



## READING LANGUAGE ARTS KINDERGARTEN

### *Overview*

Kindergarten marks the beginning of the reading and writing program. The students 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.

### MASTERY OF SKILLS

- Recognize upper case letters
- Recognize 20 Dolche sight words
- Know the difference between letters and words

### **Standard 1 – Oral Language**

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

- Follow one-step and two-step oral directions
- Participate in choral reading and recite short poems, rhymes, and songs
- Communicate with peers and adults in social settings and in learning experiences
- Begin to follow implicit rules for conversation (e.g., taking turns and staying on topic)
- Begin to use voice level, phrasing, sentence structure, and intonation appropriate for language situation
- Listen and speak in informal conversations with peers and adults
- Obtain information by asking questions (including how and why questions) and making observations
- Use words to describe/name people, places, and things (nouns)
- Use number words to describe location (directional words/prepositions), size, color, and shape (adjectives)
- Use words to describe actions (verbs)



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

- a. Recognize and generate rhyming words
- b. Identify and name the uppercase and lowercase letters of the alphabet
- c. Match initial, medial, and final consonant to the short vowel and initial consonant digraph sounds to appropriate letters
- d. Sort words orally according to beginning or ending sounds
- e. Blend sounds orally to make words
- f. Use phonics to divide single syllable words

**Standard 2 – Reading/Literature**

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

- a. Understand that print conveys meaning
- b. Identify common logos and signs
- c. Understand that printed materials must be held in correct position
- d. Identify the front cover, back cover and title page of a book
- e. Follow words from left to right and top to bottom on a printed page
- f. Differentiate between words, letters and sentences
- g. Match voice with print, associating oral phonemes, syllables, words, and phrases with their written forms
- h. Recognize and read any 20 Dolch sight words

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

- a. Use pictures to make predictions about story content
- b. Retell familiar stories using beginning, middle, and end
- c. Begin to identify elements of fiction and nonfiction
- d. Identify the roles of author and illustrator
- e. Develop meaning of words by discussing and listening to a variety of texts
- f. Discuss main ideas, characters, settings, and events
- g. Compare and contrast familiar stories, characters, settings and events
- h. Read emergent-reader texts with purpose and understanding to build fluency

**Standard 3 – Writing/Grammar**

**R/L.K.5 The student will identify and form letters of the alphabet**

- a. Identify uppercase and lowercase letters
- b. Begin to print uppercase and lowercase letters in correct formation
- c. Write full name using uppercase and lowercase letters correctly
- d. Write left to right and top to bottom



**R/L.K.6 The student will begin to communicate through writing**

- a. Use pictures and/or letters and phonetically spelled words to write about experiences, stories, people, objects, or events
- b. Share the content and meaning of his/her written work

**Standard 4 – Technology**

**R/L.K.7 The student will explore the uses of available technology in the Reading Language Arts program**

- a. Publish work as well as interact with work
- b. Demonstrate knowledge of the nature and operation of various technology systems
- c. Explore and use technology tools for learning
- d. Explore and use technology to express ideas



## READING LANGUAGE ARTS GRADE 1

### *Overview*

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.

### MASTERY OF SKILLS

- Recognize Dolch pre-primer sight words list with 80% accuracy
- Identify sounds in first, middle, and last position of one and one syllable words
- Listen and respond to questions in a complete sentence
- Utilize phonetic knowledge to write a sentence

### Standard 1 – Oral Language

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

- Develop an appreciation for the value of listening to a variety of media including books, video and electronic media
- Respond to questions and stories presented orally
- Follow two-step oral directions and develop listening skills
- Identify story structure (beginning, middle and end of story)

#### **R/L.1.2 The student will use oral communication skills**

- Develop articulation skills by speaking clearly with appropriate volume at an understandable rate
- Participate in classroom discussions, oral language activities (choral speaking, recitation)
- Ask questions during instruction
- Speak in complete sentences including descriptive vocabulary
- Use singular and plural nouns

### Standard 2 – Reading/Literature

#### **R/L.1.3 The student will identify, produce and manipulate various speech sounds within words**

- Create rhyming words
- Count phonemes (sounds) in one-syllable words
- Blend sounds to make one-syllable words
- Segment one-syllable words into individual speech sounds (phonemes)
- Add or delete phonemes (sounds) to make new words



**R/L. 1.4 The student will utilize phonetic knowledge for spelling and reading words**

- a. Divide and spell single-syllable words using beginning and ending consonants, two-letter consonant blends and consonant digraphs
- b. Decode and spell single-syllable words using short and long vowels (silent e, regular vowel digraphs, and r controlled vowels)
- c. Recognize short vowels (CVC)
- d. Recognize long vowels (CVCe) (CVVC) (CVV)
- e. Recognize consonant blends, clusters
- f. Recognize consonant digraphs
- g. Recognize R-controlled vowels (ir, er, ur, ar, or)
- h. Use beginning consonant digraphs to decode and spell single-syllable words
- i. Identify vowel digraphs regular (ai, ea, ie, ee, oa, ay)
- j. Identify vowel digraphs irregular (oo, au, aw, ow, ei, ea)
- k. Identify vowels influenced by *l* and *w*
- l. Identify vowel diphthongs (oi, oy, ou, ow, ew)
- m. Identify hard and soft *c* and *g*
- n. Identify silent letters (kn, wh)
- o. Blend beginning, middle, and ending sounds to recognize and read words
- p. Use initial, final, and medial consonants
- q. Use word patterns to decode unfamiliar words
- r. Read and spell simple two-syllable compound words
- s. Read and spell 1<sup>st</sup> grade sight words with 80% accuracy
- t. Identify word patterns (word families)
- u. Develop word meanings (synonyms, homonyms, and antonyms)
- v. Recognize and utilize structural analysis
- w. Recognize singular and plural words
- x. Form contractions
- y. Introduce base (root) words
- z. Utilize prefixes
- aa. Utilize suffixes
- bb. Utilize possessives

**R/L. 1.5 Student will read fluently using reading strategies to achieve comprehension; use of picture, context and punctuation clues as a guide to sentence meaning**

- a. Develop word meanings (synonyms, homonyms, antonyms, and multiple meaning words)
- b. Recognize and utilize structural analysis



**R/L.1.6 The student will read and demonstrate comprehension with a variety of fictional texts**

- a. Preview the selection
- b. Set the purpose for reading
- c. Recognize a selection as fiction
- d. Recall the sequence of story events, summarize
- e. Identify the main idea, characters and setting of a story
- f. Make and confirm predictions and inferences
- g. Identify cause and effect
- h. Identify the theme of a text
- i. Read familiar stories, poems, and passages with fluency accuracy, and meaningful expression

**R/L.1.7 The student will read and demonstrate comprehension of a variety of nonfiction texts**

- a. Preview the selection
- b. Use prior knowledge as context for new learning
- c. Set a purpose for reading
- d. Identify text features such as pictures, headings, charts and captions
- e. Make and confirm predictions
- f. Ask and answer questions about what is read
- g. Identify the main idea
- h. Read and reread passages with fluency, accuracy, and meaningful expression

**Standard 3 – Writing/Grammar**

**R/L.1.8 The student will print legibly**

- a. Form letters accurately
- b. Use correct letter formation and space within sentences
- c. Use phonetic spelling to write unknown words

**R/L.1.9 The student will write to communicate ideas for a variety of purposes**

- a. Brainstorm ideas
- b. Select one topic
- c. Edit by adding adjectives when writing about people, places, things and events
- d. Use complete sentences in published writing
- e. Begin each sentence with a capital letter and use ending punctuation in final copies
- f. Use correct spelling for commonly used sight words and phonetically regular words in published writing
- g. Share writing with others



- R/L.1.10 Students will write sentences using correct sentence structure (simple, declarative, interrogative, exclamatory, and imperative)**
- a. Utilize parts of speech in writing (nouns, verbs, adjectives, pronouns, and articles)
  - b. Compose a paragraph 3-5 sentences in length

#### **Standard 4 – Research**

- R/L.1.11 The student will locate information in reference books**
- a. Develop alphabetical sequence
  - b. Develop pictorial/dictionary skills
  - c. Note format and parts of books
  - d. Examine pictures, charts, maps and graphs

#### **Standard 5 – Technology**

- R/L.1.12 The student will explore the uses of available technology in the Reading Language Arts program**
- a. Use available technology for reading
  - b. Use available technology to share writing with others
  - c. Use technology to locate, evaluate, gather, and organize information and data
  - d. Use a variety of technologies for learning and collaboration
  - e. Understand how technology can enhance learning
  - f. Understand how technology encourages collaboration



## READING LANGUAGE ARTS

### GRADE 2

#### *Overview*

- Second grade students will continue to be taught reading and writing together. Integration of listening, speaking, reading and writing activities occur daily. Students will engage in activities which foster reading and writing fluency.

