.5.6.A

(E) R/L.5.6.A.1

(E) R/L.5.6.A.2

(N) R/L.5.6.A.3

(N) R/L.5.6.A.4

(E) R/L.5.6.B

R/L.5.6.C

### **The student will apply grammatical rules when writing**

Use correct sentence structure

Simple, declarative, interrogative, imperative, exclamatory, simple subject, simple predicate, direct object, understood subject, compound subject, and compound predicate

Diagram simple sentences

Complete subject, complete predicate

Inverted order, complete subject, complete predicate, subjective complement, compound object

When posed with a question, used stated question as part of the answer

Identify and use nouns

(M)	R/L.5.6.C.1	Common, proper, singular, plural, possessives, as subject of sentence
(N)	R/L.5.6.C.2	Gender, subjective complement, object of preposition, as direct object of sentence
	R/L.5.6.D	Identify and use pronouns
(E)	R/L.5.6.D.1	Person, number, gender, possessives, as subject of sentence, as direct object of sentence
(N)	R/L.5.6.D.2	As indirect object, compound personal pronouns, as subjective complement, as object of preposition
	R/L.5.6.E	Identify and use adjectives
(E)	R/L.5.6.E.1	Descriptive, limiting, proper, comparison of, demonstrative, and article
(N)	R/L.5.6.E.2	Possessive
	R/L.5.6.F	Identify and use verbs
(E)	R/L.5.6.F.1	Action, auxiliary/helping, being, linking
(E)	R/L.5.6.F.2	Simple tenses and form, predicate
(N)	R/L.5.6.F.3	Present and Past Participle
(E)	R/L.5.6.G	Identify and use adverbs: time, place, manner, comparison of
	R/L.5.6.H	Identify and use prepositions and prepositional phrases
(N)	R/L.5.6.H.1	Adjectival phrases
(N)	R/L.5.6.H.2	Adverbial phrases
(N)	R/L.5.6.I	Conjunctions
(N)	R/L.5.6.J	Interjections
	R/L.5.6.K	Follow the standards of capitalization
(A)	R/L.5.6.K.1	Capitalize pronoun I, first word in a sentence, proper nouns, days of the week, months of the year, initials, salutation, and closing of a letter, titles of books and poems, story titles, titles of honor and respect when preceding a name, pronouns relating to God
	R/L.5.6.K.2	Capitalize abbreviations of a word beginning with a capital letter and first word in a quotation
(E)	R/L.5.6.K.3	Capitalize proper adjectives, in an outline
	R/L.5.6.L	Follow standards of punctuation
(A)	R/L.5.6.L.1	Use period after a declarative/imperative sentence, abbreviations, initials
(A)	R/L.5.6.L.2	Use question mark after an interrogative sentence
(A)	R/L.5.6.L.3	Use exclamation mark after an exclamatory sentence
(A)	R/L.5.6.L.4	Use comma in a friendly letter, address, date, salutation, closing, to separate words in a series, direct quotations, after "yes" or "no"
(A)	R/L.5.6.L.5	Use an apostrophe in contractions and to show singular/plural possession
(E)	R/L.5.6.L.6	Use quotation marks before/after a direct quotation, title of a poem
(N)	R/L.5.6.L.7	Use a comma before conjunctions when two simple

- (N) R/L.5.6.L.8      sentences are joined  
Use quotation marks to enclose titles of short stories,  
magazine articles, television shows and radio programs

(N) R/L.5.6.L.9      Underline titles of books, magazines, newspapers, movies  
and works of art

(E) R/L.5.6.L.10      Use period in an outline

R/L.5.7

- (A) R/L.5.7.A Use a multi-sensory approach

(E) R/L.5.7.B Understand structural principles and spelling patterns

(A) R/L.5.7.C Spell words learned in the content areas correctly

(A) R/L.5.7.D Spell high frequency words correctly

(E) R/L.5.7.E Practice dictation regularly

(N) R/L.5.7.F Know the etymology of words

(E) R/L.5.7.G Practice proofreading skills

(E) R/L.5.7.H Practice dictionary skills

R/L.5.8

- (A) R/L.5.8.A Write with correct form, alignment, and spacing  
(A) R/L.5.8.B Present work neatly done **in cursive**

RESEARCH

R/L,5,9

**The student will locate information in reference sources and apply to research topic**

- (E) R/L.5.9.A Note format and parts of books

(E) R/L.5.9.B Use alphabetical sequence to locate information

R/L.5.9.C Use reference materials

(E) R/L.5.9.C.1 Encyclopedia

(E) R/L.5.9.C.2 Atlas

(N) R/L.5.9.C.3 *Reader's Guide to Periodical Literature*

(E) R/L.5.9.D Use library skills to locate information

(E) R/L.5.9.E Use electronic databases, when possible, to access information

(E) R/L.5.9.F Choose appropriate reference sources (dictionary, encyclopedia, atlas, almanac, thesaurus, books, magazines, pamphlets, newspapers, non print media, telephone directory, calendar)

(N) R/L.5.9.G Skim materials to develop a general overview of content or to locate specific information

(N) R/L.5.9.H Develop notes that include important concepts, paraphrases, summaries, and identification of information sources

(N) R/L.5.9.I Credit secondary reference sources

(N) R/L.5.9.J Develop an understanding of plagiarism and its repercussions

R/L.5.10

### **The student will utilize study skills**

- (A) R/L.5.10.A Organize materials
- (A) R/L.5.10.B Employ strategies when reading (visualize, summarize, predict, self-monitor, vary reading rate)
- (E) R/L.5.10.C Collect and record information from a variety of print and non-print sources
- (E) R/L.5.10.D Comprehend, apply, analyze, evaluate, and synthesize information
- (E) R/L.5.10.E Use test taking strategies
- (E) R/L.5.10.F Construct questions about a topic
- (N) R/L.5.10.G Develop strategies for comprehending text (eg. SQ3R - skim, question, read, recite, review)
- (N) R/L.5.10.H Develop note-taking strategies including previewing and checking

## **TECHNOLOGY**

**R/L.5.11      The student will explore the uses of available technology in the reading/language arts program.**

# READING/LANGUAGE ARTS CURRICULUM

## Diocese of Arlington

### Grade 6

Sixth grade students will recognize and apply the integration of language arts daily. Skills will be modeled by the teacher and practiced by the student. Students will be using developmentally appropriate materials to foster fluency, expression and comprehension.

The following key should guide you in planning your curriculum as you see what is (N) new to students entering your grade, what you will be (E) expanding on from the previous year, what materials they should (M) master by the end of the year, and finally, material that they have mastered in past years and you should hold them (A) accountable to knowing in their current grade.

