

**English Language
Arts
Curriculum
Standards
2018
Grades K-8**

Catholic Schools Office
Diocese of Burlington
55 Joy Drive
South Burlington, VT

Table of Contents

	Page
Rationale	3
English Language Arts Standards	4
Graduation Outcomes	5
Suggested Resources	6
Assessment	8
Kindergarten	10
Grade One	20
Grade Two	34
Grade Three	52
Primary Study Skills	72
Intermediate/Middle School Study Skills	74
Grade Four	76
Grade Five	90
Grade Six	105
Grade Seven	117
Grade Eight	130

English Language Arts Standards Diocese of Burlington Rationale/Philosophy

The study of language arts facilitates the mission of Catholic education. Our students develop the intellectual, social, moral, and spiritual qualities necessary to serve their parish and civic communities, think critically, be productive, grow spiritually and make moral decisions.

Language facilitates learning, since all knowledge is conveyed through the written or spoken word. Development of communication skills prepares students for lifelong learning. Students need basic language skills to access and understand information, evaluate its quality, and convey ideas to others. Thus, language arts are the building blocks of all learning, both in school and throughout life.

In addition to their intellectual value, language arts convey social benefits. Communication skills enable us to interact with others in a spirit of understanding, to promote positive influences, and to inspire others to do good.

Through literature, we learn to make connections to others and the world in which we live. The study of literature enables us to see the universality in human experience within the diversity of its many cultures. Literature enriches and extends our experiences beyond the limits of time and place, and thus we learn what it means to be human.

By providing an opportunity to investigate moral choices and their consequences, literature aids in forming a Christ-inspired conscience. Language is the fundamental expression of ourselves, and the means by which we communicate with our Creator through prayer and spiritual reading.

(English Language Arts Curriculum Guidelines)

The English Language Arts Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features.
4. Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audience and for different purposes.
5. Students employ a wide range of strategies as they write and used different writing process elements appropriately to communicate with different audiences for a variety of reasons.
6. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English must make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes.

Graduation Outcomes

Students will make choices informed by the teachings of the Catholic Church.

Students will communicate effectively.

Students will read and listen critically.

Students will demonstrate leadership to serve others within the global community.

Students will understand the value of lifelong learning.

Students will be well-versed in the Catholic position on the importance of the life-long pursuit of a personal relationship with Christ.

Students will solve problems thoughtfully and effectively.

Students will use technology responsibly.

Suggested Resources

In all strands of language arts instruction, teachers/schools should use a variety of tools, processes, and resources.

1. **The following texts are required resources:**

- K-5 Core reading program
- 6-8 Literature or core reading program
- Language Arts/English text
- Spelling and/or Vocabulary text
- K-3 Phonics program
- K-5 Handwriting workbook and/or alphabet model

3. **Classroom, school, and public libraries:** Classrooms should be print-rich, filled with excellent writing. Students should be encouraged to use the resources of the public library and to engage in reading online materials – including e-books. They should also use audio and/or video versions of books.

4. **Periodical Literature:** Such items may include (but are not limited to) *Read, Weekly Reader, Scholastic, Time, Newsweek, Calliope, Ladybug, Ranger Rick, Cricket, Spider, Muse, Newsela, Catholic Register* etc. Teachers should make every effort to relate reading world current events to all curriculum areas, including religion.

5. **Teachers' collections** of favorite read aloud poems, novels, nonfiction/fiction books.

6. **Word processing** technology

7. **Classroom Equipment:** dry erase board, charts, interactive whiteboard, projectors, document cameras, computers, tablets

8. **Handwriting:** whiteboards, desk strips, charts and poster, classroom alphabet border, primary level: #2 pencils, pencil grips, appropriately ruled paper, ($\frac{3}{8}$ " ruled paper – for refining primary proportioned cursive writing.) material for tactile experiences (sand, paint, etc.)

9. **Flashcards, Chunk Walls, Word Walls**

10. **Sample teacher resources:**

- Sadlier Vocabulary for Success (Fisher and Frey)
- Sadlier Vocabulary Workshop (Shostak)
- Voyages in English (Loyola Press)
- Lucy Calkins Reader's and Writer's Workshop Units of Study: Lucy Calkins and Colleagues
- Fountas and Pinnell Guided Reading
- Word Matters: Fountas and Pinnell
- Words Their Way: Donald Bear
- Making and Breaking Words: Patricia Cunningham

11. **Student journals** (student collections of favorite books, writing ideas, records of events, etc.) and blogs, interactive notebooks

12. **Graphic organizers**

13. **Dictionaries and thesauri** both electronic and text; student-made dictionaries of frequently misspelled words

14. **Websites for generating rubrics**

Assessment

Assessment is a means of measuring performance. It illustrates how well we are accomplishing our stated mission, goals, and objectives to educate and form the whole person. Through an integrated system of standards and of multiple forms of evaluation, assessment measures:

- beliefs, attitudes and behaviors, which are expressions of our Catholic identity;
- content knowledge
- student achievement (individual and group) ; and the
- learning and teaching environment

(NCEA'S Statement on Accountability and Assessment in Catholic Education)

Assessments of students should match the learning outcome or goal. In all classrooms, a variety of assessments, both objective and subjective, should be used to enhance learning and measure progress. Assessments are both instructional tools for students while they are learning and accountability tools to determine if learning has occurred. These assessments should include, but are not limited to:

Performance Assessment:

Student formal and informal presentations **across the curriculum:**

- 📖 Recitations, speeches, debates, discussions, video or audio performances
- 📖 Written work across the curriculum
- 📖 Spelling bees
- 📖 Poetry recitals
- 📖 Oratorical competitions
- 📖 Classroom performance (responses to discussions, questions, directions)
- 📖 Parent/Teacher/Student conferences
- 📖 Rubrics
- 📖 Anecdotal records
- 📖 Application of Standard English in daily written and oral work across the curriculum (*including notebooks, journals, blogs, responses to questions*)
- 📖 Teacher observation of student activities across the curriculum
- 📖 Oral reading
- 📖 Informal and formal inventories
- 📖 Daily work
- 📖 Student spelling in written work
- 📖 Notebook checks
- 📖 Running records
- 📖 Application of skills across the curriculum

Criterion Referenced Assessment:

- Standardized tests (*Terra Nova* –Grades 1-8)
- Teacher/text created tests (written or oral)
- Fluency tests
- Teacher or text generated checklists of skills

Independent

- Teacher observation
- Teacher-student conference
- Student self-correction and reflection on learning and performance
- Student self-assessment of goals
- Online programs that allow students to self-assess

Kindergarten Print Concepts

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● demonstrate knowledge of the basic features of print, how it is organized, and read.

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>Students will:</p> <ul style="list-style-type: none"> ● identify the front cover, back cover, author and illustrator ● follow words from left to right and top to bottom ● understand that printed materials provide information ● recognize that sentences in print are made up of separate words and separated by spaces ● recognize and name all upper and lowercase letters of the alphabet ● identify types of print materials (i.e. storybooks, poems, newspapers, signs, labels, etc.) ● identify the main idea of a text ● recognize both print and non-print media 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● works with children by examining pictures and other cues in text ● points out and discusses directionality and letter formation. ● encourages children to pay attention to the illustrators of their literature ● models oral reading with expression and fluency ● provides a variety of reading material for students ● discusses differences and similarities between different types of reading materials ● uses picture cards or story strips to develop sequencing skills 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● discusses books with students and examines details within the texts. <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● participate in small reading groups and discuss text features with peers. <p>Independent Students:</p> <ul style="list-style-type: none"> ● spend time independently reading and examining pictures with books of all genres.