#### MASTERY OF SKILLS

- Students will be able to respond to questions using two to three complete sentences with proper punctuation
- Students will be able to identify and discuss structure such as main idea, sequence of events and setting
- Students will follow two-step oral directions and listening skills
- Students will recognize first grade Dolch sight words with 80% mastery

#### **Standard 1 – Oral Language & Listening Skills**

##### **R/L.2.1 The student will develop listening skills**

- a. Develop an appreciation for the value of listening
- b. Respond to questions and stories presented orally
- c. Follow and give three and four step directions and develop listening skills

##### **R/L.2.2 The student will use oral communication skills**

- a. Develop articulation skills by speaking clearly, appropriate volume, at an understandable rate
- b. Participate in classroom discussion for a variety of purposes: to inform, to persuade, to entertain, to clarify and respond
- c. Create and participate in oral presentations, for example: poetry reciting, puppet shows, riddle telling, role playing, and choral speaking
- d. Ask questions and paraphrase statements of others to clarify information
- e. Use newly acquired vocabulary and spelling words in discussion
- f. Retell and summarize information shared by others
- g. Speak using increasingly complex sentence structures in oral communication
- h. Display correct use of phonetic spelling strategies in isolation and daily practice
- i. Use conjunctions (e.g., and, but, or, so, because), in oral communications
- j. Participate as a contributor and leader in a group



## Standard 2 – Reading/Literature

### **R/L.2.3 The student will use phonetic strategies when reading and spelling**

- a. Read and spell second grade Dolch sight words with 80% mastery
- b. Display knowledge of consonants, consonant blends, and consonant digraphs to decode when spelling words with a focus on: initial, final, and medial consonants, two/three letter consonant blends, consonant digraphs in all positions, inflectional endings, hard and soft *c* and *g*, and silent letters
- c. Use long and short vowel patterns when decoding and spelling words including: vowels influenced by *l*, *w*, and *r*, short and long vowels, and vowel digraphs and diphthongs
- d. Read regular and multisyllabic words by using decoding strategies

### **R/L.2.4 The student will use semantic clues and syntax to expand vocabulary when reading fluently**

- a. Work towards fluent reading by reading and rereading text with fluency and expression and using punctuation as a guide to meaning
- b. Show ability to use context clues to sound out words and determine their meaning
- c. Display correct knowledge of sentence structure while reading
- d. Connect elements of the story to sequence events and display story structure
- e. Connect spelling patterns to sound patterns
- f. Reread and self-correct

### **R/L.2.5 The student will expand vocabulary while reading**

- a. Identify and use homophones, homographs, and homonyms
- b. Recognize and demonstrate knowledge of prefixes and suffixes
- c. Understand and explain use of synonyms and antonyms
- d. Discuss meanings of words and develop vocabulary by listening and reading a variety of texts
- e. Use vocabulary from other content areas

### **R/L.2.6 The student will recognize and utilize structural analysis to decode and use words**

- a. Identify and use plural form of words, compound words, contractions
- b. Use syllabication rules to divide compound words and separate root from affix
- c. Use correct possessive form of words
- d. Use abbreviations



**R/L.2.7 The student will read and demonstrate comprehension of fictional texts**

- a. Read silently for an extended amount of time (determined by individual student reading level, developmentally appropriate)
- b. Make and confirm predictions
- c. Relate previous experiences to the text
- d. Ask and answer questions about what is read
- e. Set a purpose for reading, identify the author's purpose
- f. Describe characters, setting, and important events from a variety of genres
- g. Identify the main idea with supporting details, problem and solution, and cause and effect
- h. Summarize stories and events with the beginning, middle, and end in the correct sequence
- i. Draw conclusions based on the text

**R/L.2.8 The student will read and demonstrate comprehension of nonfiction texts**

- a. Complete a "book walk" preview before reading, using title, pictures, author and text features
- b. Generate predictions about main idea and identify details to support the main idea
- c. Make connections to text using prior knowledge to prepare for new learning
- d. Set a purpose for reading
- e. Ask and answer questions about what is read
- f. Locate information in the text to answer questions
- g. Identify the main idea and supporting details

**Standard 3 – Writing/Grammar**

**R/L.2.9 The student will write, revise, and edit in a variety of forms**

- a. Generate ideas before writing using graphic organizers
- b. Choose and narrow topic
- c. Organize writing to include a beginning, middle, and end for narrative and expository writing
- d. Edit/Revise writing to include details
- e. Revise for clarity
- f. Compose a two paragraph (3-5 sentences per paragraph) piece
- g. Publish one written work each trimester

**R/L.2.10 The student will apply grammatical rules when writing focusing on correct grammar, capitalization, punctuation, and spelling**



- a. Identify and write in complete sentences
- b. Write using a variety of sentences (declarative, interrogative, exclamatory)
- c. Capitalize all proper nouns and the word *I*
- d. Identify and generate singular plural nouns and pronouns
- e. Display correct use of apostrophe in contractions and possessives
- f. Use commas properly in salutation
- g. Use verbs and adjectives correctly in sentences

**R/L.2.11 The student will use correct spelling**

- a. Spell words using a multi-sensory approach
- b. Spell words following phonetic rules
- c. Spell words following structural principles
- d. Spell words that are used in content areas

**R/L.2.12 The student will maintain legible printing and begin to make the transition to cursive**

- a. Write with correct form, alignment and spacing
- b. Present work neatly done
- c. Use cursive writing (second trimester)

**Standard 4 – Research**

**R/L.2.13 The student will demonstrate comprehension of information in reference materials**

- a. Alphabetize words to the third letter
- b. Locate words in a primary dictionary by alphabetical order and using guide words
- c. Use parts of books: use table of contents, glossary, indices
- d. Examine and interpret pictures, charts, maps, and graphs
- e. Use newspapers and magazines
- f. Use reference materials to support ideas and/or findings



## **Standard 5 – Technology**

### **R/L.2.14      The student will explore the uses of available technology in the Reading Language Arts program**

- a.      Use available technology for reading
- b.      Use available technology to share writing with others
- c.      Use technology to locate, evaluate, gather, and organize information and data
- d.      Use a variety of technologies for learning and collaboration
- e.      Understand how technology can enhance learning
- f.      Understand how technology encourages collaboration



## READING LANGUAGE ARTS

### GRADE 3

#### *Overview*

Third grade students will increase reading comprehension and writing skills through daily practice in the classroom. Students will use developmentally appropriate materials to show growth in reading and writing.