## ORAL LANGUAGE

### R/L.6.1

#### **The student will develop listening skills**

- (A) R/L.6.1.A Develop an appreciation for the value of listening
- (A) R/L.6.1.B Respond to questions
- (A) R/L.6.1.C Follow multi-step directions
- (N) R/L.6.1.D Develop critical listening skills to include analyze self and other presentations
- (E) R/L.6.1.E Summarize oral presentations
- (E) R/L.6.1.F Respond to speaker in a variety of ways (ask questions, think aloud, contribute ideas)
- (E) R/L.6.1.G Discuss the speaker's specific purpose: information, appreciation, entertainment, directions, persuasion
- (E) R/L.6.1.H Identify speaker's main point and supporting details
- (E) R/L.6.1.I Distinguish fact from opinion
- (E) R/L.6.1.J Compare and contrast viewpoints

### R/L.6.2

#### **The student will speak effectively**

- (A) R/L.6.2.A Practice choral speaking, reading aloud, presenting book reports, and conducting interviews
- (E) R/L.6.2.B Use evidence to present personal opinions
- (E) R/L.6.2.C Discuss each major topic and support ideas with accurate details to paraphrase
- (E) R/L.6.2.D Speak directly to the audience and make eye contact
- (E) R/L.6.2.E Read a written selection orally with the proper intonation
- (E) R/L.6.2.F Acknowledge others' points of view

- (E) R/L.6.2.G Understand and practice the tools for speaking clearly and correctly:
- (E) R/L.6.2.G.1 Pitch
  - (E) R/L.6.2.G.2 Stress
  - (E) R/L.6.2.G.3 Enunciation
  - (E) R/L.6.2.G.4 Projection
  - (E) R/L.6.2.H Practice introductions
  - (E) R/L.6.2.I Utilize visual aides in presentations
  - (E) R/L.6.2.J Utilize nonverbal expressing skill
  - (E) R/L.6.2.J.1 Eye contact
  - (E) R/L.6.2.J.2 Posture
  - (E) R/L.6.2.J.3 Tone
  - (E) R/L.6.2.J.4 Gestures
  - (E) R/L.6.2.J.5 Facial expressions
  - (E) R/L.6.2.K Use grammatically correct language

## **READING/LITERATURE**

### **R/L.6.3**

**The student will read and learn the meaning of unfamiliar words and increase vocabulary**

- (E) R/L.6.3.A Use phonetic, structural, and context clues to decode unfamiliar words
- (E) R/L.6.3.B Work towards fluent reading
- (E) R/L.6.3.B.1 Reads and rereads stories, poems and passages with fluency and expression
- (E) R/L.6.3.B.2 Self-corrects when necessary
- (E) R/L.6.3.C Develop vocabulary in content areas
- (E) R/L.6.3.D Recognize multiple meanings of words
- (E) R/L.6.3.E Develop word meanings
  - Synonyms
  - Antonyms
  - Homonyms
  - Word classifications
- (E) R/L.6.3.E.1 Understand the use of figurative language
- (E) R/L.6.3.E.2 Use word reference materials (glossary, dictionary and thesaurus)
- (E) R/L.6.3.E.3 Solve analogies
- (N) R/L.6.3.E.4 Solve syllogisms

### **R/L.6.4**

**The student will demonstrate comprehension of literature selections in fiction, nonfiction, poetry and prose**

- (A) R/L.6.4.A Use prior knowledge to build background
- (E) R/L.6.4.B Identify the main idea/supporting details
- (E) R/L.6.4.C Summarize/retell the passage
- (M) R/L.6.4.D Draw conclusions

- (E) R/L.6.4.E Predict outcomes
- (E) R/L.6.4.F Follow sequence of events and ideas
- (E) R/L.6.4.G Relate cause to effect
- (E) R/L.6.4.H Identify the author's purpose/point of view
- (E) R/L.6.4.I Use knowledge of text structures to make inferences
- (E) R/L.6.4.J Distinguish fact/opinion
- (E) R/L.6.4.K Support opinions
- (E) R/L.6.4.L Identify problem/solution
- (E) R/L.6.4.M Identify steps in a process
- (M) R/L.6.4.N Form generalizations
- (M) R/L.6.4.O Make judgments/decisions
- (E) R/L.6.4.P Recognize techniques of persuasion and propaganda
- (E) R/L.6.4.Q Compare/contrast genre of literature
- (A) R/L.6.4.R Discuss what is read
- (A) R/L.6.4.S Write about what is read
- (A) R/L.6.4.T Adjust rate of reading according to material, level of difficulty, and purpose for reading
- (A) R/L.6.4.U Analyze story elements (characters, setting, plot, point of view, mood, and theme)
- (E) R/L.6.4.V Identify characteristics of common literary genre (patterned poetry, narrative verse, short stories, novels, dramas, myths, fables, tall tales, biography, autobiography, fantasy, and historical and contemporary fiction)
- (N) R/L.6.4.W React to sensory imagery (five senses)
- (N) R/L.6.4.X Recognize bias and symbolism
- (N) R/L.6.4.Y Identify flashback and foreshadowing techniques
- (N) R/L.6.4.Z Identify implied main ideas and themes
- (E) R/L.6.4.AA Respond to literature by relating it to real life, making historical and multicultural connections

## WRITING/GRAMMAR

<b>R/L.6.5</b>	<b>The student will write daily</b>
R/L.6.5.A	Employ prewriting strategies
(E) R/L.6.5.A.1	Generate ideas (brainstorm, make lists, web, map, outline etc.)
(M) R/L.6.5.A.2	Choose and narrow topics
(E) R/L.6.5.A.3	Identify purpose and audience
R/L.6.5.B	Select writing mode and form
(E) R/L.6.5.B.1	Narrative
(E) R/L.6.5.B.2	Descriptive
(E) R/L.6.5.B.3	Expository
(E) R/L.6.5.B.4	Persuasive
(N) R/L.6.5.B.5	Research paper

	R/L.6.5.C	Write a first draft
(E)	R/L.6.5.C.1	Organize generated information for writing using Lists
(E)	R/L.6.5.C.1.a	Graphic organizers
(E)	R/L.6.5.C.1.b	Map
(E)	R/L.6.5.C.1.c	Outline
(E)	R/L.6.5.C.1.d	Concept map
(E)	R/L.6.5.C.1.e	R/L.6.5.D
(E)	R/L.6.5.D	Evaluate and revise content
(E)	R/L.6.5.D.1	Organization
(E)	R/L.6.5.D.2	Topic development
(E)	R/L.6.5.D.3	Transition
(E)	R/L.6.5.D.4	Clarity
(E)	R/L.6.5.D.5	Appropriateness of language, vocabulary
(E)	R/L.6.5.D.6	Word and sentence variety
(E)	R/L.6.5.D.7	Appropriateness to purpose and audience
(E)	R/L.6.5.E	Revise for corrections
(E)	R/L.6.5.F	Review and edit with self and peer
	R/L.6.5.G	Publish
(E)	R/L.6.5.G.1	Share composition with others
(E)	R/L.6.5.G.2	Use appropriate manuscript style
(E)	R/L.6.5.H	Utilize writing as a tool of learning—writing across the curriculum: (Teach method of writing coherent, complete essay answers on content area tests)

	<b>R/L.6.6</b>	<b>The student will apply grammatical rules when writing</b>
	R/L.6.6.A	Use correct sentence structure
(M)	R/L.6.6.A.1	Simple, declarative, interrogative, imperative, exclamatory, simple subject, simple predicate, direct object, understood subject, compound subject, compound predicate, inverted order, complete subject, complete predicate, subjective complement, and compound object Diagram simple sentences Diagram complex sentences Independent clauses, subordinate clauses, compound sentences, coordinate conjunctions, and compound complement
(E)	R/L.6.6.A.2	When posed with a question, used stated question as part of the answer
(N)	R/L.6.6.A.3	Identify and use nouns
(N)	R/L.6.6.A.4	Common, proper, singular, plural, possessives, as subject of sentence, as object of sentence, gender, and object of preposition Noun as indirect object, in apposition, in direct address, class (abstract, concrete, collective), and attributes of
(E)	R/L.6.6.B	
	R/L.6.6.C	
(M)	R/L.6.6.C.1	
(N)	R/L.6.6.C.2	