Kindergarten Phonics

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● identify and orally manipulate words and individual sounds. ● demonstrate knowledge of alphabetic principle. ● know and apply grade level phonics in decoding words

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>Students will:</p> <ul style="list-style-type: none"> ● identify and distinguish consonants and vowels ● identify, blend, and segment syllables, onsets and rimes, and individual phonemes in words ● recognize and produce words that rhyme ● identify and distinguish initial, final, and middle sounds in CVC words. ● match all consonant and short vowel sounds to appropriate letters. ● understand the sequence of letters in the written word represent a sequence of sound in the spoken word. ● read high frequency words by sight 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● provides many different reasons and methods for students to hear and produce letter sounds. ● uses a variety of activities to practice saying and hearing letter sounds (e.g. songs, poems, rhymes, etc.) 	<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● maintains word and "chunk" walls ● creates phonics centers ● models how to sound out words using a variety of strategies. <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● participate in word games ● work in cooperative teams or groups to build and sound out words <p>Independent Students:</p> <ul style="list-style-type: none"> ● practice decoding CVC words independently

Kindergarten Written Language

Goals
<p>Students will:</p> <ul style="list-style-type: none"> ● begin to develop ability to write in order to communicate, for creativity, and to convey information. ● begin to understand that written text can be used for a variety of purposes and audiences.

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>Students will:</p> <ul style="list-style-type: none"> ● use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. ● write CVC words ● draw pictures about ideas generated from stories read aloud or through class discussion ● begin to use proper capitalization and end punctuation ● participate in writing simple stories, poems, letters, etc. ● participate in shared writing projects ● participate in creating informational forms- labels, lists, graphs, observations, etc. ● begin to properly space letters and words within a full sentence. ● properly print their first names independently ● write by moving from left to right and top to bottom 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● reads poetry, nonfiction, and fiction texts with and to students ● uses picture cards or story strips to develop sequencing skills ● emphasizes nonfiction reading and writing ● models writing with proper letter formation and spacing ● models writing for a variety of purposes ● models both writing and drawing pictures to express ideas. 	<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● directs and monitors students' writing <p>Cooperative: Students:</p> <ul style="list-style-type: none"> ● work in cooperative groups to generate ideas for class stories. ● work together to create illustrations for a class story <p>Independent: Students:</p> <ul style="list-style-type: none"> ● practice writing their name independently ● write simple sentences, stories, and poems.

Kindergarten Reading Comprehension

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● engage in group reading activities with purpose and understanding ● listen to and comprehend stories read aloud ● begin to read and comprehend emergent reader texts with purpose

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The students will:</p> <ul style="list-style-type: none"> ● use pictures and context to make predictions about a text ● connect text to their own life experiences, other texts, and the world around them. ● retell familiar stories ● begin to develop an understanding of story elements (beginning, middle, end, characters, setting, and details) ● identify the sequence of events in a story ● ask and answer questions about a text using critical thinking strategies. ● identify the purpose of nonfiction texts ● describe how illustrations contribute to a text ● identify a reading selection as fiction or nonfiction ● compare and contrast different types of literature and multiple versions of the same story 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher will:</p> <ul style="list-style-type: none"> ● ask questions about texts that encourage students to think about sequence, main ideas, setting, and characters ● read a variety of material including fiction and nonfiction selections ● point out and discuss illustrations and how they can add to the text 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● discusses books with students to . <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● participate in small reading groups ● Students discuss literature with their peers. <p>Independent Students:</p> <ul style="list-style-type: none"> ● read and reread emergent texts to check to understanding. ● reread own stories to check for consistency and continuity.

Kindergarten Fluency

Goals
The student will: <ul style="list-style-type: none"> ● begin to develop the ability to read orally with accuracy and expression.

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
Student will: <ul style="list-style-type: none"> ● read alphabet letters with automaticity ● use appropriate expression and intonation during choral reading with a teacher ● read automatically a small set of high-frequency words ● read familiar, emergent texts with accuracy and appropriate expression 	

Suggested Teaching Strategies	Suggested Learning Strategies
Teacher Directed Teacher will: <ul style="list-style-type: none"> ● model appropriate fluency and expression when reading aloud ● point out tools that help readers know how to read a phrase- bold lettering, exclamation points, etc. ● provide a variety of reading materials ● listen to students read grade-level texts and encourage expression. 	Teacher Directed: The teacher: <ul style="list-style-type: none"> ● will have students listen and respond to stories read aloud with appropriate expression ● will have students participate in choral reading with the teacher Cooperative: Students: <ul style="list-style-type: none"> ● work together to recite short poems or simple reader's theater selections ● practice small set of high-frequency words using flashcards Independent: Students: <ul style="list-style-type: none"> ● practice reading short emergent reader texts and poems with expression.

Kindergarten Listening Skills

Goals
Students will: <ul style="list-style-type: none"> ● begin to listen both for enjoyment and for information ● listen to and follow simple directions ● begin to understand that each person in a conversation should be respected; participate in conversations with peers and adults in small and large groups

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
Student will: <ul style="list-style-type: none"> ● listen carefully and understand directions for performing tasks ● listen attentively to fiction and nonfiction read alouds ● demonstrate listening skills – focus on the speaker, make eye contact with the speaker ● listen to and follow simple directions ● listen to others in conversation without interrupting; take turns ● listen courteously in assembly and classroom situations ● listen during Mass and other prayer services 	

Suggested Teaching Strategies	Suggested Learning Strategies
Teacher Directed The teacher: <ul style="list-style-type: none"> ● demonstrates musical elements of language – rhymes, rhythm ● reads to students across the curriculum every day ● models listening with reverence during prayers and liturgy 	Teacher Directed The teacher: <ul style="list-style-type: none"> ● will have students listen as the teacher is reading aloud, giving directions, or speaking in prayer. Cooperative Students: <ul style="list-style-type: none"> ● listen patiently and attentively as another is speaking. Independent <ul style="list-style-type: none"> ● Students listen to electronic material for specific information

Kindergarten Oral Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● communicate effectively orally with adults and peers. ● participate in conversations with peers and adults in small and large groups

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>Students will:</p> <ul style="list-style-type: none"> ● describe people, places, things, and ideas ● recite short poems, rhymes, and songs ● repeat auditory sequences (letters, words, numbers, and patterns) ● ask and answer questions in order to seek help or get information ● speak with appropriate volume to express ideas and feelings clearly ● relate an experience in a logical sequence ● pray orally as part of the classroom and parish communities 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● models good oral language ● reads aloud to students from a variety of sources every day ● notices and praises the good ideas and speech of students, visitors, or people on videos and other media sources ● encourages student oral participation in the celebration of Mass and prayer services 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● provides ample opportunities for group and choral reading of poems and other forms of literature ● provides daily opportunities for students to share experiences and ideas with one another <p>Cooperative: Students:</p> <ul style="list-style-type: none"> ● speak to one another in small groups – asking questions, expressing opinions and relating experiences

Kindergarten Handwriting

Goals
Students will: <ul style="list-style-type: none"> • begin to form letters with directionality on lines, using proper pencil grip, spacing, and hold

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
Student will: <ul style="list-style-type: none"> • write using left to right, top to bottom progression. • use dominant hand with correct paper position. • use proper pencil grip • correctly print all upper and lowercase letters • print numerals 0-10 	

Suggested Teaching Strategies	Suggested Learning Strategies
Teacher Directed The teacher: <ul style="list-style-type: none"> • models correct lettering, spacing, proper writing posture, and appropriate pencil position. • provides letter formation practice with a variety of materials- dry erase boards, shaving cream, play- doh, etc. • monitors students' pencil grip, posture, paper position 	Teacher Directed: The teacher: <ul style="list-style-type: none"> • takes advantage of every opportunity to have children write for authentic purposes Cooperative: Students <ul style="list-style-type: none"> • write from one another's dictation • write by copying from the board or other source Independent Students: <ul style="list-style-type: none"> • practice handwriting independently • self monitor for proper letter formation and spacing

Core Reading Program: Students will have access to a grade appropriate complete reading program with a core grade level text and leveled readers.