#### MASTERY OF SKILLS

- Respond orally and write using complete sentences
- Alphabetize words, minimum 2<sup>nd</sup> letter
- Identify main character, problem, solution
- Identify fiction vs. nonfiction and their elements

### **Standard 1 – Oral Language & Listening Skills**

#### **R/L.3.1 The student will develop listening skills**

- a. Develop an appreciation for the value of listening
- b. Listen attentively
- c. Respond to questions and paraphrase stories presented orally
- d. Follow multi-step directions and develop critical listening skills

#### **R/L.3.2 The student will speak effectively**

- a. Develop articulation skills, speak clearly, use appropriate volume and pitch, speak at an understandable rate
- b. Participate in oral presentations
- c. Ask questions and paraphrase to clarify information using grammatically correct language and specific vocabulary to communicate ideas
- d. Answer using complete sentences
- e. Use newly acquired information to communicate ideas
- f. Organize ideas around a main idea
- g. Relay accurate directions to accomplish a task or to reach a specific destination



## Standard 2 – Reading/Literature

### R/L.3.3 The student will apply word analysis skills when reading

- a. Use decoding skills (phonetic and context)
- b. Connect spelling patterns to sound patterns
  - i. Initial, final, and medial consonants
  - ii. Two/three letter consonant blends
  - iii. Consonant variants
  - iv. Silent letters
  - v. Consonant digraphs in all positions
  - vi. Vowels controlled by *l*, *w* and *r*
  - vii. Schwa
  - viii. Long and short vowels
  - ix. Inflectional endings
  - x. Hard and soft *c* and *g*
  - xi. Double vowels/vowel digraphs and diphthongs
- xii. Use syllabication rules and diacritical markings (accent marks, pronunciation)
- xiii. Work towards fluent reading
- xiv. Read and reread stories, poems and passages with fluency, expression, and understanding
- xv. Self-correct when necessary

### R/L.3.4 The student will expand vocabulary when reading

- a. Use knowledge of homophones and homonyms
- b. Recognize multiple meaning words
- c. Use knowledge of plurals, roots, affixes (prefixes and suffixes) synonyms, and antonyms
- d. Use knowledge of the apostrophe (contractions and possessives)
- e. Apply meaning clues, language structure, and phonetic strategies
- f. Use context to clarify meaning of unfamiliar words and abbreviations
- g. Use punctuation as guide to word meaning
- h. Discuss meanings of words and develop vocabulary by listening and reading a variety of texts
- i. Use vocabulary from other content areas
- j. Use word reference resources including the glossary and thesaurus

### R/L.3.5 The student will employ various strategies to comprehend a variety of printed materials

- a. Use appropriate behaviors while reading
- b. Participate in sustained silent reading
- c. Respond to literature orally and in writing
- d. Read with fluency and accuracy



**R/L.3.6 The student will read and demonstrate comprehension of fiction texts**

- a. Set a purpose for reading
- b. Make connections between previous experiences and reading selections
- c. Make, confirm, or revise predictions
- d. Identify and describe character, setting, plot, theme, voice, and point of view
- e. Compare and contrast settings, characters, and events
- f. Identify the author's purpose
- g. Ask and answer questions about what is read
- h. Make inferences and draw conclusions about text
- i. Identify the problem and solution
- j. Identify the main idea
- k. Identify supporting details
- l. Identify cause and effect
- m. Summarize events and ideas found in fiction texts
- n. Use reading strategies to monitor comprehension throughout the reading process
- o. Recognize the various literary genres (such as realistic and historical fiction, fantasy, folktales, fables, fairy tales, poetry)
- p. Understand figurative language (idioms, dialects, metaphors, and similes)

**R/L.3.7 The student will continue to read and demonstrate comprehension of nonfiction texts**

- a. Identify the author's purpose
- b. Use prior and background knowledge as context for new learning
- c. Make connections (ex. text-to-text, text-to-world, text-to-media)
- d. Preview and use text features, skim for specific information
- e. Ask and answer questions about what is read
- f. Draw conclusions, make inferences based on text
- g. Summarize and sequence events and ideas found in nonfiction texts
- h. Identify the main idea and supporting details
- i. Distinguish fact/opinion
- k. Discuss if the author's message is truthful
- l. Identify cause and effect
- m. Compare and contrast the characteristics of biographies and autobiographies
- n. Use reading strategies to monitor comprehension throughout the reading process
- o. Identify new information gained from reading



## Standard 3 – Writing/Grammar

### **R/L.3.8 The student will write daily, demonstrating knowledge of the writing process**

- a. Write narrative and expository work samples for a variety of purposes (including: journals, descriptive, narrative and expository paragraphs, letters, poetry, book reports, stories, addressing simple envelopes and writing simple directions)
- b. Identify the intended purpose and audience
- c. Use a variety of prewriting strategies (including brainstorming, clustering, looping, freewriting, making lists, web, map outline, etc.), choosing and narrowing topics
- d. Write a clear topic sentence focusing on the main idea
- e. Write a paragraph on the same topic
  - i. Writing a first draft
  - ii. Including main idea/topic sentence
  - iii. Including supporting ideas
  - iv. Including concluding sentence
  - v. Varying sentence length and use of words within sentences
  - vi. Using time-order and transitional words
- f. Use strategies for organization of information and elaboration according to the type of writing
- g. Include details that elaborate the main idea
- h. Revise writing for clarity of content using specific vocabulary and information
- i. Listen to and write dictated sentences correctly, including capitalization and punctuation
- j. Introduce outlining skills
- k. Publish a minimum of one sample per trimester

### **R/L.3.9 The student will use correct grammatical rules when writing**

- a. Use correct sentence structure in simple, declarative, interrogative, imperative, and exclamatory sentences and be able to identify the type of sentence
- b. Identify simple subject, simple predicate agreement
- c. Use stated question as part of the answer, when posed with a question
- d. Identify and use nouns (common, proper, singular, plural, possessives and as subject of sentence)
- e. Identify and use pronouns (person, number, gender, possessives, as subject of sentence, as object of sentence)
- f. Identify and use adjectives: comparative and descriptive
- g. Identify and use verbs: tenses, helping, being, singular and plural, predicate
- h. Identify and use adverbs: time, place, and manner
- i. Follow the standards of capitalization (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)

- j. Follow standards of punctuation (use of period, question mark, exclamation mark, comma, apostrophe, quotation marks, abbreviations)

**R/L.3.10 The student will use correct spelling**

- a. Use a multi-sensory approach
- b. Follow phonetic rules
- c. Understand structural principles and spelling patterns
- d. Spell words learned in the content areas correctly
- e. Spell high frequency words correctly

**R/L.3.11 The student will write legibly**

- a. Write using proper posture, position of paper and pencil grip
- b. Write with correct form, alignment, and spacing
- c. Present work done neatly
- d. Write daily in cursive writing
- e. Reduce writing size in second trimester

**Standard 4 – Research**

**R/L.3.12 The student will locate information in reference sources**

- a. Note format and book parts
- b. Use table of contents, index and glossary
- c. Alphabetize beyond the third letter and use guide words
- d. Interpret charts, maps, graphs and tables
- e. Record information from print sources (encyclopedia, reference books) and non-print sources (videos, computers, interviews)
- f. Choose appropriate reference sources – dictionary, encyclopedia, atlas, almanac, thesaurus, books, magazines, pamphlets, newspapers, calendar, Bible
- g. Record minimal bibliographic information

**R/L.3.13 The student will utilize study skills**

- a. Understand test-taking strategies
- b. Develop note-taking strategies
- c. Read labels, titles, headings and captions



## **Standard 5 – Technology**

### **R/L.3.14      The student will explore the uses of available technology in the Reading Language Arts program**

- a.      Use technology for collaborative project
- b.      Publish works
- c.      Cite sources of text and digital information
- d.      Use multimedia and publishing tools for reading and writing
- e.      Use electronic media to collect information as well as for enjoyment
- f.      Use technology to change, edit and revise writing



## READING LANGUAGE ARTS

### GRADE 4

#### *Overview*

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.

#### MASTERY OF SKILLS

- Organize ideas in both writing and speaking
- Read with fluency and understanding (at appropriate level, may vary amongst students)
- Be familiar with both fiction and non-fiction literary elements
- Write a coherent paragraph with a clear topic sentence

### **Standard 1 – Oral Language & Listening Skills**

#### **R/L.4.1 The student will use effective communication skills in a variety of settings**

- Develop an appreciation for the value of listening and develop critical listening skills
- Follow multi-step directions
- Relay accurate directions to accomplish a task or to reach a specific destination
- Listen to and record information
- Respond to questions and express opinions
- Ask questions and paraphrase to clarify information
- Participate in choral reading, rehearsed oral reading, and poetry recitation
- Use grammatically correct language and specific vocabulary to communicate ideas
- Participate courteously in group discussion

#### **R/L.4.2 The student will make, listen to, and respond to oral presentations and reports**

- Develop articulation skills, speaking clearly with appropriate volume and pace
- Present oral reports
- Summarize and respond to oral presentations in a variety of ways



## Standard 2 – Reading/Literature

### **R/L.4.3 The student will employ strategies to decode words and work toward fluent reading while increasing vocabulary**