	R/L.6.6.D	nouns (case: nominative, possessive, objective, subjective complement)
(E)	R/L.6.6.D.1	Identify and use pronouns Person, number, gender, possessives, as subject of a sentence, as object of sentence, as direct object, indirect object, compound personal pronouns, as subjective complement, as object of preposition Pronoun-antecedent agreement Case (nominative, possessive, objective), in apposition, attributes of pronouns, interrogative pronoun and subject-verb agreement
(N)	R/L.6.6.D.2	
(N)	R/L.6.6.D.3	
	R/L.6.6.E	Identify and use adjectives Descriptive, limiting, proper, comparison of, demonstrative, article, and possessive Interrogative
(E)	R/L.6.6.E.1	
(N)	R/L.6.6.E.2	Identify and use verbs Action, auxiliary, being, linking, predicate, simple tenses and form, and participle
	R/L.6.6.F	Transitive/intransitive
(M)	R/L.6.6.F.1	Compound tenses (perfect tense) and form Person, number
(N)	R/L.6.6.F.2	Identify and use adverbs Time, place, manner, and degree
(N)	R/L.6.6.F.3	Degree, affirmation, and negation
(N)	R/L.6.6.F.4	Identify and use prepositions Prepositional phrase
	R/L.6.6.G	Adjectival phrase and adverbial phrase
(E)	R/L.6.6.G.1	Identify and use conjunctions Coordinate conjunctions
(N)	R/L.6.6.G.2	Identify and use interjections
	R/L.6.6.H	Follow the standards of capitalization
(E)	R/L.6.6.H.1	Capitalize pronoun I, first word in a sentence, proper nouns, days of the week, months of the year, abbreviations of a word beginning with a capital letter, initials, salutation, and closing of a letter, titles of books and poems, first word in a quotation, story titles, titles of honor and respect when preceding a name, pronouns relating to God and proper adjectives
(E)	R/L.6.6.H.2	
	R/L.6.6.I	
(E)	R/L.6.6.I.1	
(E)	R/L.6.6.J	
	R/L.6.6.K	
(M)	R/L.6.6.K.1	
	R/L.6.6.L	Follow standards of punctuation
(M)	R/L.6.6.L.1	Use period after a declarative/imperative sentence, abbreviations, initials, in an outline
(M)	R/L.6.6.L.2	Use question mark after an interrogative sentence
(M)	R/L.6.6.L.3	Use exclamation mark after an exclamatory sentence
(M)	R/L.6.6.L.4	Use comma in a friendly letter, address, to separate words in a series, in direct quotations, in direct address, after

	R/L.6.6.L.5	“yes” or “no,” before conjunctions when two simple sentences are joined, to separate clauses connected by conjunctions (and, but, or nor, and yet) in some compound sentences
(M)	R/L.6.6.L.5.a	Use an apostrophe: In contractions, to show singular/plural possession
(N)	R/L.6.6.L.5.b	To show the omission of a letter, letters, or numbers
(N)	R/L.6.6.L.5.c	In the plural forms of numbers and letters
	R/L.6.6.L.6	
(E)	R/L.6.6.L.6.a	Use quotation marks: Before/after a direct quotation and title of a poem
(N)	R/L.6.6.L.6.b	In divided quotations, and to enclose titles of short stories, magazine articles, television shows, and radio programs
(M)	R/L.6.6.L.7	Underline titles of books, magazines, newspapers, movies, and works of art
(N)	R/L.6.6.L.8	Use a semicolon to separate the clauses of a compound sentence when they are not separated by a coordinate conjunction
(N)	R/L.6.6.L.9	Use a colon after the salutation in a business letter and before a list or enumeration of items
(N)	R/L.6.6.L.10	Use a dash to indicate a sudden change of thought
(N)	R/L.6.6.L.11	Use a hyphen to divide a word at the end of a line whenever one or more syllables are carried to the next line, in compound numbers from twenty-one to ninety-nine, and to separate the parts of some compound words

### **R/L.6.7**

(M)	R/L.6.7.A	Spell words using a multi-sensory approach
(M)	R/L.6.7.B	Understand structural principles and spelling patterns
(M)	R/L.6.7.C	Spell words learned in the content areas correctly
(M)	R/L.6.7.D	Spell high frequency words correctly
(M)	R/L.6.7.E	Practice dictation regularly
(E)	R/L.6.7.F	Know the etymology of words
(E)	R/L.6.7.G	Practice proofreading skills
(E)	R/L.6.7.H	Practice dictionary skills

### **R/L.6.8**

(A)	R/L.6.8.A	Write with correct form, alignment, and spacing
(A)	R/L.6.8.B	Present work neatly done <b>in cursive</b>

## **RESEARCH**

### **R/L.6.9**

### **The student will locate information in reference sources**

(M)	R/L.6.9.A	Note format and parts of books
(M)	R/L.6.9.B	Use alphabetical sequence to locate information
	R/L.6.9.C	Use appropriate reference materials
(A)	R/L.6.9.C.1	Encyclopedia
(A)	R/L.6.9.C.2	Atlas
(E)	R/L.6.9.C.3	Reader's Guide to Periodical Literature
(E)	R/L.6.9.C.4	Electronic references
(M)	R/L.6.9.D	Use library skills to locate information
(E)	R/L.6.9.E	Use electronic databases, when possible, to access information
(E)	R/L.6.9.F	Choose appropriate reference sources (dictionary, encyclopedia, almanac, thesaurus, books, magazines, pamphlets, newspapers, non print media, calendar)
(E)	R/L.6.9.G	Skim materials to develop a general overview of content or to locate specific information
(E)	R/L.6.9.H	Develop notes that include important concepts, paraphrases, summaries, and identification of information sources
(E)	R/L.6.9.I	Credit secondary reference sources
(N)	R/L.6.9.J	Compose list of references (Bibliography)
(E)	R/L.6.9.K	Develop an understanding of plagiarism and its repercussions
<b>R/L.6.10</b>		
(A)	R/L.6.10.A	The student will utilize study skills Use daily and long-term assignment calendars
(A)	R/L.6.10.B	Organize materials for tasks
(E)	R/L.6.10.C	Comprehend, apply, analyze, evaluate, and synthesize information
(N)	R/L.6.10.D	Develop time management skills
(E)	R/L.6.10.E	Develop strategies for comprehending text (e.g. SQ3R-skim, question, read, recite, review)
(E)	R/L.6.10.F	Use advanced graphic organizers
(N)	R/L.6.10.G	Develop note-taking techniques, including paraphrasing, abbreviating and summarizing
(N)	R/L.6.10.H	Develop test-taking strategies including previewing and checking
	R/L.6.10.I	Portfolio use
(N)	R/L.6.10.I.1	Maintain a variety of written work in a portfolio
(N)	R/L.6.10.I.2	Select and organize materials to be included
(N)	R/L.6.10.I.3	Use for self-assessment and improvement
(N)	R/L.6.10.I.4	Use as a record of progress/showcase of base work

## TECHNOLOGY

**R/L.6.11**     The student will explore the uses of available technology in the reading/language arts program.

# READING/LANGUAGE ARTS CURRICULUM

## Diocese of Arlington

### Grade 7

Seventh grade students will recognize and apply the integration of language arts daily. Skills will be modeled by the teacher and practiced by the student. Students will begin formal study of the elements of literature. Students will be using developmentally appropriate materials to foster fluency, expression and comprehension.

The following key should guide you in planning your curriculum as you see what is (N) new to students entering your grade, what you will be (E) expanding on from the previous year, what materials they should (M) master by the end of the year, and finally, material that they have mastered in past years and you should hold them (A) accountable to knowing in their current grade.