Language Arts Text: Students will have access to grade appropriate grammar and vocabulary materials that are either embedded within the core reading program or supplementary.

Spelling Text: Students will have access to grade appropriate spelling materials that are either embedded within the core reading program or supplementary.

Suggested Texts:

- Fountas and Pinnell Guided Reading, and Word Matters: Fountas and Pinnell
- Words Their Way: Donald Bear
- Making and Breaking Words: Patricia Cunningham
- Spring and Winter Phonemic Awareness Songs and Rhymes: Creative Teaching Press
- Language Arts Centers for the Primary Grades: Poppe and Van Matre
- Foundations: Wilson Language Basics

Handwriting Text: Students will have access to a grade appropriate text that focuses on printing both upper and lower-case letters as well as a focus on letter and word spacing.

Suggested Texts:

- Handwriting without Tears: Learning without Tears
- Writing Our Catholic Faith: Universal Publishing

Writing Text: Students will have access to a comprehensive writing program that reinforces spelling, spacing, phonics, and grammar. It should also use strong writing models and a variety of genres: Bible stories, fables, nonfiction, fiction etc.

Suggested Texts:

- Units of Study: Writing by Lucy Calkins
- Strategies for Writers: Zaner-Bloser

Strategies: Interactive notebooks, journals, hands-on and multi-sensory activities, literature circles, access to both classroom and school libraries, literacy centers, guided reading, independent reading, etc.

Assessments: Running records, benchmark assessments, progress monitoring assessments, writing samples, teacher observation, and sight word assessments

Suggested Assessment Resources:

- Fountas and Pinnell Benchmark assessments
- Reading A-Z Running Records
- Diagnostic Reading Assessment (DRA)

Grade One Reading Comprehension

Goals
<p>The student will:</p> <ul style="list-style-type: none"> ● read and comprehend a variety of print and nonprint texts and genres to better understand themselves and the world around them ● begin to develop an understanding of and respect for diversity of language ● begin to engage critically with literature to understand characters' actions and motivations ● begin to read for enjoyment ● engage in purposeful reading

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will begin to read a variety of texts for a broad range of purposes.</p> <p>Students will:</p> <ul style="list-style-type: none"> ● tell stories from fiction and nonfiction picture books and use illustrations as an additional source of understanding ● identify narrative elements ● retell classic children's stories and poems ● tell/read/listen to poems, stories, myths, articles from a diversity of cultures and relate these to personal experiences ● recall details from what is read ● identify: <ul style="list-style-type: none"> ▪ characters and setting ▪ beginning, middle, end ▪ main idea ▪ problem/conflict ▪ cause and effect ▪ steps in a process ● use narrative elements to: <ul style="list-style-type: none"> ▪ retell stories ▪ make predictions ▪ make inferences ▪ draw conclusions ▪ sequence ▪ classify ▪ map stories ● apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts ● follow written directions ● dramatize what is read during reader's theater ● ask questions about what is read 	

<ul style="list-style-type: none"> ● distinguish between real and imaginary ● monitor own comprehension: <ul style="list-style-type: none"> ▪ reread ▪ make and confirm predictions ▪ create mental images ▪ stop and summarize in own words ▪ draw on personal experience to aid in comprehension ▪ interact with other readers in understanding text ▪ use graphic organizers to understand what is read ▪ make text to text, text to self, and text to world connections ● apply strategies to identify unknown words <ul style="list-style-type: none"> ▪ look at the pictures, look at the beginning sound, use context clues, etc. ● use punctuation to make sense of what is read (period, question mark, exclamation point) ● apply decoding skills <ul style="list-style-type: none"> ▪ using context and picture clues ▪ word clues ▪ phonics ● read with oral accuracy, expression, and speech-like pace (fluency) ● recognize high frequency words automatically ● group words into meaningful phrases ● read independently ● read to learn more about and understand God’s word. 	
--	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● works with children in examining pictures and other cues in text ● encourages children to pay attention to the illustrators of their literature ● models oral reading with expression and fluency ● uses Reader’s Theater materials. ● provides repeated, echo, and choral reading experiences for students ● provides a variety of reading material for students ● uses picture cards or story strips to develop sequencing skills ● asks questions that will stimulate critical thinking about characters and their motives ● asks questions that encourage students to infer and predict. ● asks questions what will encourage students to make text to text, text to self, and text to world connections. 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● discusses books with students and keeps class journals of students’ favorite books. <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● participate in literature groups ● discuss literature with their peers <p>Independent Students:</p> <ul style="list-style-type: none"> ● keep personal literature journals ● reread own stories to check for consistency and continuity

Grade One Phonics

Goals
Student will: <ul style="list-style-type: none"> ● develop a strong phonemic awareness ● understand how to encode and decode using letter correspondences

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
Students will: <ul style="list-style-type: none"> ● decode and encode using all letter correspondences within a word ● recognize and identify all upper and lowercase letters ● match consonant sounds to symbols ● identify short and long vowel sounds ● identify <i>y</i> as a vowel ● identify and isolate initial, medial, and final consonants ● identify consonant blends (<i>bl, br, cl, dr, cr, fl, fr, gl, gr, pl, sl, sm, sn, sp, st, sw, tr, str, spr, spl</i>) ● identify and use inflectional endings (<i>-ed, -ing, -s</i>) ● identify consonant digraphs and combinations: (<i>sh, th, ck, ch, wh, ph</i>) ● identify vowel digraphs (<i>ea as in bread, ea as in bead, ee, oo as in moon, oo as in book, ai, ay, ie, oa, oi, ou, oy, ow, ue</i>) ● identify silent letters: <i>kn, wr</i> ● identify and use contractions correctly (Contractions with <i>will, not, am, are, is</i>) ● identify and use compound words 	

Suggested Teaching Strategies	Suggested Learning Strategies
Teacher Directed The teacher: <ul style="list-style-type: none"> ● provides many different reasons and methods for students to hear and produce letter sounds ● uses a variety of activities to practice saying and hearing letter sounds (ie songs, poems, rhymes, etc.) 	Teacher Directed The teacher: <ul style="list-style-type: none"> ● maintains word and "chunk" walls ● creates phonics centers Cooperative Students: <ul style="list-style-type: none"> ● participate in word games ● work in cooperative teams or groups ● use flashcards Independent Students: <ul style="list-style-type: none"> ● self monitor to ensure that decoded words make sense within context ● recite short poems or rhymes to practice speaking and hearing letter sounds