- a. Use context clues to infer meaning
- b. Use structural clues to construct meaning
  - i. Base and root words
  - ii. Suffixes and prefixes
  - iii. Syllabic generalizations
- c. Develop meanings of unfamiliar words and acquire multiple meanings of words
- d. Identify and use synonyms, antonyms, homonyms, and homographs
- e. Master content area and specialized language
- f. Read and re-read stories, poems, and passages with fluency and expression, self-correcting when necessary

### **R/L.4.4 The student will demonstrate comprehension of both fiction and non-fiction texts**

- a. Pre-Reading Strategies
  - i. Set a purpose for reading
  - ii. Use prior knowledge to build background
  - iii. Use text organizers and images to predict outcomes and formulate questions
- b. Reading Behaviors
  - i. Demonstrate appropriate behaviors while reading
  - ii. Participate in sustained silent reading
  - iii. Skim for specific information
  - iv. Ask and answer appropriate questions
  - v. Identify supporting details relevant to the topic
- c. Literary Elements & Genres
  - i. Identify point of view
  - ii. Compare and contrast characters, settings, plot, and theme
  - iii. Identify distinguishing characteristics of literary genres (fiction, nonfiction, folklore, fantasy, realistic & historic fiction, mythology, drama, poetry)
  - iv. Identify sensory words
  - v. Identify and explain idioms and analogies
- d. Author's Purpose
  - i. Explain the author's purpose
  - ii. Describe how the choice of language, setting, and information contributes to the author's purpose
  - iii. Recognize propaganda and advertising techniques



**R/L.4.5 The student will respond to literature orally and in writing**

- a. Demonstrate comprehension
  - i. Relate literature to real life and previously read materials
  - ii. Make inferences and draw conclusions
  - iii. Confirm and revise predictions
  - iv. Distinguish between fact and opinion
  - v. Make generalizations, judgments and decisions
  - vi. Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges
- b. Organize information and content of a selection
  - i. Identify main idea/supporting details
  - ii. Summarize content of selection, identifying important ideas and providing details for each important idea
  - iii. Sequence events and ideas
  - iv. Identify cause and effect; problem and solution
  - v. Use test taking strategies

**Standard 3 – Writing/Grammar**

**R/L.4.6 The student will write daily - demonstrating knowledge of the writing process**

- a. Prewrite
  - i. Generate ideas
  - ii. Choose and narrow topics
  - iii. Identify audience and purpose: to entertain, to persuade, to inform
- b. Compose paragraphs
  - i. Demonstrate knowledge of topic sentence, supporting details, concluding sentence
  - ii. Use time order and transitional words
  - iii. Vary syntax and sentence length
- c. Select & practice appropriate writing form
  - i. Journal
  - ii. Paragraphs (descriptive, narrative, expository, persuasive)
  - iii. Social letter/postcard/envelope
  - iv. Poem
  - v. Book reports
  - vi. Stories
  - vii. Sentence dictation
  - viii. Outline in detail
  - ix. News story
  - x. Forms
  - xi. Multiple paragraph report
  - xii. Multi-step instructions



- d. Editing process & published work
  - i. Compose first draft
  - ii. Edit for grammar and syntax
  - iii. Rewrite, revise for clarity and information
  - iv. Proofread with self and peer
  - v. Publish one sample per trimester

**R/L.4.7 The student will apply grammatical rules when writing**

- a. Identify and use nouns, pronouns, adjectives, verbs, and adverbs
  - i. Nouns (common, proper, singular, plural, possessive)
  - ii. Pronouns (person & number, gender, possessives)
  - iii. Adjective (articles, demonstrative, possessives, descriptive, proper)
  - iv. Verbs (action, being, regular, irregular, auxiliary/helping, linking, present tense, past tense, future tense)
  - v. Adverbs (time, manner, place comparison)
- b. Identify and use direct object, subject understood, compound subject, compound predicate
- c. Identify sentence structure and type (simple & compound, declarative, interrogative, exclamatory, imperative)
- d. Follow the standards of capitalization
  - i. Pronoun *I*
  - ii. First letter of a sentence
  - iii. Proper nouns
  - iv. Days of the week
  - v. Months of the year
  - vi. Abbreviations of a word beginning with a capital letter
  - vii. Initials
  - viii. Salutation and closing of a letter
  - ix. Titles of books and poems
  - x. First word in a quotation
  - xi. Story titles
  - xii. Titles of honor and respect when preceding a name
  - xiii. Pronouns relating to God
- e. Follow standards of punctuation for periods, question marks, exclamation points, commas, apostrophes, and quotation marks
- f. Select the intended use of apostrophe (contraction, possessive, abbreviation)
- g. Write in complete sentences using an agreeing subject and verb
- h. Use stated question as part of the answer
- i. Write legibly, neatly, with correct form and alignment, and practice writing in cursive and with pen



**R/L.4.8 The student will use correct spelling**

- a. Use a multi-sensory approach
- b. Follow phonetic rules
- c. Understand structural principles and spelling patterns
- d. Spell words learned in the content areas correctly
- e. Spell high frequency words correctly

**Standard 4 – Research**

**R/L.4.9 The student will locate information in reference sources**

- a. Locate reference sources
  - i. Note format and parts of books
  - ii. Use table of contents, index, and glossary
  - iii. Alphabetize beyond third letter
  - iv. Interpret maps, graphs, and other visuals
  - v. Use skills to locate information
  - vi. Record bibliographic information including text title, author, and copyright date
- b. Utilize study skills & apply research to a topic
  - i. Organize materials
  - ii. Employ strategies when reading (visualize, summarize, predict, self-monitor, vary reading rate)
  - iii. Collect and record information from a variety of print and non-print sources, including the internet
  - iv. Comprehend, apply, analyze, evaluate, and synthesize information
  - v. Construct questions about a topic

**Standard 5 – Technology**

**R/L.4.10 The student will explore the uses of available technology in the Reading Language Arts program**

- a. Use electronic media to collect information as well as for enjoyment
- b. Use technology for collaborative projects
- c. Use multimedia and publishing tools for reading and writing
- d. Use technology to change, edit, and revise writing
- e. Cite sources of text and digital information
- f. Publish works



## READING LANGUAGE ARTS GRADE 5

### *Overview*

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 increase reading fluency and comprehension and further develop writing skills.

### MASTERY OF SKILLS

- Follow phonetic rules
- Recognize and use structural principles and spelling patterns
- Spell high frequency words
- Correct form, alignment and spacing using cursive writing
- Write multi-paragraph report
- Develop main idea and topic sentence/thesis/hypothesis
- Identify plot and structure (5 themes of literature)
- Recognize and develop correct sentence structure, specifically subject verb agreement

### Standard 1 – Oral Language & Listening Skills

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

- a. Develop an appreciation for the value of listening
- b. Respond to questions
- c. Follow multi-step directions
- d. Develop critical listening skills
- e. Distinguish fact from opinion
- f. Respond to speaker in a variety of ways (ask questions, think aloud, contribute ideas)
- g. Listen for a specific purpose: information, appreciation, entertainment, directions, persuasion
- h. Identify speaker's main point and supporting details

#### **R/L.5.2 The student will speak effectively in oral communication and presentations**

- a. Present orally or take part in a book report, interview, telling of a fable, choral speaking, poetry recitation, personal opinions and directions with clear voice and at an appropriate pace
- b. Use language and style appropriate to the audience, topic, and purpose
- c. Use evidence to support opinions
- d. Organize and summarize content sequentially or around major ideas to paraphrase



- e. Determine appropriate content for audience
- f. Incorporate visual aids to support the presentation
- g. Maintain and use appropriate articulation skills through eye contact, facial expressions, and gestures
- h. Use pitch, stress, enunciation, projection, and posture appropriate for communication setting
- i. Make planned oral presentations
- j. Summarize main points before or after presentation
- k. When posed with a question, used stated question as part of the answer
- l. Use grammatically correct language and specific vocabulary
- m. Read with sufficient accuracy and fluency to support comprehension

## **Standard 2 – Reading/Literature**

### **R/L.5.3 The student will employ strategies to decode words and increase vocabulary**

- a. Develop word meanings of unfamiliar words and acquire multiple meanings of words
- b. Identify and use synonyms, antonyms, homophones and heteronyms
- c. Identify and utilize cognates