### ORAL LANGUAGE

#### **R/L.7.1**

- The student will develop active listening skills**
- (A) R/L.7.1.A Develop an appreciation for the value of listening
  - (A) R/L.7.1.B Respond to questions
  - (A) R/L.7.1.C Follow multi-step directions
  - (A) R/L.7.1.D Develop critical listening skills
  - (E) R/L.7.1.E Summarize oral presentations
  - (E) R/L.7.1.F Respond to speaker in a variety of ways (ask questions, think aloud, contribute ideas)
  - (E) R/L.7.1.G Discuss the speaker's specific purpose: information, appreciation, entertainment, directions, persuasion
  - (A) R/L.7.1.H Identify speaker's main point and supporting details
  - (A) R/L.7.1.I Distinguish fact from opinion
  - (E) R/L.7.1.J Compare and contrast viewpoints

#### **R/L.7.2**

- The student will speak effectively**
- (A) R/L.7.2.A Practice choral speaking, reading aloud, presenting book reports, and conducting interviews
  - (E) R/L.7.2.B Speak directly to the audience
  - (E) R/L.7.2.C Read a written selection orally with the proper interpretation
  - (E) R/L.7.2.D Discuss each major topic and support ideas with accurate details
  - (E) R/L.7.2.E Acknowledge others' points of view
  - (E) R/L.7.2.F Use evidence to present personal opinions
  - R/L.7.2.G Understand and practice the tools for speaking clearly and correctly:
  - (E) R/L.7.2.G.1 Pitch

(E) R/L.7.2.G.2	Stress
(E) R/L.7.2.G.3	Enunciation
(E) R/L.7.2.G.4	Projection
(E) R/L.7.2.G.5	Pace
(E) R/L.7.2.H	Practice introductions
(E) R/L.7.2.I	Utilize visual aides in presentations
(E) R/L.7.2.J	Utilize nonverbal expressing skill
(E) R/L.7.2.K	Use grammatically correct language
(N) R/L.7.2.L	Construct supporting statements while speaking
R/L.7.2.M	Practice nonverbal messages
(E) R/L.7.2.M.1	Eye contact
(E) R/L.7.2.M.2	Posture
(E) R/L.7.2.M.3	Tone
(E) R/L.7.2.M.4	Gestures
(E) R/L.7.2.M.5	Facial expressions

## **READING/LITERATURE**

### **R/L.7.3      The student will read and learn the meaning of unfamiliar words and increase vocabulary**

(E) R/L.7.3.A	Use phonetic, structural, and context clues to decode unfamiliar words
R/L.7.3.B	Work towards fluent reading
(E) R/L.7.3.B.1	Reads and rereads stories, poems and passages with fluency and expression
(E) R/L.7.3.B.2	Self-corrects when necessary
(E) R/L.7.3.C	Develop vocabulary in content areas
(E) R/L.7.3.D	Recognize multiple meanings of words
(E) R/L.7.3.E	Develop word meanings
(E) R/L.7.3.E.1	Synonyms
(E) R/L.7.3.E.2	Antonyms
(E) R/L.7.3.E.3	Homonyms
(E) R/L.7.3.E.4	Classifications
(E) R/L.7.3.F	Understand the use of figurative language
(E) R/L.7.3.G	Use word reference materials (glossary, dictionary and thesaurus)
(E) R/L.7.3.H	Solve analogies
(E) R/L.7.3.I	Solve syllogisms

### **R/L.7.4      The student will demonstrate comprehension of literature selections in fiction, nonfiction, poetry, and prose**

(A) R/L.7.4.A	Use prior knowledge to build background
(M) R/L.7.4.B	Identify the main idea/supporting details
(M) R/L.7.4.C	Summarize/retell the passage
(M) R/L.7.4.D	Draw conclusions

- (M) R/L.7.4.E Predict outcomes
- (M) R/L.7.4.F Follow sequence of events and ideas
- (E) R/L.7.4.G Relate cause to effect
- (E) R/L.7.4.H Identify the author's purpose/point of view
- (E) R/L.7.4.I Use knowledge of text structures to make inferences
- (A) R/L.7.4.J Distinguish fact/opinion
- (A) R/L.7.4.K Support opinions
- (A) R/L.7.4.L Identify problem/solution
- (A) R/L.7.4.M Identify steps in a process
- (A) R/L.7.4.N Form generalizations
- (A) R/L.7.4.O Make judgments/decisions
- (E) R/L.7.4.P Recognize techniques of persuasion and propaganda
- (A) R/L.7.4.Q Compare/contrast genres of literature
- (A) R/L.7.4.R Discuss what is read
- (A) R/L.7.4.S Write about what is read
- (A) R/L.7.4.T Adjust rate of reading according to material, level of difficulty, and purpose of reading
- (A) R/L.7.4.U Analyze story elements (characters, setting, plot, point of view, mood, and theme)
- (A) R/L.7.4.V Identify characteristics of genres of literature (patterned poetry, narrative verse, short stories, novels, dramas, fables, tall tales, biography, autobiography, fantasy, and historical and contemporary fiction)
- (E) R/L.7.4.W React to sensory imagery
- (E) R/L.7.4.X Recognize bias and symbolism
- (E) R/L.7.4.Y Identify flashback and foreshadowing techniques
- (E) R/L.7.4.Z Identify implied main ideas and themes
- (E) R/L.7.4.AA Respond to literature by relating it to real life, making historical and multicultural connections
- (N) R/L.7.4.BB Summarize, generalize, paraphrase
- (N) R/L.7.4.CC Analyze internal and external conflict

## **WRITING/GRAMMAR**

- |  |  |
|--|--|
| <b>R/L.7.5</b><br>R/L.7.5.A<br>(A) R/L.7.5.A.1<br>(A) R/L.7.5.A.2<br>(E) R/L.7.5.A.3<br>R/L.7.5.B<br>(E) R/L.7.5.B.1<br>(E) R/L.7.5.B.2<br>(E) R/L.7.5.B.3 | <b>The student will write daily</b><br>Employ prewriting strategies<br>Generate ideas (brainstorm, make lists, web, map, outline etc.)<br>Choose and narrow topics<br>Identify purpose and audience<br>Select and identify the element for each form<br>Narrative<br>Descriptive<br>Expository |
|--|--|

(E) R/L.7.5.B.4	Persuasive
(N) R/L.7.5.B.5	Research MLA paper with references
R/L.7.5.C	Write a first draft
(E) R/L.7.5.C.1	Organize generated information for writing using graphic organizers
(E) R/L.7.5.C.1.a	Lists
(E) R/L.7.5.C.1.b	Graphic organizers
(E) R/L.7.5.C.1.c	Map
(E) R/L.7.5.C.1.d	Outline
(E) R/L.7.5.C.1.e	Concept map
(E) R/L.7.5.D	Evaluate and revise content
(E) R/L.7.5.D.1	Organization
(E) R/L.7.5.D.2	Topic development
(E) R/L.7.5.D.3	Transition
(E) R/L.7.5.D.4	Clarity
(E) R/L.7.5.D.5	Appropriateness of language
(E) R/L.7.5.D.6	Word and sentence variety
(E) R/L.7.5.D.7	Appropriateness to purpose and audience
(E) R/L.7.5.E	Edit and revise with self and peer
(E) R/L.7.5.F	Publish
(E) R/L.7.5.F.1	Critique a peer's work
(E) R/L.7.5.F.2	Use appropriate manuscript style
(E) R/L.7.5.G	Utilize writing as a tool of learning – writing across the curriculum: (Teach method of writing coherent, complete essay answers on content area tests)