Grade One Written Language

Goals

Students will:

- use a variety of strategies in written language to communicate effectively
- apply beginning knowledge of language structure, language conventions, and figurative language to create print and non print text
- develop an understanding of and be able to use the writing process
- begin to develop ability to write both creatively, and for a specific purpose

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>Students will:</p> <ul style="list-style-type: none"> ● begin to experience and understand writing genres ● write as <i>a whole class, small group, or individual setting; Creative spelling is acceptable</i> ● write creatively ● write a complete sentence using nouns, verbs, adjectives and pronouns ● write a complete sentence with correct punctuation, capitalization, and spacing ● flexibly employ the five-step writing process (pre-write, draft, revise, edit, publish) to produce age/class/grade appropriate written work and to vary writing for purpose and audience ● use simple graphic organizers ● write a sentence using rhyming words ● write in a variety of forms (letters, poem, narrative, recipes, directions, etc.) ● write about an experience they have had using familiar language ● sequence events using a beginning, middle, and end ● write a simple description ● use simple comparisons or metaphors in descriptions ● write directions for a simple activity ● record simple observations ● keep a journal of books read and ideas for writing ● write journal entries ● write simple prayers and petitions for use in classroom, school, and parish liturgies and prayer services 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● reads poetry, nonfiction, and fiction texts with and to students ● points out examples of good descriptive writing in read-alouds, text, and in student writing ● uses picture cards or story strips to develop sequencing skills ● emphasizes nonfiction reading and writing ● models writing narratives with descriptions, comparisons, and supporting details 	<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● directs and monitors students' writing ● works with students to create class prayers <p>Cooperative: Students:</p> <ul style="list-style-type: none"> ● work together to produce group stories or texts ● advise and edit one another's work ● read one another's work for enjoyment <p>Independent: Students:</p> <ul style="list-style-type: none"> ● complete free response sentences ● write petitions for class/school prayer services and liturgies ● write email messages or letters to school/parish "pen pals" ● write personal narratives with details, comparisons, and a beginning, middle, and end

Grade One Grammar/Usage/Mechanics

Goals
Students: <ul style="list-style-type: none"> • begin to develop an understanding of English language structure and conventions

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
Students will: <ul style="list-style-type: none"> • use capitalization appropriately: First word in sentences, proper nouns, <i>I</i>, titles, initials, names, months, days of the week • identify sentence types (declarative, interrogative, command, exclamatory) and use appropriate punctuation to close sentences • identify nouns, adjectives, possessive nouns, plural nouns, pronouns, possessive pronouns, and verbs • begin to identify verb tenses • name self last • use the forms of the verb <i>to be</i> correctly 	

Suggested Teaching Strategies	Suggested Learning Strategies
Teacher Directed The teacher: <ul style="list-style-type: none"> • notices and points out punctuation and capitalization when reading selections with students. • models Standard English • speaks and writes using proper grammar 	Teacher Directed: The teacher: <ul style="list-style-type: none"> • provides daily language practice and daily opportunities for writing across the curriculum Cooperative: Students: <ul style="list-style-type: none"> • revise and edit each other's work Independent Students: <ul style="list-style-type: none"> • read books about punctuation and grammar like <i>Punctuation Takes a Vacation</i> • apply grammar, usage, and punctuation rules across the curriculum in speaking and writing

Grade One Spelling

Goal
<p>Student will:</p> <ul style="list-style-type: none"> • understand the importance of correct spelling • be able to encode words using each sound within a word • understand the sound-symbol relationship

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>Students will:</p> <ul style="list-style-type: none"> • spell correctly in written work • apply spelling rules and patterns to discover the spelling of new words • spell words based on spelling patterns (<i>-at, -am, -ag, -op, -it, etc</i>) • memorize the core words • memorize the spelling of high frequency words recommended for first grade 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> • makes spelling fun – games, contests, etc. • models checking spelling • models and articulates application of spelling rules • uses a variety of materials to practice spelling- magnetic tiles, dry erase boards, shaving cream, etc. 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • directs students to practice “look, picture, write, and check” skills with students <p>Cooperative Students:</p> <ul style="list-style-type: none"> • involved in peer correction of spelling in writing across the curriculum <p>Independent: Students:</p> <ul style="list-style-type: none"> • practice application of spelling rules to written work across the curriculum

Grade One Listening Skills

Goal
Students will: <ul style="list-style-type: none"> ● listen both for enjoyment and for information ● listen to and follow multistep directions ● respect the rights of others in conversations

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
Students will: <ul style="list-style-type: none"> ● demonstrate listening skills – focus on the speaker, make eye contact with the speaker ● listen to and follow multi-stepped directions ● listen to others in conversation without interrupting ● listen courteously in assembly and classroom situations ● listen in order to answer comprehension questions ● give reasons for listening in a variety of situations ● listen during Mass and other prayer services to the Word of God ● listen as an act of prayer 	

Suggested Teaching Strategies	Suggested Learning Strategies
Teacher Directed The teacher: <ul style="list-style-type: none"> ● demonstrates musical elements of language – rhymes, rhythm, onomatopoeia ● reads to students across the curriculum every day ● models listening with reverence during prayers and liturgy 	Teacher Directed Students: <ul style="list-style-type: none"> ● listen with reverence as the teacher is reading aloud, giving directions, or speaking in prayer Cooperative Students: <ul style="list-style-type: none"> ● listen patiently and attentively as another is speaking Independent Students: <ul style="list-style-type: none"> ● listen to tapes, CDs, or computer-generated material, for specific information

Grade One Oral Language

Goals
<p>Students will:</p> <ul style="list-style-type: none"> • effectively communicate orally with adults and peers • begin to understand the importance of clear enunciation • begin to interpret emotions using appropriate expression

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>Student will:</p> <ul style="list-style-type: none"> • speak with clear diction • make eye contact when speaking • contribute to class discussion • speak in complete sentences • participate in the retelling of stories, singing of songs, recitation of short poems and choral reading • do informal presentations and share written work • connect own experiences with those of another • participate in responses to prayers during liturgy • pray orally as part of the classroom and parish communities 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed:</p> <p>The teacher:</p> <ul style="list-style-type: none"> • models correct oral language • reads aloud to students from a variety of sources every day • notices and praises the good ideas and speech of students, visitors, or people on videos and other media sources • encourages student oral participation in the celebration of Mass and prayer services 	<p>Teacher Directed</p> <p>The teacher:</p> <ul style="list-style-type: none"> • provides ample opportunities for group and choral reading of poems and other forms of literature • encourages students to share journals, or any early, creative writing and provide daily opportunities (like show and tell) for students to share experiences and ideas with one another <p>Cooperative:</p> <p>Students:</p> <ul style="list-style-type: none"> • speak to one another in small groups – asking questions, expressing opinions and relating experiences clearly. • tell stories using details and proper sequence

	<ul style="list-style-type: none">• participate in games and activities that require oral communication <p>Independent</p> <p>Students:</p> <ul style="list-style-type: none">• practice speaking using devices such as a whisper phones• imitate proper oral language heard from others
--	--