### **R/L.5.4 The student will work towards fluent reading**

- a. Read and reread stories, poems and passages with fluency and expression, self-corrects when necessary
- b. Use structural clues to construct meaning
- c. Utilize base/root words including Greek and Latin roots in variant word forms
- d. Demonstrate knowledge of roots, affixes, suffixes, synonyms, antonyms, and homophones
- e. Be familiar with syllabic generalizations
- f. Identify and use abbreviations
- g. Understand the use of figurative language (metaphor, simile, alliteration, personification, onomatopoeia, hyperbole, idioms)

### **R/L.5.5 The student will demonstrate comprehension of literature selections in fiction and nonfiction**

- a. Develop fluency, accuracy, set purpose for reading, activate background knowledge
- b. Analyze literary elements (character, plot, setting, mood, theme, point of view)
- c. Compare and contrast characters, setting, plot, point of view and theme
- d. Identify characteristics of common literary forms (fables, biography, autobiography, fantasy, historical fiction, patterned poetry, narrative verse, short stories, novels, drama, myths, tall tales, contemporary fiction)
- e. Identify and use figurative language (metaphor, simile, alliteration, personification, onomatopoeia, hyperbole, idioms)
- f. Raise vital questions about the text, formulating them clearly and precisely



- g. Gather and assess relevant information, using abstract ideas to interpret text effectively
- h. Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- i. Communicate effectively with others in figuring out solutions to complex problems presented in literature, both fiction and non-fiction

#### **R/L.5.6 Literary Elements and Genre**

- a. Identify distinguishing characteristics of literary genres
- b. Evaluate author's purpose/point of view
- c. Recognize techniques of persuasion and propaganda
- d. Make inferences
- e. Draw conclusions – identify cause and effect relationship
- f. Confirm/revise predictions
- g. Distinguish and be able to support fact/opinion
- h. Form generalizations to make judgments/decisions
- i. Organize information/content of a selection
- j. Identify main idea/supporting details/sequence of events
- k. Identify problem/solution
- l. Identify steps in a process

#### **R/L.5.7 Critical Thinking**

- a. Make multiple connections between texts and real world (text to self, text to text, text to world, text to media using reflection and reasoning)
- b. Raise vital questions about the text, formulating them clearly and precisely
- c. Gather and assess relevant information, using abstract ideas to interpret text effectively
- d. Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- e. Communicate effectively with others solving complex problems presented in literature, both fiction and non-fiction

### **Standard 3 – Writing/Grammar**

#### **R/L.5.8 The student will write daily - demonstrating knowledge of the writing process**

- a. Generate ideas using a variety of graphic organizers
- b. Choose and narrow topics
- c. Identify purpose and audience
- d. Use proper structure when constructing various forms of writing



- i. Journal
  - ii. Paragraphs (descriptive, narrative, expository, persuasive)
  - iii. Social letter/postcard
  - iv. Thank you
  - v. Invitation and envelope
  - vi. Poem
  - vii. Book report
  - viii. Stories
  - ix. Outline
  - x. News story
  - xi. Forms
  - xii. Multi-paragraph composition/report
  - xiii. Multi-step instructions
  - xiv. Advertisement
  - xv. Summary
  - xvi. Critique/review
  - xvii. Comparison/contrast
  - xviii. Business letter
- e. Demonstrate knowledge of and use topic sentences, supporting, and concluding sentences
  - f. Vary sentence length and use of words within sentences
  - g. Use time-order and transitional words
  - h. Elaborate when constructing an effective message
  - i. Revise and evaluate writing for clarity/purpose by self as well as peer
  - j. Proofread to correct grammar, syntax, spelling, punctuation
  - k. Publish a minimum of two typed writing samples per trimester

**R/L.5.9**

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

- a. Use correct sentence structure (simple, declarative, interrogative, imperative, exclamatory)
- b. Understand parts of a sentence (simple subject, simple predicate, direct object, understood subject, compound subject, and compound predicate)
- c. Identify and edit run-on sentences
- d. Diagram simple sentences
- e. Identify and use nouns
  - i. Common
  - ii. Proper
  - iii. Singular
  - iv. Plural
  - v. Possessives, as subject of sentence
  - vi. Gender
  - vii. Subjective complement
  - viii. Object of preposition
  - ix. Direct object



- f. Identify and use pronouns in or as
  - i. Person
  - ii. Number
  - iii. Gender
  - iv. Possessives
  - v. Subject
  - vi. Direct object
  - vii. Indirect object
  - viii. Compound personal pronouns
  - ix. Subjective complement
  - x. Object of preposition
- g. Identify and use adjectives
  - i. Descriptive
  - ii. Limiting
  - iii. Proper
  - iv. Comparison of
  - v. Demonstrative
  - vi. Articles
  - vii. Possessive
- h. Identify and use verbs
  - i. Action
  - ii. Auxiliary/helping, being, linking
  - iii. Simple tenses and form
  - iv. Present and past participle
- i. Identify and use adverbs
  - i. Time
  - ii. Place
  - iii. Manner
  - iv. Degree/comparison of
- j. Identify and use prepositions and prepositional phrases
  - i. Adjective phrases
  - ii. Adverb phrases
  - iii. Conjunctions and interjections within a prepositional phrase

**R/L.5.10 Follow the standards of capitalization**

- a. Pronoun *I*
- b. First word in a sentence
- c. Proper nouns
- d. Days of the week
- e. Months of the year
- f. Initials
- g. Salutation
- h. Closing of a letter
- i. Titles of books
- j. Poems



- k. Story titles
- l. Titles of honor and respect when preceding a name
- m. Pronouns relating to God
- n. Abbreviations of a word beginning with a capital letter
- o. First word in a quotation
- p. Proper adjectives

**R/L.5.11 Follow standards of punctuation**

- a. Use period after a declarative/imperative sentence, abbreviations, initials
- b. Use question mark after an interrogative sentence
- c. Use exclamation mark after an exclamatory sentence
- d. Use comma in a friendly letter, address, date, salutation, closing, to separate words in a series, direct quotations, after “yes” or “no”
- e. Use an apostrophe in contractions and to show singular/plural possession
- f. Use quotation marks before/after a direct quotation, title of a poem
- g. Use a comma before conjunctions when two simple sentences are joined
- h. Use quotation marks to enclose titles of short stories, magazine articles, television shows and radio programs
- i. Underline titles of books, magazines, newspapers, movies and works of art

**R/L.5.12 The student will use correct spelling**

- a. Use a multi-sensory approach
- b. Understand structural principles and spelling patterns
- c. Spell words learned in the content areas correctly
- d. Spell high frequency words correctly

**R/L.5.13 The student will write legibly**

- a. Write with correct form, alignment, and spacing
- b. Present work neatly done in cursive and manuscript

## **Standard 4 – Research**

**R/L.5.14 The student will locate information in reference sources and apply to research topic**

- a. Note format and parts of books
- b. Use alphabetical sequence to locate information
- c. Collect and record information from a variety of print and non-print sources including the internet
- d. Skim materials to develop a general overview of content or to locate specific information
- e. Develop notes that include important concepts, paraphrases, summaries, and identification of information sources
- f. Learn and use correct MLA citation format both in-text and as a works-cited list
- g. Develop an understanding of plagiarism and its repercussions



## **Standard 5 – Media Literacy**

- R/L.5.15 The student will learn how media messages are constructed and for what purposes**
- a. Differentiate between auditory, visual, and written media messages
  - b. Identify the characteristics and effectiveness of a variety of media messages
  - c. Examine forms of media by identifying main questions raised by using details within the text
  - d. Create age-appropriate media messages for evaluation with focus on the effectiveness of the message

## **Standard 6 – Technology**

- R/L.5.16 The student will explore the uses of available technology in the Reading Language Arts program**
- a. Use safe and correct security procedures (passwords, ID)
  - b. Cite electronic sources of text and digital information properly
  - c. Select relevant information (content and images) from appropriate technology resources (websites, library catalogs, electronic reference materials)
  - d. Explain and use search strategies for age-appropriate Web search tools, library catalogs, electronic databases
  - e. Use technology to communicate with and work collaboratively with groups in the school community and outside of the school community (e.g. students overseas)
  - f. Create and present new documents to complete learning assignments and demonstrate new understanding through various formats (web pages, graphic organizers/spreadsheets, slide shows) appropriate for audience



## MIDDLE SCHOOL READING LANGUAGE ARTS CURRICULUM

### PREFACE

The diocesan curriculum for grades 6-8 is meant to be spiraled, meaning concepts taught in 6th grade will likely need to be repeated throughout the middle school years. If a specific concept is not listed in 7<sup>th</sup> grade, it does not mean that concept cannot be taught. The 6<sup>th</sup> grade curriculum lists all concepts common to middle school and 7<sup>th</sup> and 8<sup>th</sup> grade build upon those concepts – think depth not breadth. Whereas the previous document was identical in all three grades, the updated curriculum fleshes out concepts as students mature and can grasp more in-depth information.