<b>R/L.7.6</b>	<b>The student will apply grammatical rules when writing</b>
R/L.7.6.A	Use correct sentence structure
(M) R/L.7.6.A.1	Simple, declarative, interrogative, imperative, exclamatory, simple subject, simple predicate, direct object, understood subject, compound subject, compound predicate, inverted order, complete subject, complete predicate, subjective complement, compound object, compound sentences, coordinate conjunctions, and compound complement
(E) R/L.7.6.A.1.a	Subordinate and independent clauses
(M) R/L.7.6.A.2	Diagram simple and compound sentences
(N) R/L.7.6.A.3	Complex sentences, correlative conjunctions, subordinate conjunctions
(E) R/L.7.6.B	When posed with a question, used stated question as part of the answer
R/L.7.6.C	Identify and use nouns
(M) R/L.7.6.C.1	Common, proper, singular, plural, possessives, as subject

	R/L.7.6.D	of sentence, subject complement, as object of sentence, object compliment, gender, object of preposition, noun as indirect object, indirect object, in apposition, in direct address, class (abstract, concrete, collective), and attributes of nouns (case: nominative, possessive, objective)
(E)	R/L.7.6.D.1	<p>Identify and use pronouns</p> <p>Person, number, gender, possessives, as subject of a sentence, as object of sentence, as direct object, as indirect object, compound personal pronouns, as subjective complement, as object of preposition, in apposition, pronoun-antecedent agreement, case (nominative, possessive, objective), attributes of pronouns, interrogative pronoun, and subject-verb agreement</p> <p>Intensive pronouns, reflexive pronouns, relative and agreement</p>
(N)	R/L.7.6.D.2	
	R/L.7.6.E	Identify and use adjectives
(E)	R/L.7.6.E.1	<p>Descriptive, limiting, proper, comparison of, demonstrative, article, possessive, and interrogative</p> <p>Indefinite and distributive</p>
(N)	R/L.7.6.E.2	
	R/L.7.6.F	Identify and use verbs
(M)	R/L.7.6.F.1	<p>Action, auxiliary, being, linking, predicate simple/compound tenses and form, participle, transitive/intransitive, person, number, and perfect tenses</p> <p>Active voice, passive voice, indicative mood, imperative mood, and synopsis of verb</p>
(N)	R/L.7.6.F.2	
	R/L.7.6.G	Identify and use adverbs
(E)	R/L.7.6.G.1	<p>Time, place, manner, degree, affirmation, and negation</p> <p>Interrogative</p>
(N)	R/L.7.6.G.2	
	R/L.7.6.H	Identify and use prepositions and prepositional phrases
(E)	R/L.7.6.H.1	<p>Adjectival phrase</p> <p>Adverbial phrase</p>
(E)	R/L.7.6.H.2	
	R/L.7.6.I	Identify and use conjunctions
(E)	R/L.7.6.I.1	<p>Coordinate conjunctions</p> <p>Correlative conjunctions</p>
(N)	R/L.7.6.I.2	
(N)	R/L.7.6.I.3	<p>Subordinate conjunctions</p>
(A)	R/L.7.6.J	Interjections
	R/L.7.6.K	Follow the standards of capitalization
(A)	R/L.7.6.K.1	Capitalize pronoun I, first word in a sentence, proper nouns, days of the week, months of the year, abbreviations of a word beginning with a capital letter, initials, salutation, and closing of a letter, titles of books and poems, first word in a quotation, story

- (M) R/L.7.6.K.2 titles, titles of honor and respect when preceding a name, pronouns relating to God  
R/L.7.6.L Capitalize proper adjectives, in an outline  
(A) R/L.7.6.L.1 Follow standards of punctuation  
  
(A) R/L.7.6.L.2 Use period after a declarative/imperative sentence, abbreviations, initials, in an outline  
(A) R/L.7.6.L.3 Use a question mark after an interrogative sentence  
Use exclamation mark after an exclamatory sentence, phrase/clause  
  
(N) R/L.7.6.L.4 Use comma in a friendly letter, address, to separate words in a series, in direct quotations, after “yes” or “no,” before conjunctions when two simple sentences are joined, to separate clauses connected by conjunctions (and, but, or, nor, and yet) in some compound sentences, to separate nonrestrictive phrases and clauses from the rest of the sentence [NONRESTRICTIVE PHRASE OR CLAUSE is one that may be omitted from the sentence without changing the meaning. RESTRICTIVE PHRASES OR CLAUSES (those that cannot be omitted without changing the meaning of the sentence) are not set off by commas.], after long introductory phrases and clauses and when needed to make the meaning clear, to set off appositive that is not part of the name or that is not restrictive.  
  
R/L.7.6.L.5 Use an apostrophe in contractions:  
(A) R/L.7.6.L.5.a to show singular/plural possession  
(E) R/L.7.6.L.5.b to show the omission of a letter, letters, or numbers  
  
R/L.7.6.L.6 Use quotation marks  
(M) R/L.7.6.L.6.a before/after a direct quotation and a title of a poem  
(E) R/L.7.6.L.6.b in divided quotations and to enclose titles of short stories, magazine articles, television shows and radio programs  
  
(N) R/L.7.6.L.6.c in an inner quotation [When a quotation contains another quotation – a quotation within a quotation – the INNER QUOTATION is set off with single quotation marks.]  
  
(A) R/L.7.6.L.7 Underline titles of books, magazines, newspapers, movies and works of art  
  
R/L.7.6.L.8 Use a semicolon:  
(A) R/L.7.6.L.8.a to separate the clauses of a compound sentence when they are not separated by a coordinate conjunction  
  
(A) R/L.7.6.L.8.b to separate the clauses of a compound sentence that are connected by nevertheless, moreover,

- therefore, then, however, or thus, before as or namely when these words introduce an example or an illustration
- (E) R/L.7.6.L.9      Use a colon after the salutation in a business letter and before a list or enumeration of items
- (E) R/L.7.6.L.10      Use a dash to indicate a sudden change of thought
- (M) R/L.7.6.L.11      Use a hyphen to divide a word at the end of a line whenever one or more syllables are carried to the next line, in compound numbers from twenty-one to ninety-nine, and to separate the parts of some compound words

**R/L.7.7**

- (A) R/L.7.7.A      Spell words using a multi-sensory approach
- (A) R/L.7.7.B      Understand structural principles and spelling patterns
- (A) R/L.7.7.C      Spell words learned in the content areas correctly
- (A) R/L.7.7.D      Spell high frequency words correctly
- (A) R/L.7.7.E      Practice dictation regularly
- (E) R/L.7.7.F      Know the etymology of words
- (E) R/L.7.7.G      Practice proofreading skills
- (E) R/L.7.7.H      Practice dictionary skills

**R/L.7.8**

- (A) R/L.7.8.A      Write with correct form, alignment, and spacing
- (A) R/L.7.8.B      Present work neatly done **in cursive**

## RESEARCH

**R/L.7.9**

- The student will locate information in reference sources.**
- (A) R/L.7.9.A      Note format and parts of books
- (A) R/L.7.9.B      Use alphabetical sequence to locate information
- (A) R/L.7.9.C      Use appropriate reference materials  
 Encyclopedia  
 Atlas  
 Reader's Guide to Periodical Literature  
 Electronic references
- (A) R/L.7.9.C.1      Use library skills to locate information
- (A) R/L.7.9.C.2      Use electronic databases, when possible, to access information
- (E) R/L.7.9.C.3      Choose appropriate reference sources (card catalog, dictionary, almanac, thesaurus, books, magazines, pamphlets, newspapers, primary sources, calendar)
- (E) R/L.7.9.C.4      Skim materials to develop a general overview of content or to locate specific information
- (A) R/L.7.9.D      Develop notes that include important concepts, paraphrases, summaries, and identification of information sources
- (E) R/L.7.9.E
- (E) R/L.7.9.F
- (M) R/L.7.9.G
- (M) R/L.7.9.H