Grade One Handwriting

Goals
<p>The student will:</p> <ul style="list-style-type: none"> • work toward proficiency in printing-including proper letter and word spacing • understand that legible handwriting is a tool of effective communication

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>Students will:</p> <ul style="list-style-type: none"> • position paper and hold pencils correctly to create vertical letters and numbers • use correct posture • create consistently sized letters and numbers • use correct spacing between letters and words • master directional skills and strokes: top to bottom, left to right, backward circle, forward circle, slant left, slant right • evaluate and self-correct written work • print first and last name independently • write from dictation • copy from board, books etc. with accuracy • form numbers 1-100 correctly • form punctuation marks accurately (. ? , !) • express him/herself in legibly written work 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • models correct lettering, spacing placement of punctuation marks, proper writing posture, and appropriate pencil position. • provides letter formation practice with a variety of materials- dry erase boards, shaving cream, play- doh, etc. • monitors students' pencil grip, posture, paper position 	<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> • takes advantage of every opportunity to have children write for authentic purposes: a note to a friend or sick classmate, news to carry home, a poem or story, etc. <p>Cooperative: Students:</p> <ul style="list-style-type: none"> • write from one another's dictation • compose and respond to letters and notes <p>Independent Students:</p> <ul style="list-style-type: none"> • practice handwriting independently • self monitor for proper letter formation and spacing

Core Reading Program: Students will have access to a comprehensive reading program with a core grade level text and leveled readers.

Language Arts Text: Students will have access to grammar and vocabulary materials that are either embedded within the core reading program or supplementary.

Spelling Text: Students will have access to a spelling text that is either embedded within the core reading program or supplementary.

Suggested Texts:

- Fountas and Pinnell Guided Reading, and Word Matters: Fountas and Pinnell
- Words Their Way: Donald Bear
- Journeys English Language Arts Core Reading Program: Houghton, Mifflin, and Harcourt
- Making and Breaking Words: Patricia Cunningham
- Spring and Winter Phonemic Awareness Songs and Rhymes: Creative Teaching Press
- Language Arts Centers for the Primary Grades: Poppe and Van Matre
- Daily Word Ladders: Scholastic
- Foundations: Wilson Language Basics
- Open Court Reading Series

Handwriting Text: Students will have access to texts that focus on printing both upper and lower-case letters as well as a focus on letter and word spacing.

Suggested Texts:

- Handwriting without Tears: Learning without Tears
- Writing Our Catholic Faith: Universal Publishing

Writing Text: Students will have access to a comprehensive writing program that reinforces spelling, spacing, phonics, and grammar. It should also use strong writing models and a variety of genres: Bible stories, fables, nonfiction, fiction etc. Could be either embedded in the core program or supplementary.

Suggested Texts:

- Units of Study: Writing by Lucy Calkins
- Strategies for Writers: Zaner-Bloser

Strategies: Interactive notebooks, journals, hands-on and multi-sensory activities, literature circles, access to both classroom and school libraries, literacy centers, guided reading, independent reading, etc.

Assessments: Terra Nova standardized testing, running records, benchmark assessments, progress monitoring assessments, writing samples, teacher observation, sight word assessments

Suggested Assessment Resources:

- Fountas and Pinnell Benchmark assessments
- Reading A-Z Running Records
- Diagnostic Reading Assessment (DRA)
- Primary Spelling Inventory (PSI)
- Open Court Reading Series

Grade Two Reading Comprehension

Goals
<p>The student will:</p> <ul style="list-style-type: none"> ● Read and comprehend a wide variety of on-level print and non-print texts and genres to make meaningful connections to self, other texts, and the world around them ● Read with sufficient accuracy and fluency to support comprehension ● Continue to develop the habit of reading for enjoyment ● Begin to develop an understanding of and respect for, diversity in language use, patterns, and dialects across cultures and geographic regions ● Read Gospel stories to understand the message of Jesus ● Engage in purposeful reading (Reading for meaning)

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will increase and deepen his/her ability to read a variety of texts for a broad range of purposes.</p> <p>The student will:</p> <ul style="list-style-type: none"> ● locate information in a variety of print and electronic texts ● choose books and reading material for enjoyment ● identify character, setting, beginning, middle, end, main idea, problem, resolution, steps in a process, author, purpose ● recognize differences among genres (compare and contrast) ● analyze illustrations ● relate characters, events, settings in reading materials to personal life and experiences (make text to self, text to text, and text to world connections) ● read news articles (text and online) ● read Gospel stories and restate the message of Jesus ● understand narrative elements ● use narrative elements to: <ul style="list-style-type: none"> ▪ Retell stories; change endings ▪ Make predictions and inferences ▪ Draw conclusions ▪ Compare and contrast ▪ Sequence ▪ Summarize ● read with understanding and for meaning ● follow written directions ● monitor own comprehension: <ul style="list-style-type: none"> ▪ Read ahead and reread ▪ Make and confirm predictions ▪ Activate prior knowledge ▪ Create mental pictures (or mental "movie") ▪ Stop and summarize in own words ▪ Infer ▪ Draw conclusions 	

<ul style="list-style-type: none"> ● use story maps and other graphic organizers to aid understanding of information ● read with oral accuracy, expression, fluency ● increase vocabulary: <ul style="list-style-type: none"> ▪ Recognize basic vocabulary words from text by sight and meaning ▪ Recognize high frequency sight words automatically ● find information in a book <ul style="list-style-type: none"> ▪ In non-fiction texts: title, author, illustrator, table of contents, index, glossary, labels ▪ Find specific information in a book 	
---	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● reads a variety of literature across the curriculum to students every day ● provides differentiated instruction through whole group, small group, and individual instruction ● provides a print-rich, stimulating classroom ● reads Gospel and Bible selections with students 	<p>Teacher Directed Teacher will:</p> <ul style="list-style-type: none"> ● provide a variety of reading material for students with different interests and abilities ● provide exposure to a variety of texts on-level, below level and above level to differentiate instruction ● provide instruction for multiple reading strategies <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● participate in "Reading Theater" and other presentations based on material read ● participate in shared reading, choral reading, repeated and echo reading, read-alouds ● participate in small group instruction (guided reading groups or strategy groups) <p>Independent Students:</p> <ul style="list-style-type: none"> ● read independently and build reading stamina ● use text synthesis to read own stories ● (Speech text synthesis is a machine's ability to interpret or translate spoken and written words.)