#### Notable changes:

- The study skills section was removed as the committee felt that these skills should be taught as part of the total middle school curriculum and not just within the language arts classroom.
- A media literacy section has been added; students will first be exposed to this standard beginning in the 5<sup>th</sup> grade curriculum.
- The technology section has been expanded, taking from our diocesan technology curriculum.
- Non-fiction is a stand-alone standard (as opposed to combined with fiction elements).
- An extensive research paper has been added to 8<sup>th</sup> grade as the science fair requirement was removed from this grade level.



## READING LANGUAGE ARTS

### GRADE 6

#### MASTERY OF SKILLS

- Story elements (plot, setting, conflict, character, point of view)
- Publish a five-paragraph essay which includes introduction, topic sentences, supporting details, conclusion
- Recognize and apply grammar concepts in sentences and in writing
- Identify and use subject, verb, adjective, noun, adverb, preposition, conjunction, pronoun
- Understand the writing process

#### Standard 1 – Oral Language & Listening Skills

##### **R/L.6.1 The student will develop listening skills**

- Respond to questions
- Follow multi-step directions
- Develop critical listening skills to analyze one's own and other's presentations
- Summarize oral presentations
- Respond to speaker in a variety of ways (ask questions, think aloud, contribute ideas)
- Discuss the speaker's specific purpose: information, appreciation, entertainment, directions, persuasion
- Identify speaker's main point and supporting details
- Distinguish fact from opinion
- Compare and contrast viewpoints

##### **R/L.6.2 The student will speak effectively**

- Practice choral speaking, reading aloud, presentations and conducting interviews
- Use evidence to present personal opinions
- Paraphrase each major topic and add supporting ideas with accurate details
- Speak directly to the audience and make eye contact
- Read a written selection orally with the proper intonation
- Acknowledge others' points of view



- g. Demonstrate the ability to collaborate with diverse teams
- h. Understand and practice the tools for speaking clearly and correctly
  - i. Pitch
  - ii. Stress
  - iii. Enunciation
  - iv. Projection
- i. Practice introductions
- j. Utilize visual aides in presentations
- k. Utilize nonverbals
  - i. Eye contact
  - ii. Posture
  - iii. Tone
  - iv. Gestures
  - v. Facial expressions
- l. Use grammatically correct language

## **Standard 2 – Reading/Literature**

### **R/L.6.3 The student will read and learn the meaning of unfamiliar words and increase vocabulary**

- a. Use phonetic, structural, and context clues to decode unfamiliar words
- b. Work towards fluent reading
  - i. Read and re-read stories, poems, and passages with fluency and expression
  - ii. Self-correct when necessary
- c. Develop vocabulary in content areas
- d. Recognize multiple meanings of words
- e. Develop word meanings
- f. Identify and use roots
- g. Identify and use cognates
- h. Identify and use affixes
  - i. Synonyms
  - ii. Antonyms
  - iii. Homonyms
- i. Understand the construction and impact of figurative language (metaphor, simile, alliteration, personification, onomatopoeia, hyperbole, idioms)
- j. Extend general and cross-curricular vocabulary through speaking, listening, reading and writing
- k. Use word reference materials (glossary, dictionary and thesaurus)
- l. Solve analogies
- m. Solve syllogisms



**R/L.6.4 The student will demonstrate comprehension of literature selections in:**

- Fiction
  - Nonfiction
  - Poetry
  - Prose
- a. Use prior knowledge to build background
  - b. Identify the main idea/supporting details
  - c. Summarize/retell the passage
  - d. Draw conclusions
  - e. Predict outcomes
  - f. Follow sequence of events and ideas
  - g. Relate cause to effect
  - h. Identify the author's purpose/point of view
  - i. Use knowledge of text structures to make inferences
  - j. Distinguish fact/opinion
  - k. Support opinions
  - l. Identify problem/solution
  - m. Identify steps in a process
  - n. Form generalizations
  - o. Make judgments/decisions
  - p. Recognize techniques of persuasion and propaganda
  - q. Compare/contrast elements of literature
  - r. Discuss what is read
  - s. Write about what is read
  - t. Adjust rate of reading according to material, level of difficulty, and purpose for reading
  - u. Analyze story elements (characters, setting, plot, point of view, mood, conflict and theme) and how they contribute to text meaning
  - v. Identify characteristics of common types of literature (patterned poetry, narrative verse, short stories, novels, dramas, myths, fables, tall tales, biography, autobiography, fantasy, and historical and contemporary fiction)
  - w. Identify the use of sensory imagery (five senses)
  - x. Recognize bias and symbolism
  - y. Identify flashback and foreshadowing techniques
  - z. Respond to literature by relating it to real life, making historical and multicultural connections (text to text, text to self, text to world)



## Standard 3 – Writing/Grammar

### **R/L.6.5 The student will engage in writing on a daily basis and recognize that writing is a repetitive process**

- a. When posed with a question, use stated question as part of the answer
- b. Employ prewriting strategies – brainstorm, free write, discussion, graphic organizers
  - i. Choose and narrow topics
  - ii. Identify purpose and audience
  - iii. Compose a thesis statement
- c. Select writing mode and form
  - i. Narrative
  - ii. Descriptive
  - iii. Expository
  - iv. Persuasive
  - v. Research paper
- d. Write a first draft
- e. Organize generated information for writing to fit mode or topic
- f. Evaluate and revise content
  - i. Organization
  - ii. Topic development
  - iii. Transition
  - iv. Clarity
  - v. Appropriateness of language, vocabulary
  - vi. Word and sentence variety
  - vii. Appropriateness to purpose and audience
- g. Revise for corrections
- h. Review and edit with self and peers
- i. Publish: use technology to plan, revise, edit and publish
  - i. Share composition with others
  - ii. Use appropriate manuscript style - MLA

### **R/L.6.6 The student will apply grammatical rules when writing**

- a. Use and understand sentence structure
  - i. Simple
  - ii. Declarative
  - iii. Interrogative
  - iv. Imperative
  - v. Exclamatory
  - vi. Simple subject
  - vii. Simple predicate
  - viii. Direct object
  - ix. Understood subject
  - x. Inverted order



- xi. Compound subject
  - xii. Compound predicate
  - xiii. Complete subject
  - xiv. Complete predicate
  - xv. Subject complement
  - xvi. Compound object
  - xvii. Independent clause
  - xviii. Subordinate clause
  - xix. Compound sentence
  - xx. Coordinate conjunction
  - xxi. Compound complement
  - xxii. Diagram simple and compound sentences
- b. Identify and use pronouns
- i. Person, number, gender, possessive, subject and object pronouns
  - ii. Pronoun-antecedent agreement
  - iii. Interrogative, indefinite, and demonstrative pronouns
  - iv. Subject-verb agreement
- c. Identify and use adjectives
- i. Descriptive, proper, comparison of, demonstrative article, possessive, indefinite
  - ii. Interrogative
  - iii. Subject-complement
- d. Identify and use verbs
- i. Action, auxiliary, being, linking, simple tenses and principal parts (present, present participle, past, past participle)
  - ii. Transitive/intransitive
  - iii. Simple, perfect, and progressive tense
  - iv. Subject verb agreement
- e. Identify and use adverbs
- i. Time, place, manner, degree, affirmation, and negation
- f. Identify and use prepositions
- i. Prepositional phrase
  - ii. Adjective phrase and adverb phrase
- g. Identify and use conjunctions
- i. Coordinate conjunctions
- h. Identify and use interjections
- i. Follow the standards of capitalization
- i. Capitalize pronoun *I*
  - ii. First word in a sentence
  - iii. Proper nouns
  - iv. Days of the week
  - v. Months of the year
  - vi. Abbreviations of a word beginning with a capital letter
  - vii. Initials
  - viii. Salutation and closing of a letter
  - ix. Titles of books and poems
  - x. First word in a quotation