- (M) R/L.7.9.I Credit secondary reference sources  
(M) R/L.7.9.J Compose a list of references (work cited or bibliography in MLA form)  
(E) R/L.7.9.K Develop an understanding of plagiarism and its repercussions  
**R/L.7.10**  
(A) R/L.7.10.A Use daily and long-term assignment calendars  
(A) R/L.7.10.B Organize materials for tasks  
(E) R/L.7.10.C Comprehend, apply, analyze, evaluate, and synthesize information  
(A) R/L.7.10.D Develop time management skills  
(M) R/L.7.10.E Develop strategies for comprehending text (e.g. SQ3R-skim, question, read, recite, review)  
(M) R/L.7.10.F Use advanced graphic organizers  
(M) R/L.7.10.G Develop note-taking techniques, including paraphrasing, abbreviating and summarizing  
(M) R/L.7.10.H Develop test-taking strategies including previewing and checking  
R/L.7.10.I Portfolio use  
(E) R/L.7.10.I.1 Maintain a variety of written work in a portfolio  
(E) R/L.7.10.I.2 Select and organize materials to be included  
(E) R/L.7.10.I.3 Use for self-assessment and improvement  
(E) R/L.7.10.I.4 Use as a record of progress/showcase of base work

## TECHNOLOGY

- R/L.7.11** **The student will explore the uses of available technology in the reading/language arts program.**

# READING/LANGUAGE ARTS CURRICULUM

## Diocese of Arlington

### Grade 8

Eighth grade students will recognize and apply the integration of language arts daily. Skills will be modeled by the teacher and practiced by the student. Students will continue the formal study of the elements of literature. Students will be using developmentally appropriate materials to foster fluency, expression and comprehension.

The following key should guide you in planning your curriculum as you see what is (N) new to students entering your grade, what you will be (E) expanding on from the previous year, what materials they should (M) master by the end of the year, and finally, material that they have mastered in past years and you should hold them (A) accountable to knowing in their current grade.

### ORAL LANGUAGE

#### **R/L.8.1**

- The student will develop active listening skills**
- (A) R/L.8.1.A Develop an appreciation for the value of listening
  - (A) R/L.8.1.B Respond to questions
  - (A) R/L.8.1.C Follow multi-step directions
  - (A) R/L.8.1.D Develop critical listening skills
  - (M) R/L.8.1.E Summarize oral presentations
  - (M) R/L.8.1.F Respond to speaker in a variety of ways (ask questions, think aloud, contribute ideas)
  - (M) R/L.8.1.G Discuss the speaker's specific purpose: information, appreciation, entertainment, directions, persuasion
  - (M) R/L.8.1.H Identify speaker's main point and supporting details
  - (A) R/L.8.1.I Distinguish fact from opinion
  - (M) R/L.8.1.J Compare and contrast viewpoints

#### **R/L.8.2**

- The student will speak effectively**
- (A) R/L.8.2.A Practice choral speaking, reading aloud, presenting book reports, and conducting interviews
  - (M) R/L.8.2.B Speak directly to the audience, look at sequence
  - (M) R/L.8.2.C Read a written selection orally with the proper interpretation
  - (E) R/L.8.2.D Discuss each major topic and support ideas with accurate details to paraphrase
  - (M) R/L.8.2.E Acknowledge others' points of view
  - (M) R/L.8.2.F Give evidence to present personal opinions
  - R/L.8.2.G Understand and practice the tools for speaking clearly and correctly:

(M)	R/L.8.2.G.1	Pitch
(M)	R/L.8.2.G.2	Stress
(M)	R/L.8.2.G.3	Stress
(M)	R/L.8.2.G.4	Projection
(M)	R/L.8.2.G.5	Pace
(M)	R/L.8.2.G.6	Tone
(M)	R/L.8.2.H	Practice introductions
(M)	R/L.8.2.I	Construct supporting statement when speaking
	R/L.8.2.J	Practice nonverbal messages
(M)	R/L.8.2.J.1	Eye contact
(M)	R/L.8.2.J.2	Posture
(M)	R/L.8.2.J.3	Tone
(M)	R/L.8.2.J.4	Gesture
(M)	R/L.8.2.J.5	Facial expression

## READING/LITERATURE

**R/L.8.3      The student will read and learn the meaning of unfamiliar words and increase vocabulary**

(E)	R/L.8.3.A	Use phonetic, structural and context clues to decode unfamiliar words
(E)	R/L.8.3.B	Work towards fluent reading
(E)	R/L.8.3.B.1	Reads and rereads stories, poems and passages with fluency and expression
(E)	R/L.8.3.B.2	Self-corrects when necessary
(E)	R/L.8.3.C	Develop vocabulary in content areas
(E)	R/L.8.3.D	Recognize multiple meanings of words
	R/L.8.3.E	Develop word meanings
(E)	R/L.8.3.E.1	Synonyms
(E)	R/L.8.3.E.2	Antonyms
(E)	R/L.8.3.E.3	Homonyms
(E)	R/L.8.3.E.4	Classifications
(E)	R/L.8.3.F	Understand the uses of figurative language
(E)	R/L.8.3.G	Use word reference materials (glossary, dictionary and thesaurus)
(E)	R/L.8.3.H	Solve analogies
(E)	R/L.8.3.I	Solve syllogisms

**R/L.8.4      The student will demonstrate comprehension of literature selections in fiction, nonfiction, poetry and prose**

(A)	R/L.8.4.A	Use prior knowledge to build background
(A)	R/L.8.4.B	Identify the main idea/supporting details
(A)	R/L.8.4.C	Summarize/retell the passage
(A)	R/L.8.4.D	Draw conclusions
(A)	R/L.8.4.E	Predict outcomes

- (A) R/L.8.4.F Follow sequence of events and ideas
- (M) R/L.8.4.G Relate cause to effect
- (M) R/L.8.4.H Identify the author's purpose/point of view
- (M) R/L.8.4.I Use knowledge of text structures to make inferences
- (A) R/L.8.4.J Distinguish fact from opinion
- (A) R/L.8.4.K Support opinions
- (A) R/L.8.4.L Identify problem/solution
- (A) R/L.8.4.M Identify steps in a process
- (A) R/L.8.4.N Form generalizations
- (A) R/L.8.4.O Make judgments/decisions
- (E) R/L.8.4.P Recognize techniques of persuasion and propaganda
- (A) R/L.8.4.Q Compare/contrast genres of literature
- (A) R/L.8.4.R Discuss what is read
- (A) R/L.8.4.S Write about what is read
- (A) R/L.8.4.T Adjust rate of reading according to material, level of difficulty, and purpose for reading
- (A) R/L.8.4.U Analyze the story elements (characters, setting, plot, point of view, mood, and theme)
- (A) R/L.8.4.V Identify characteristics of genres of literature (patterned poetry, narrative verse, short stories, novels, dramas, myths, fables, tall tales, biography, autobiography, fantasy, and historical and contemporary fiction)
- (M) R/L.8.4.W React to sensory imagery
- (M) R/L.8.4.X Recognize bias and symbolism
- (M) R/L.8.4.Y Identify flashback and foreshadowing techniques
- (M) R/L.8.4.Z Identify implied main ideas and themes
- (M) R/L.8.4.AA Respond to literature by relating it to real life, making historical and multicultural connections
- (E) R/L.8.4.BB Summarize, generalize, paraphrase
- (E) R/L.8.4.CC Analyze internal and external conflict
- (N) R/L.8.4.DD Recognize allusions
- (N) R/L.8.4.EE Identify irony
- (N) R/L.8.4.FF Explain how various authors develop their characters