Grade Two Phonics

Goals

The students will:

- Know and apply phonics and word analysis skills/strategies to decode and spell words

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> • distinguish among and associate each of the consonants with the sound it stands for in all positions • associate the vowels with and distinguish among long and short sounds • apply the short and long vowel rules to decode • identify and decode compound words • identify and decode two-syllable words • recognize the hard and soft sounds of <i>c</i> and <i>g</i> • identify the sounds of consonant blends and digraphs including <i>th, sh, wh, ch, ck, ph, kn, wr, -le</i>. • recognize the sounds of r-controlled vowels • identify and form contractions using <i>not, is, have, am, are, will</i> • form plurals using <i>-s</i> and <i>-es</i> correctly • add inflectional endings with and without spelling changes to base words: <i>-ing, -ed, -ly, -y, -ful, -less, -ness, -er, and -est</i> • apply spelling rules to words and suffixes: <i>y</i> to <i>i</i>, drop the final <i>e</i>, double the final consonant • use structural clues to analyze words • define the terms "digraph" and "diphthong" • associate vowel digraphs with their sounds: <i>oo, ea, au, aw</i> • associate vowel diphthongs with their sounds: <i>ou, ow oi, oy, ew</i> • recognize and add prefixes to base words: <i>re-, un-, dis-, pre-</i> • identify and define synonyms, antonyms, and homonyms (homophones) 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • provides multi-sensory experiences to assist student in hearing sounds. 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • maintains word and "chunk" (parts of words) walls • uses sign language in phonics instruction • models clear articulation and pronunciations of sounds and words

	<p>Cooperative Students:</p> <ul style="list-style-type: none">• participate in word games• work in cooperative teams or groups• use flashcards <p>Independent: Students:</p> <ul style="list-style-type: none">• participate in "word work" independently to build sound/letter relationship
--	---

Grade Two Written Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● Write opinion, narrative, and informative texts in which they use genre specific details (state opinion, supply reasons, etc) with concluding statement or section ● Apply grade-appropriate knowledge of language structure and conventions, media techniques, figurative language and genre to create text ● Use the writing process to strengthen writing by revising and editing. ● Write for own purposes ● Write to participate in school, parish and local civic community life (shared writing projects)

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will increase and deepen his/her experiences and understanding of writing genres.</p> <p><i>(Writing at this level can be done in a whole class, small group or individual setting. Creative spelling is acceptable.)</i></p> <p>The student will:</p> <ul style="list-style-type: none"> ● write at various times during the school day everyday to record events, take notes, express ideas ● write questions about content areas subjects ● write ideas, jokes, reflections in journals or blogs (Online journals) ● write complete sentences using nouns, verbs, adjectives and pronouns ● write complete sentences with correct punctuation and capitalization ● imitate teacher modeled correct punctuation and capitalization ● flexibly employ the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience ● write a sentence using rhyming words ● select a graphic organizer appropriate to purpose to help synthesize thoughts and ideas ● decide on a purpose for writing ● write from a variety of prompts or pictures ● write based on literature ● share writing with others ● write in response to reading ● adapt content of written work to respond to assignments and audience 	

<ul style="list-style-type: none"> ● write simple fictional narratives including characters, setting, sequential events ● write poems, prayers, and rhymes ● write book reports that include title, author, summary (retell), concluding sentence ● use word processing and other media tools to produce documents. ● write informational paragraphs that include topic sentence, main idea, supporting details, and a concluding sentence ● write to: <ul style="list-style-type: none"> ▪ describe ▪ tell a story (Narrative) that includes characters, setting and sequential events ▪ inform – Include topic sentence, main idea, supporting details, and a concluding sentence ▪ express an opinion-Use supporting reasons and concluding statement. ▪ write in a variety of forms: sentences, paragraphs, letters, reports ▪ communicate with others - Write letters, understanding and using the five parts of a friendly letter; ▪ write for personal use in response logs, journals, notes for comprehension ▪ share ideas and information ▪ make connections between stories and personal life/experiences ▪ respond to literature ▪ make connections between stories and personal life/experiences ● adapt content of written work to respond to assignments and audience ● write independently ● select, organize, and produce text visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations) 	
--	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● models each part of the writing process step by step, demonstrating changes in purpose and audience. ● provides opportunities for writing across the curriculum daily, including writing about Jesus’ teachings ● uses writing exercises to prepare for group discussions such as book talks, roles in literacy circles, morning meeting shares, scientific study 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● provides a variety of writing material as models for students(opinion, narrative, informational) ● provides a classroom writing center complete with pictures, prompts, story starters, etc ● provides authentic reasons for writing ● establishes a routine of peer editing, as well as teacher conferencing to revise and edit pieces chosen for publishing

<ul style="list-style-type: none">• provides whole group instructions on• provides rubrics for the correction of all written material	<ul style="list-style-type: none">• uses interactive writing to build proofreading and editing skills <p>Cooperative</p> <p>Students:</p> <ul style="list-style-type: none">• publish a classroom literary magazine, book, or journal• work with writing pals or partners• use rubric to assess and edit peer work• share writing in small and large groups <p>Independent</p> <p>Students:</p> <ul style="list-style-type: none">• initiate and sustain independent writing to build stamina and volume• use rubric or checklist to edit and revise own writing, as well as peer• use electronic devices in writing at all stages• write short reports and observations for science/social studies/math/religion
--	---

Grade Two Grammar/Usage/Mechanics

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● Demonstrate the ability to apply grade level conventions of English grammar and usage when writing or speaking

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The students will:</p> <ul style="list-style-type: none"> ● Begin to use capitalization appropriately: First word in sentences, proper nouns, <i>I</i>, titles, initials, names, months, days of the week ● Identify sentence types (declarative, interrogative, imperative, exclamatory) ● Identify nouns, verbs, adjective, and adverbs ● Name self last ● Use the forms of the verb <i>to be</i> correctly ● Indent the first sentence of a paragraph ● Identify complete sentences ● Use punctuation in sentences: Periods at the end of a declarative or imperative sentence, question marks, exclamation point; commas in dates, after the greeting and closing of a friendly letter, in series; apostrophes in contractions and for possessives ● Identify, use, and maintain verb tenses appropriately ● Make subjects and verbs agree in sentences ● Use irregular verbs correctly ● Define and identify main idea and details in personal writing 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed</p> <p>The teacher:</p> <ul style="list-style-type: none"> ● provides daily language practice for students (ie daily language review, proofreading written pieces) ● model standard English in speech and writing ● provides daily opportunities for writing across the curriculum 	<p>Teacher Directed:</p> <p>The teacher will:</p> <ul style="list-style-type: none"> ● model and use interactive writing with whole group and small group ● display and model use of Writing checklist or writing rubric ● use mentor texts to provide model for proper grammar and word usage ● use resources to locate titles of doctors, dentists, etc., addresses, and abbreviations of states

	<p>Cooperative: Students:</p> <ul style="list-style-type: none">• work with writing partners (peer editors) and in cooperative groups to apply grammar, usage and mechanics rules in writing across the curriculum• Use writing checklist to evaluate own and peer writing <p>Independent: Students:</p> <ul style="list-style-type: none">• Use writing checklist to evaluate and assess own writing• Use Mentor texts to compare to own writing pieces
--	--

Grade Two Spelling

Goals
<p>The students will:</p> <ul style="list-style-type: none"> • Understand the importance of correct spelling and impact on communicating ideas effectively in writing • Use developmentally appropriate spelling strategies in daily writing and apply strategies to spell new words

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> • Spell correctly in written work • Use spelling rules and patterns to discover the spelling of new words • Apply the sound-symbol relationship • Apply strategies to spell words independently • Know and apply the core words from the spelling text • Know and apply the spelling of high frequency words recommended for second grade 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • models good spelling habits – checking to see if a word looks right and using resources such as a dictionary or word wall. • differentiate instruction by performing spelling pre-assessments and grouping students based on spelling stages (ex Primary Spelling Inventory, <i>Words Their Way, Bear</i>). • embeds spelling lessons within writing and reading lessons 	<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> • encourages students to form the habit of looking at words, picturing them, writing them and checking – examining a word to see if it looks right. (Look, say, cover, write, check) • engages students in age appropriate activities to master high frequency word lists and expected spelling patterns. (word sorts) • uses whole class word wall and individual word walls to differentiate instruction • provides individual or small group instruction based on assessments <p>Cooperative Students:</p>