- xi. Story titles
- xii. Titles of honor and respect when preceding a name
- xiii. Pronouns relating to God and proper adjectives
- j. Follow standards of punctuation
  - i. Use period after a declarative/imperative sentence, abbreviations, initials, in an outline
  - ii. Use question mark after an interrogative sentence
  - iii. Use exclamation mark after an exclamatory sentence
  - iv. Use comma in a friendly letter, an address, to separate words in a series, to set off direct quotations, to set off direct address, after “yes” or “no” to separate clauses connected by conjunctions (and, but, or, nor, so, for and yet)
  - v. Use an apostrophe in contractions, to show singular/plural possession, to show the omission of a letter, letters, or numbers, in the plural forms of numbers and letters
  - vi. Use quotation marks: before/after a direct quotation, in divided quotations, to enclose titles of short stories, articles, poems, and television episodes
  - vii. Italicize (underline when handwritten) titles of books, magazines, newspapers, movies, and works of art
  - viii. Use a semicolon to separate the clauses of a compound sentence when they are not separated by a coordinate conjunction
  - ix. Use a colon after the salutation in a business letter and before a list or enumeration of items
  - x. Use a dash to indicate a sudden change of thought
  - xi. 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 The student will use correct spelling**

- a. Spell words using a multi-sensory approach
- b. Understand structural principles and spelling patterns
- c. Spell words learned in the content areas correctly
- d. Spell high frequency words correctly
- e. Practice dictation regularly
- f. Use the etymology of words to enhance spelling skills
- g. Practice proofreading skills
- h. Practice dictionary skills

**R/L.6.8 The student will write legibly**

- a. Write with correct form, alignment, and spacing
- b. Present work neatly done in cursive



## **Standard 4 – Media Literacy**

### **R/L.6.9 The student will understand elements of media literacy**

- a. Compare/contrast various media messages
- b. Discover purposes of media literacy and examine how they are constructed
- c. Identify authorship, format, audience, content, purpose
- d. Identify characteristics and effectiveness of a variety of media messages
- e. Create and publish audience specific media messages

## **Standard 5 – Research**

### **R/L.6.10 The student will locate information in reference sources**

- a. Note format and parts of books
- b. Use alphabetical sequence to locate information
- c. Use appropriate reference materials
  - i. Recognize reliable internet sources
  - ii. Utilize library resources
  - iii. Cite primary and secondary sources
- d. Skim materials to develop a general overview of content or to locate specific information
- e. Develop notes that include important concepts, paraphrases, summaries, and identification of information sources
- f. Credit reference sources, analyze and evaluate credibility/validity of sources
- g. Compose list of references (works cited using MLA format)
- h. Use in-text citations
- i. Develop an understanding of plagiarism and its repercussions

## **Standard 6 – Technology**

### **R/L.6.11 Use technology to locate, evaluate, and organize information from a variety of sources**

- a. Select relevant information (content and images) from appropriate technology resources
- b. Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement research
- c. Refine search strategies for age-appropriate internet search tools, library catalogs, or electronic databases
- d. Collect and organize information using technology tools (such as word processing software, graphics programs, presentation tools, and spreadsheets)



## READING LANGUAGE ARTS

### GRADE 7

#### MASTERY OF SKILLS

- Application of writing skills and techniques in various types of essays (narrative, expository, descriptive)
- Revision of writing for clarity, relevancy, and organization
- Ability to identify point of view and theme in a novel
- Ability to write and publish a paper in MLA format

#### **Standard 1 – Oral Language & Listening**

##### **R/L.7.1 The student will further develop active listening skills**

- Participate in conversations, group discussions, and oral presentations
- Develop critical listening skills
- Respond to speaker in a variety of ways (ask questions, think aloud, contribute ideas)
- Ask questions to seek elaboration and clarification of ideas
- Make statements to communicate agreement or tactful disagreement with others' ideas
- Paraphrase and summarize a speaker's key ideas

##### **R/L.7.2 The student will speak effectively**

- Paraphrase each major topic and add supporting ideas with accurate details
- Acknowledge others' points of view
- Use language and style appropriate to audience, topic, and purpose
  - Pitch
  - Stress
- Deliver oral presentations
  - Use research steps
  - Include evidence
  - Identify/recognize a clear point of view
  - Establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict) and point of view
  - Describe major and minor characters and a definite setting
  - Use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and



- suspense and showing narrative action with movement, gestures, and expressions
- vii. Use verbal and non-verbal communication appropriate to the audience
- viii. Ask questions to elicit information, include questions to support speaker's claims and conclusions
- ix. Deliver oral summaries of articles, books – share ideas in own words as well as cite textual evidence

**R/L.7.3 The student will learn to identify and demonstrate relationships between a speaker's verbal and non-verbal messages**

- a. Be able to use/recognize and compare/contrast verbal and non-verbal messages such as:
  - i. Word choice
  - ii. Pitch
  - iii. Feeling
  - iv. Tone
  - v. Voice for intended audience
  - vi. Eye contact and voice projection
  - vii. Posture
  - viii. Gestures

## **Standard 2 – Reading/Literature**

**R/L.7.4 The student will read and learn the meaning of unfamiliar words and increase vocabulary**

- a. Choose a variety of strategies to determine the meaning of unknown words
- b. Use authentic texts
- c. Extend general and specialized vocabulary through speaking, listening, reading, and writing
- d. Use cross-curricular vocabulary in speaking, listening, reading, and writing
- e. Use word structure to analyze relationships among words within texts
- f. Identify connotation and denotation
- g. Identify and analyze figurative language
  - i. Oxymoron
  - ii. Allusion
  - iii. Irony
  - iv. Idioms
- h. Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases



**R/L.7.5 The student will demonstrate comprehension of literature selections in fiction, poetry, and prose**

- a. Describe the elements of narrative structure including setting, character development, plot structure, theme, conflict and how they influence each other
- b. Compare and contrast various forms and genres of fictional text
- c. Identify conventional elements and characteristics of a variety of genres
- d. Describe the impact of word choice, imagery, and literary devices including figurative language
- e. Make, confirm, and revise predictions
- f. Use prior and background knowledge as a context for new learning
- g. Make inferences and draw conclusions based on the text
  - i. Identify the main idea
  - ii. Summarize, generalize and paraphrase text relating supporting details
  - iii. Identify the author's organizational pattern
  - iv. Recognize problem/solution
  - v. Determine chronological order
  - vi. Identify cause and effect relationships
  - vii. Analyze internal and external conflict
- h. Use reading strategies to monitor comprehension throughout the reading process

**R/L.7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts**

- a. Skim materials using text features including type, headings, and graphics to predict and categorize information
- b. Identify an author's organizational pattern using textual clues, such as transitional words and phrases
- c. Make inferences and draw logical conclusions using explicit and implied textual evidence
- d. Differentiate between fact and opinion
- e. Identify the source, viewpoint, and purpose of texts
- f. Describe how word choice and language structure convey an author's viewpoint
- g. Identify the main idea
- h. Summarize text identifying supporting detail
- i. Create an objective summary including main idea and supporting details
- j. Identify cause and effect relationships
- k. Organize and synthesize information for use in written and other formats
- l. Analyze ideas within and between selections providing textual evidence
- m. Use reading strategies to monitor comprehension throughout the reading process



### Standard 3 – Writing/Grammar

#### **R/L.7.7 The student will write daily**

- a. Identify intended audience
- b. Use a variety of prewriting strategies including graphic organizers to generate and organize ideas (examples: lists, graphic organizers, outlines, concept maps)
- c. Organize writing structure to fit mode or topic
  - i. Narrative
  - ii. Descriptive
  - iii. Expository
  - iv. Persuasive
- d. Establish a central idea and organization
- e. Compose a topic sentence or thesis statement
- f. Write cohesive multi-paragraph compositions elaborating on the central idea
- g. Select vocabulary and information to enhance the central idea, tone, and voice
- h. Use clauses and phrases for sentence variety
- i. Evaluate and revise content (proofread)
- j. Use computer technology to plan, draft, revise, edit, and publish writing
- k. Share writing with others
- l. Use appropriate style (MLA)