## **WRITING/GRAMMAR**

- |                 |   |
|-----------------|---|
| <b>R/L.8.5</b>  | <b>The student will write daily</b>                             |
| R/L.8.5.A       | Employ prewriting strategies                                    |
| (A) R/L.8.5.A.1 | Generate ideas (brainstorm, make lists, web, map, outline etc.) |
| (A) R/L.8.5.A.2 | Choose and narrow topics  |
| (M) R/L.8.5.A.3 | Identify purpose and audience                                   |
| R/L.8.5.B       | Select and identify the element for each form                   |
| (M) R/L.8.5.B.1 | Narrative   |

(M)	R/L.8.5.B.2	Descriptive
(M)	R/L.8.5.B.3	Expository
(M)	R/L.8.5.B.4	Persuasive
(N)	R/L.8.5.B.5	Thesis research paper (thesis statement, five paragraph format, work cited, and parenthetical citations)
	R/L.8.5.C	Write a first draft
(E)	R/L.8.5.C.1	Organize generated information for writing using graphic organizers Lists Graphic organizers Map Outline Concept map
(E)	R/L.8.5.C.1.a	Evaluate and revise content
(E)	R/L.8.5.C.1.b	Organization
(E)	R/L.8.5.C.1.c	Topic development
(E)	R/L.8.5.C.1.d	Transition
(E)	R/L.8.5.C.1.e	Clarity
	R/L.8.5.D	Appropriateness of language
(E)	R/L.8.5.D.1	Word and sentence variety
(E)	R/L.8.5.D.2	Appropriateness to purpose and audience
(E)	R/L.8.5.D.3	
(E)	R/L.8.5.D.4	
(E)	R/L.8.5.D.5	
(E)	R/L.8.5.D.6	
(E)	R/L.8.5.D.7	
(M)	R/L.8.5.E	Edit and revise with self and peer
	R/L.8.5.F	Publish
(E)	R/L.8.5.F.1	Critique a peer's work
(M)	R/L.8.5.F.2	Use appropriate manuscript style
(M)	R/L.8.5.G	Utilize writing as a tool of learning – writing across the curriculum

## **R/L.8.6**

	R/L.8.6.A	The student will apply grammatical rules when writing
(A)	R/L.8.6.A.1	Use correct sentence structure Simple, declarative, interrogative, imperative exclamatory, simple subject, simple predicate, direct object, understood subject, compound subject, compound predicate, inverted order, complete subject, complete predicate, subjective complement, compound object Diagram simple and compound sentences including Independent clauses, compound sentences, coordinate conjunctions, compound complement Complex sentences, correlative conjunctions, subordinate conjunctions, and dependent clauses Noun clauses, adjectival clauses, and adverbial clauses
(M)	R/L.8.6.A.2	When posed with a question, used stated question as part of the answer
(M)	R/L.8.6.A.2.a	
(M)	R/L.8.6.A.2.b	
(N)	R/L.8.6.A.3	
(E)	R/L.8.6.B	
	R/L.8.6.C	Identify and use nouns Common, proper, singular, plural, possessives, as subject
(A)	R/L.8.6.C.1	

	R/L.8.6.D	of sentence, subject complement, as object of sentence, gender, object complement, object of preposition, noun as indirect object, in apposition, in direct address, class (abstract, concrete, collective), and attributes of nouns (case: nominative, possessive, objective)
(M)	R/L.8.6.D.1	Identify and use pronouns Person, number, gender, possessives, as subject of sentence, as object of sentence, as direct object, as indirect object, compound personal pronouns, as subjective complement, as object of preposition, in apposition, pronoun-antecedent agreement, case (nominative, possessive, objective), attributes of pronouns, interrogative pronoun, and subject-verb agreement
(E)	R/L.8.6.D.1.a	Intensive pronouns, reflexive pronouns, and relative agreement
(N)	R/L.8.6.D.2	Relative compound
	R/L.8.6.E	Identify and use adjectives Descriptive, limiting, proper, comparison of, demonstrative, article, possessive, interrogative
(M)	R/L.8.6.E.1	Indefinite, and distributive
(E)	R/L.8.6.E.1.a	Identify and use verbs Action, auxiliary, being, linking, predicate, simple/compound tenses and form, participle, transitive/intransitive, person number, perfect tenses
	R/L.8.6.F	Active voice, passive voice, indicative mood, imperative mood, and synopsis of verb
(A)	R/L.8.6.F.1	Subjunctive mood, nominative absolute, and verbals (gerunds, infinitives, and participles)
(E)	R/L.8.6.F.1.a	Identify and use adverbs Time, place, manner, degree, affirmation, and negation
(N)	R/L.8.6.F.2	Interrogative
	R/L.8.6.G	Adverbial noun and relative adverb
(M)	R/L.8.6.G.1	Identify and use prepositions and prepositional phrases Adjectival phrase
(E)	R/L.8.6.G.1.a	Adverbial phrase
(N)	R/L.8.6.G.2	Identify and use conjunctions Coordinate conjunction
	R/L.8.6.H	Correlative conjunction and subordinate conjunctions
(M)	R/L.8.6.H.1	Identify and use interjections
(M)	R/L.8.6.H.2	Follow the standards of capitalization Capitalize pronoun I, first word in a sentence, proper nouns, days of the week, months of the year, abbreviations of a word beginning with a capital letter, initials, salutation, and closing of a letter, titles of
	R/L.8.6.I	
(M)	R/L.8.6.I.1	
(E)	R/L.8.6.I.2	
(A)	R/L.8.6.J	
	R/L.8.6.K	
(A)	R/L.8.6.K.1	

- books and poems, first word in a quotation, story titles, titles of honor and respect when preceding a name, pronouns relating to God, and proper adjectives
- R/L.8.6.L      Follow the standards of punctuation
- (A) R/L.8.6.L.1      Use a period after declarative/imperative sentences, abbreviations, initials, and in an outline
- (A) R/L.8.6.L.2      Use a question mark after an interrogative sentence
- (A) R/L.8.6.L.3      Use an exclamation point after an exclamatory sentence, phrase/clause
- (A) R/L.8.6.L.4      Use a comma in a friendly letter, address, to separate words in a series, in direct quotations, in direct address, after “yes” or “no,” before conjunctions when two simple sentences are joined, to separate clauses connected by conjunctions (and, but, or, nor, and yet) in some compound sentences, to separate nonrestrictive phrases and clauses from the rest of the sentence [A NONRESTRICTIVE PHRASE OR CLAUSE is one that may be omitted from the sentence without changing the meaning. RESTRICTIVE PHRASES OR CLAUSES (those that cannot be omitted without changing the meaning of the sentence) are not set off by commas.], after long introductory phrases and clauses and when needed to make the meaning clear, to set off an appositive that is not part of the name or that is not restrictive
- (A) R/L.8.6.L.5      Use an apostrophe in contractions, to show singular/plural possession, to show the omission of a letter, letters, or numbers
- R/L.8.6.L.6      Use quotation marks:
- (A) R/L.8.6.L.6.a      before/after a direct quotation, title of a poem  
 (M) R/L.8.6.L.6.b      in divided quotations, to enclose titles of short stories, magazine articles, television shows and radio programs
- (E) R/L.8.6.L.6.c      in an inner quotation [When a quotation contains another quotation – a quotation within a quotation – the INNER QUOTATION is set off with single quotation marks.]
- (A) R/L.8.6.L.7      Underline titles of books, magazines, newspapers, movies, and works of art
- R/L.8.6.L.8      Use a semicolon:
- (M) R/L.8.6.L.8.a      to separate the clauses of a compound sentence when they are not separated by a coordinate conjunction
- (E) R/L.8.6.L.8.b      to separate the clauses of a compound sentence that are connected by nevertheless, moreover, therefore, then, however, or thus, and before as or