- work in cooperative pairs and small groups on “word work” to improve spelling and understand word patterns

Independent

Students:

- maintain personal journals of frequently misspelled words
- find patterns between and among words that assist in spelling
- practice sight words using individual “ring” of words

Grade Two Listening Skills

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● Participate appropriately in conversations with peers and adults in small or large groups ● Apply comprehension strategies to listening (ask or answer questions in order to deepen understanding) ● Listen with reverence during liturgy and prayer

Objective/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The students will:</p> <ul style="list-style-type: none"> ● employ listening skills – focus on the speaker, use body language that conveys active listening, make eye contact with speaker ● take notes ● follow oral directions ● identify speaker’s use of repetition, rhythm, rhyme ● listen without interrupting ● listen to informal presentations from peers and share written work. ● connect own experiences with those of another. ● listen for and identify main idea and details in a story ● listen for and identify sequence of events in a story ● listen for and identify character, plot and setting of a story ● distinguish between fact and opinion ● listen with reverence during Mass and prayer services 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● demonstrates musical elements of language – rhymes, rhythm, onomatopoeia ● reads to students across the curriculum every day ● has students add sound effects to a story 	<p>Teacher Directed</p> <ul style="list-style-type: none"> ● models respectful listening skills (active listening) ● the teacher listens with reverence as students read from Scripture during class and school liturgies and prayer services. <p>Cooperative</p> <ul style="list-style-type: none"> ● demonstrate ability to listen actively while someone else is speaking ● students work together to add sound effects to a story. <p>Independent:</p> <ul style="list-style-type: none"> ● listen to electronic material, for specific information

- | | |
|--|---|
| | <ul style="list-style-type: none">• Listen with reverence as classmates read from the Gospel (Children's version) |
|--|---|

Grade Two Oral Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● communicate orally using standard English ● participate in shared conversations with peers and adults ● build understanding of the importance of clear enunciation ● grow in ability to use appropriate expression and interpret others emotions based on expression

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> ● speak clearly in all classroom situations ● make eye contact when speaking ● contribute appropriately to class discussion regularly ● speak in complete sentences ● apply composition strategies to oral presentations of stories (beginning, middle, end) ● describe characters ● ask/answer questions ● describe problems/provide solutions ● discuss impact/contribution of illustration in stories ● role-play to interpret people or events ● create and tell original stories ● retell stories, songs, poems ● participate in choral reading ● make informal presentations and share written work 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● reads aloud to students from a variety of sources every day ● models good speaking habits and points out the correct speech of students, visitors, or people on videos and other media sources 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● provides ample opportunities for group and choral reading of poems and other forms of literature ● encourages students to share journals, blogs (Online journals), or any early, creative writing and provide daily opportunities (like show and tell) for students to share experiences and ideas with one another

Cooperative:

Students:

- speak to one another in small groups – asking questions, expressing opinions and relating experiences clearly.
- tell stories digitally (Tell stories using a video prompt)

Independent

Students:

- practice using communication devices (Telephones, microphones, etc.)
- imitate good oral language heard on electronic devices

Grade Two Handwriting

Goals

The students will:

- Use correct writing position and pencil grip
- Write clear, legible manuscript at an appropriate rate
- Understand that legible handwriting is a tool of communication.
- Understand that legible writing is a matter of courtesy to the one who is expected to read it.
- Begin to use cursive lettering (If expected at specific school)

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>Second graders achieve proficiency in manuscript writing to enable written communication. (Benchmark)</p> <p>Through the first half of the school year the student will:</p> <ul style="list-style-type: none"> • Present written work in manuscript • Use correct positioning, posture, spacing, etc. • Evaluate and self correct written work • Write from dictation • Use capital and lowercase letters appropriately • Copy from board, books, etc. with accuracy <ul style="list-style-type: none"> • In January of second grade, the student will: <ul style="list-style-type: none"> ○ Begin to form cursive letters using proper pen, paper and body positions ○ (in schools where cursive is introduced in second grade) • By the end of second grade, the student will: <ul style="list-style-type: none"> ○ Correctly form all letters and numbers without a model ○ Correctly space letters and words in written work ○ Correctly form punctuation marks (.,?:;!') ○ Continue to use correct formation of numbers in all writing • Produce neat, legible work across the curriculum 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed</p> <p>The teacher:</p> <ul style="list-style-type: none"> • models correct lettering, placement of punctuation marks, proper writing posture, and appropriate pencil position. 	<p>Teacher Directed:</p> <ul style="list-style-type: none"> • teachers provides ample opportunities for authentic writing (notes to a friend or sick classmate, news to carry home, a poem or story, etc.)

<ul style="list-style-type: none"> • provides letter practice using tactile modality • monitors pencil grip, posture, paper position 	<ul style="list-style-type: none"> • embed and reinforce handwriting lessons into everyday writing activities <p>Cooperative:</p> <ul style="list-style-type: none"> • students work with peers to edit handwriting <p>Independent</p> <ul style="list-style-type: none"> • students practice handwriting skills. • use given charts to use correct pencil grip and correct letter formation
--	--

Core Reading Program: Students will have access to a grade appropriate core reading program, including grade level readers for small group or individual instruction, such as Rigby PM Collections.

Suggested Texts/Curriculum Components:

- Guided Reading: Good First Teaching for all Children; Irene C. Fountas & Gay Su Pinnell
- Units of Study for Teaching Reading: Grade 2; Lucy Calkins with Colleagues from the Reading and Writing Project
- A Guide to The Reading Workshop: The Primary Grades; Lucy Calkins
- The Daily Five : Fostering Independence in the Elementary Grades; Gail Boushey and Joan Moser
- The Reading Strategies Book; Jennifer Serravallo
- *Open Court*
- *Journeys*

Core Writing Program: Students will have access to a grade appropriate writing program that includes exposure to a variety of genre.

Suggested Texts/Curriculum Components:

- Units of Study in Opinion, Informative, and Narrative Writing; Lucy Calkins and Colleagues
- Word Matters; Irene C. Fountas & Gay Su Pinnell
- The Literacy Teacher’s Playbook: 4 Steps for Turning Assessment Data into Goal-Directed Instruction

Core Phonics/Spelling/Handwriting Program:

Suggested Texts/Curriculum Components:

- Foundations Level 2; Wilson Language Basics
- Houghton-Mifflin Spelling and Vocabulary
- Words Their Way; Donal Bear (Word Sorts for Within Word Pattern Spellers and Word Sorts for Letter Name-Alphabetic Spellers)

Strategies: Journals, Reader and Writer Notebooks, Reading and Writing Folders, Word Work, Daily Writing and Reading Workshop, Guided Reading (Small group), Individual Instruction, Strategy Groups, individual/peer conferences

Assessments:

- Terra Nova Standardized Assessment
- Fountas and Pinnell Benchmark Assessment Systems I and II (Reading)
- Writing Pathways Grades K-5: Performance Assessments and Learning Progressions; Lucy Calkins
- Sight Word Assessments
- PSI (Primary Spelling Inventory)
- Running Records

Grade Three Reading Comprehension

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● read a variety of genre that include: fiction and nonfiction, classical and contemporary works as well as poetry. Students will read... <ul style="list-style-type: none"> ○ to acquire new information about the world around them ○ for personal fulfillment and enjoyment ○ to make personal connections ○ draw on prior knowledge to make inferences ● read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience ● use a variety of technological and informational resources to gather information ● understand the process of reading ● develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles ● participate actively in a variety of literacy communities (home, community, school, church, etc.) ● read a variety of materials to learn more about their faith.