#### **R/L.7.8 The student will apply grammatical rules when writing (review 6.6 as needed)**

- a. Complex sentences
- b. Correlative conjunctions
- c. Subordinate conjunctions
- d. Intensive pronouns
- e. Reflexive pronouns
- f. Relative pronouns
- g. Indefinite and definite adjectives
- h. Active voice and passive voice
- i. Indicative mood, imperative mood, and subjunctive mood
- j. Simple, perfect, progressive verb tenses
- k. Interrogative adverbs
- l. Verbals
  - i. Gerunds
  - ii. Infinitives
  - iii. Participles
- m. Diagram compound sentences
- n. Diagram complex sentences
- o. Follow rules of capitalization
- p. Follow rules of punctuation



- R/L.7.9 The student will use correct spelling**
- Understand structural principles and spelling patterns
  - Spell words learned in the content areas correctly
  - Spell high frequency words correctly
  - Identify the etymology of words (Greek and Latin roots)
  - Practice proofreading skills

- R/L.7.10 The student will write legibly**
- Present work neatly done in cursive
  - Write with correct form, alignment, and spacing

## **Standard 4 – Media Literacy**

- R/L.7.11 Students will understand the elements of media literacy and be able to:**
- Distinguish between persuasive and informative techniques used in media
  - Distinguish between fact and opinion, evidence and inference
  - Recognize how word choice and visual images convey a viewpoint
  - Create and publish audience-specific media messages
  - Develop an understanding of digital media and digital footprint

## **Standard 5 – Research**

- R/L.7.12 The student will locate information in reference sources**
- Note format and parts of books
  - Use alphabetical sequence to locate information
  - Use appropriate reference materials
  - Utilize electronic references
  - Use library skills to locate information
  - Use electronic databases, when possible, to access information
  - Choose appropriate reference sources (ex. dictionaries, almanacs, thesaurus, books, magazines, pamphlets, newspapers, primary sources, calendars)
  - Skim materials to develop a general overview of content or to locate specific information
  - Compose a list of references (works cited or bibliography in MLA format)
  - Distinguish between primary and secondary reference sources
  - Evaluate the validity and authenticity of sources
  - Develop notes that include important concepts, paraphrases, summaries, and identification of information sources
  - Formulate and revise questions about a research topic
  - Develop an understanding of plagiarism and its repercussions



## Standard 6 – Technology

### **R/L.7.13 Use technology as a tool to research, organize, evaluate, and communicate information**

- a. Select relevant information (content and images) from appropriate technology resources
- b. Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement research
- c. Refine search strategies for age-appropriate internet search tools, library catalogs, or electronic databases
- d. Collect and organize information using technology tools (such as word processing software, graphics programs, presentation tools, and spreadsheets)



## READING LANGUAGE ARTS

### EIGHTH GRADE

#### MASTERY OF SKILLS

- Use textual evidence in support of their writing
- Make inferences and draw conclusions while reading text
- Write a fully-developed five paragraph essay with a clear thesis sentence

#### **Standard 1 – Oral Language & Listening**

##### **R/L.8.1 The student will strengthen active listening skills**

- Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues
- Choose vocabulary and tone appropriate to the audience, topic, and purpose
- Use effective verbal and nonverbal communication skills to deliver multimodal presentations
- Speak effectively, be able to re-state the ideas of others
- Evaluate self and others providing evidence to support evaluation

##### **R/L.8.2 The student will increase knowledge and use of speaking skills**

- Outline the organization of a speech, including an introduction, transitions, previews, summaries, a logically developed body, and an effective conclusion
- Use appropriate grammar, word choice, enunciation, and pace during formal presentations
- Deliver oral responses to literature that:
  - Interpret a reading and provide insight
  - Make supported inferences about the effects of a literary work on its audience
- Deliver narrative presentations, such as biographical or autobiographical information that:
  - Relate a clear incident, event, or situation by using well-chosen details
  - Reveal the significance of the incident, event, or situation
  - Use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters



## Standard 2 – Reading/Literature

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

- a. Explore word origins – Latin and Greek
- b. Develop cross-curricular vocabulary through reading and writing
- c. Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast

### **R/L.8.4 The student will read, comprehend, and analyze a variety of fictional texts, poetry and drama**

- a. Identify cause and effect relationships
- b. Recognize allusions and identify irony
- c. Explain how authors' development of characters, conflict, point of view, voice, and tone convey meaning
- d. Explain the development of theme(s)
- e. Explain how various authors develop their characters
- f. Make inferences and draw conclusions based on explicit and implied information using references to the text for support
- g. Identify and analyze literary elements within a variety of genres
- h. Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts
- i. Compare and contrast authors' styles
- j. Use reading strategies to monitor comprehension throughout the reading process

### **R/L.8.5 The student will read, comprehend, and analyze a variety of nonfiction texts**

- a. Analyze the author's background, viewpoint, word choice, and impact
- b. Analyze details for relevance and accuracy
- c. Differentiate between fact and opinion
- d. Make inferences and draw conclusions based on explicit and implied information using evidence from text as support
- e. Summarize the text identifying supporting details
- f. Analyze ideas within and between selections providing textual evidence



## Standard 3 – Writing/Grammar

### **R/L.8.6 The student will write daily**

- a. Continue to use pre-writing strategies (see grade 7)
- b. Understand and use various writing structures
- c. Write in the following structures:
  - i. Narrative
  - ii. Descriptive
  - iii. Expository
  - iv. Persuasive
  - v. Research paper (see 8.11)
- d. Develop and modify writing to fit audience and purpose
- e. Revise writing (word choice, avoid repetition)

### **R/L.8.7 The student will use grammatical rules when writing: (refer to 7.8 and re-teach as needed)**

- a. Noun clauses, adjective clauses, and adverb clauses
- b. Subjunctive mood, review indicative and imperative moods
- c. Verbals (gerunds, infinitives, participles)
- d. Correctly punctuate in-text citations (MLA format)
- e. Pronouns – antecedent, agreement
- f. Diagram complex sentences

### **R/L.8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, and organization**

- a. Use and punctuate correctly varied sentence structures to include conjunctions and transition words
- c. Use a variety of sentence structures to infuse sentence variety in writing
- d. Maintain consistent verb tense across paragraphs
- e. Use comparative and superlative degrees in adverbs and adjectives
- f. Use quotation marks with dialogue and direct quotations
- g. Use correct spelling for frequently used words



## Standard 4 – Media Literacy

### **R/L.8.9 The student will analyze, develop, and produce creative or informational media messages**

- a. Analyze the purpose of information and persuasive techniques used in diverse media formats
- b. Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations
- c. Evaluate sources for relationships between intent and factual content
- d. Utilize multimedia to clarify information and emphasize differing points of view
- e. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s)
- f. Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages
- g. Create media messages to demonstrate understanding of media literacy

## Standard 5 – Research

### **R/L.8.10 The student will locate and synthesize information in reference sources**

- a. Compose a list of references, works cited (MLA format)
- b. Distinguish between primary and secondary reference sources
- c. Evaluate the validity and authenticity of resources
- d. Formulate and revise questions about a research topic
- e. Collect and synthesize information from multiple sources
- f. Quote, summarize and paraphrase research findings
- g. Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information

### **R/L.8.11 Student will produce a thesis research paper – this paper should be extensive as students in 8<sup>th</sup> grade are no longer required to produce a science fair research paper. In writing the paper, students will:**

- a. Develop an outline
- b. Write a thesis statement
- c. Use parenthetical citations
- d. Create a works cited page (using MLA format)



## Standard 6 – Technology

### **R/L.8.12 Use technology to locate, evaluate, and organize information from a variety of sources (taken from 8<sup>th</sup> grade technology standards)**

- a. Select relevant information (content and images) from appropriate technology resources
- b. Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use) and use traditional sources to verify and supplement
- c. Refine search strategies for age-appropriate internet search tools, library catalogs, or electronic databases
- d. Collect and organize information using technology tools (such as word processing software, graphics programs, presentation tools, and spreadsheets)
- e. Evaluate and explain why specific technology tools are selected to organize and present information for specific tasks