- (N) R/L.8.6.L.8.c      namely when these words introduce an example or an illustration  
 to separate the members of a series when a comma alone will not separate them clearly
- (M) R/L.8.6.L.9      Use a colon after the salutation in a business letter and before a list or enumeration of items
- (A) R/L.8.6.L.10      Use a dash to indicate a sudden change of thought
- (A) R/L.8.6.L.11      Use a hyphen to divide a word at the end of a line whenever one or more syllables are carried to the next line, in compound numbers from twenty-one to ninety-nine, and to separate the parts of some compound words

### **R/L.8.7**

- (A) R/L.8.7.A      Spell words using a multi-sensory approach  
 (A) R/L.8.7.B      Understand structural principles and spelling patterns  
 (A) R/L.8.7.C      Spell words learned in the content areas correctly  
 (A) R/L.8.7.D      Spell high frequency words correctly  
 (A) R/L.8.7.E      Practice dictation regularly  
 (A) R/L.8.7.F      Know the etymology of words  
 (A) R/L.8.7.G      Practice proofreading skills  
 (A) R/L.8.7.H      Practice dictionary skills

### **R/L.8.8**

- (A) R/L.8.8.A      Write with correct form, alignment, and spacing  
 (A) R/L.8.8.B      Present work neatly done **in cursive**

## **RESEARCH**

### **R/L.8.9**

- (A) R/L.8.9.A      **The student will locate information in reference sources**  
 Note format and parts of books  
 Use alphabetical sequence to locate information  
 Use appropriate reference materials (encyclopedia, atlas, *Reader's Guide to Periodical Literature*, electronic references, etc.)
- (A) R/L.8.9.D      Use library skills to locate information  
 Use electronic databases, when possible, to access information  
 Choose appropriate reference sources (card catalog, dictionary, encyclopedia, almanac, thesaurus, books, magazines, pamphlets, newspapers, primary source, calendar)
- (A) R/L.8.9.G      Skim materials to develop a general overview of content or to locate specific information  
 Develop notes that include important concepts, paraphrases, summaries, and identification of information sources
- (A) R/L.8.9.H      Credit secondary reference sources

- (A) R/L.8.9.J Compose a list of references (work cited or bibliography in MLA form)  
(E) R/L.8.9.K Develop an understanding of plagiarism and its repercussions

**R/L.8.10**

- The student will utilize study skills**
- (A) R/L.8.10.A Use daily and long-term assignment calendars  
(A) R/L.8.10.B Organize materials for tasks  
(E) R/L.8.10.C Comprehend, apply, analyze, evaluate, and synthesize information  
(A) R/L.8.10.D Develop time management skills  
(A) R/L.8.10.E Develop strategies for comprehending text (e.g. SQ3R-skim, question, read, recite, review)  
(A) R/L.8.10.F Use advance and graphic organizers  
(A) R/L.8.10.G Develop note-taking techniques, including paraphrasing, abbreviating and summarizing  
(A) R/L.8.10.H Develop test-taking strategies including previewing and checking  
R/L.8.10.I Portfolio use  
(M) R/L.8.10.I.1 Maintain a variety of written work in a portfolio  
(M) R/L.8.10.I.2 Select and organize materials to be included  
(M) R/L.8.10.I.3 Use for self-assessment and improvement  
(M) R/L.8.10.I.4 Use as a record of progress/showcase of base work

## TECHNOLOGY

- R/L.8.11** **The student will explore the uses of available technology in the reading/language arts program.**

# Dolch Sight Word List

Preprimer	Primer	First	Second	Third
A	All	after	always	about
And	Am	again	around	better
Away	Are	an	because	bring
Big	At	any	been	carry
Blue	Ate	as	before	clean
Can	Be	ask	best	cut
Come	Black	by	both	done
Down	Brown	could	buy	draw
Find	But	every	call	drink
For	Came	fly	cold	eight
Funny	Did	from	does	fall
Go	Do	give	don't	far
Help	Eat	going	fast	full
Hers	Four	had	first	got
I	Get	has	five	grow
In	Good	her	found	hold
Is	Has	him	gave	hot
It	He	how	goes	hurt
Jump	Into	just	green	if
Little	Like	know	its	keep
Look	Must	let	made	kind
Make	New	live	many	laugh
Me	No	may	off	light
My	Now	of	or	long
Not	On	old	pull	much
One	Our	once	read	myself
Play	Out	open	right	never
Red	Please	over	sing	only
Run	Pretty	put	sit	own
Said	Ran	round	sleep	pick
See	Ride	some	tell	seven
The	Saw	stop	their	shall
Three	Say	take	these	show
To	She	thank	those	six
Two	So	them	upon	small
Up	Soon	then	us	start
We	That	think	use	ten
Yellow	There	walk	very	today
You	They	where	wash	together
	This	when	which	try

	Too		why	warm
	Under		wish	
	Want		work	
	Was		would	
	Well		write	
	Went		your	
	What			
	White			
	Who			
	Will			
	With			
	Yes			

## GRAMMAR ADDENDUM

### INTRODUCTION

The following grammatical rules have been taught in previous grades. They should be reviewed and maintained throughout the middle school grades.

#### *Parts of Speech*

##### *Nouns:*

common, proper, number, gender  
case: nominative (subject, subjective complement); possessive; objective (direct object, object of preposition)

##### *Pronouns:*

person, number, gender, possessives, compound personal  
case: nominative (subject, subjective complement); possessive; objective (direct object, object of preposition)

##### *Verbs:*

action/being, principle/auxiliary, linking, simple tenses, transitive/intransitive

##### *Adjectives:*

descriptive, limiting, proper, demonstrative, possessive, comparison

##### *Adverbs:*

time, place, manner, comparison

##### *Prepositions:*

list, adjectival phrase, adverbial phrase

##### *Conjunction:*

list

##### *Interjections:*

list

##### *Sentence Structure*

Uses: simple, declarative, interrogative, imperative, exclamatory  
Elements: simple subject; predicate; compound subject/predicate; complete subject predicate; understood subject; inverted order; diagrams

New Sixth Grade Grammar Objectives:

Parts of Speech

Nouns: class – abstract, concrete, collective

case: objective

syntax: indirect object

Pronouns: usage: indirect object

Verbs: person, number, perfect tense

Sentence Structure: indirect clause, compound sentence, compound complement?

New Seventh Grade Grammar Objectives:

Parts of Speech

Nouns: apposition, direct address

Pronouns: intensive, reflexive

Verbs: active/passive voice; indicative/imperative mood, synopsis

Adjectives: indefinite, distributive

Adverbs: interrogative

Conjunctions: correlative, subordinate

Sentence Structure: compound/complex sentences, dependent/independent clauses

New Eighth Grade Grammar Objectives:

Parts of Speech:

Nouns: exclamation, objective complement

Pronouns: compound, relative

Verbs: subjunctive, mood, nominative absolute

Verbals: part, gerund, int.

Adverbs: relative

Sentence Structure: noun, adjectival and adverbial clauses

The following documents served as references for the development of the Revised Reading/Language Curriculum:

Sweet, Anne P., State of the Art, Transforming Ideas for Teaching and Learning to Read, Commonwealth of Virginia, Department of Education, Richmond, VA, November, 1993;

Language Arts Standards of Learning for Virginia Public Schools - Draft December 16, 1994, Office of Research, U. S. Department of Education.