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will increase and deepen his/her ability to read a variety of texts for a broad range of purposes.</p> <p>The student will:</p> <ul style="list-style-type: none"> ● read with fluency and comprehension in all areas of curriculum <ul style="list-style-type: none"> ▪ recall details: summarize major points from fiction and nonfiction. ▪ collect data, facts, and ideas from a variety of print and electronic texts ▪ locate information to solve problems ▪ compare and contrast information on one topic from two different sources ▪ understand narrative elements: interpret fiction, discuss underlying theme or message ▪ identify characters, setting, beginning, middle, end, main idea, resolution of ▪ problems/conflict, cause and effect, and steps in a process ▪ identify plot and plot structure ▪ analyze character (motive, point of view) ▪ follow written directions 	

- monitor own comprehension:
 - read ahead and reread
 - make and confirm predictions. Uses information and reasoning to examine bases of hypotheses and opinions.
 - activate prior knowledge
 - create mental pictures
 - stop and summarize in own words
 - use story maps and other graphic organizers to aid understanding
 - adjust reading rate
 - apply decoding skills: Uses letter-sound correspondence knowledge and structural analysis to decode words.
 - examine pictures and other cues to assist in comprehension
 - use narrative elements to retell stories, make predictions and inferences, draw conclusions, compare and contrast, sequence and summarize
 - when interpreting nonfiction: distinguish cause and effect, fact and opinion, main idea and supporting details.

- Increase vocabulary:
 - recognize basic vocabulary words by sight and meaning
 - recognize high frequency sight words
 - acquire new vocabulary and use appropriately in writing and speaking
 - infers word meaning from taught roots, prefixes and suffixes.

- read with fluency and comprehension any text that is appropriate for third grade:
 - recognize high frequency words automatically
 - group words into meaningful phrases
 - apply strategies to identify unknown words
 - use punctuation to make sense of what is read (period, question mark, exclamation point)
 - read fluently

- read and identify different genres (both text and electronic) including:
 - reality/fantasy
 - poetry
 - description
 - dialogue
 - repetition, rhythm, rhyme
 - letters (friendly and business)
 - humor, exaggeration- tall tales
 - biographies of famous people and of the saints

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● reads a variety of literature across the curriculum to students every day ● provide differentiated instruction ● provide opportunities to study and learn from a variety of authors (author studies) ● frequent trips to the library ● facilitate literature circles and book clubs 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● provides a variety of reading material for students with different interests as well as abilities <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● students take part in creative responses to texts such as dramatizations, oral presentations, fantasy play etc. ● participate in Reading Theater and other presentations based on material read ● participate in shared reading, choral reading, repeated, partner/buddy reading and echo reading ● participate in literature circles and book clubs both in the classroom or school and beyond <p>Independent Students:</p> <ul style="list-style-type: none"> ● read silently ● read longer fictional selections and chapter books independently. ● struggling learners can use text synthesis to read/write own stories

Grade Three Phonics

Goals
The students will: <ul style="list-style-type: none"> • Understand and apply phonics skills to decode words

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
The student will <ul style="list-style-type: none"> • identify consonant digraphs and combinations including but not limited to: <i>tch, ng, ph, gh</i> • distinguish between hard and soft <i>c</i> and <i>g</i> • identify silent letters • identify long and short vowels, <i>y</i> as a vowel (long <i>e</i> and long <i>i</i>) • identify diphthongs • identify two words in a compound word and use these to define the word; identify short and long vowels within compound words • identify the number of vowel sounds in words and relate that to the number of syllables • identify the number of syllables in a word • use multi-syllabic words in sentences. • define consonant blends and identify sounds made by blends • write words with: <i>y</i> as a vowel and a consonant; r-controlled vowels • define consonant digraph; read and write words with consonant digraphs – beginning, medial or ending. (<i>ch, ph, th, gh, wh, etc.</i>) • identify contractions and the words they contract • use contractions in writing • understand and use appropriately the rules for forming plurals of words that end in <i>-s</i> and <i>-es</i>. <i>-f</i> and <i>-fe</i> • identify base words, suffixes and prefixes • use suffixes to create new words • apply spelling rules to adding suffixes to base words. • change the meaning of words by affixing prefixes 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed</p> <ul style="list-style-type: none"> ● explicitly teach spelling/phonics rules to students. ● provide opportunities for students to practice rules. ● correlate these spelling rules to weekly spelling tests. 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● maintains word and "chunk" (parts of words) walls and anchor charts.. ● provides opportunities for students to practice spelling/phonics rules and learned material through weekly dictation <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● participate in word games ● work in cooperative teams or groups ● use flashcards <p>Independent Students:</p> <ul style="list-style-type: none"> ● read books for pleasure at their independent level

Grade Three Written Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● Employ a variety of strategies as they express themselves in written language ● Use different writing process elements appropriately for a variety of purpose ● Understand and use grammar and usage conventions in written language ● Recognize that a paragraph is a group of sentences about a main idea ● Use a variety of technological and informational resources to gather and synthesize information and to communicate knowledge

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will increase and deepen his/her experiences and understanding of writing genres.</p> <p>At this level, students build on the writing skills introduced in the early primary years.</p> <p>The students will:</p> <ul style="list-style-type: none"> ● with some guidance, use all aspects of the writing process in producing own compositions and reports. ● write with a purpose and ● adhere to the topic in a story or write a paragraph around one main idea ● recognize and write titles for stories ● create an original two-paragraph story or essay using grade and age appropriate Standard English. ● write a summary of a story or book ● create a description of an event or a place ● write paragraphs that compare and contrast ideas or opinions ● write a story in sequential order ● write stories with a beginning, middle, and an end ● write an essay with a simple thesis statement and include supporting details, examples and a thoughtful conclusion. ● is aware of the reader audience ● express a personal point of view in writing ● use details to predict or explain relationships between information and events ● develop paragraphs which tell about an event or tell a story including the following: <ul style="list-style-type: none"> ▪ Introduction ▪ Main Idea (Topic sentence) ▪ Sufficient detail (Supporting sentences) 	

<ul style="list-style-type: none"> ▪ Logical sequence ▪ Character development ▪ Dialogue ▪ Conclusion ● use effective and descriptive language to create meaning and detail in writing ● uses precise language when writing ● understands how to use dialogue in a story. ● use strong verbs ● edit own work: with assistance, suggests and implements editing and revision to clarify and refine own writing. Independently reviews work for spelling, mechanics and presentation. ● express written opinions ● record reactions to material read ● support interpretations and explain with evidence from text Uses information and reasoning to examine bases of hypotheses and opinions. ● write stories from a prompt (oral or visual) ● select, organize, and produce visuals to complement and extend meaning in written work (graphs, charts, simple spreadsheets, models, illustrations) ● adjust writing to audience and purpose ● create original written poems and prayers ● share writing ● produces a variety of written work (lit. responses, reports, "published" books, semantic maps in a variety of formats, including multimedia forms. Use word processing skills to produce written work ● write across the curriculum ● combines information from multiple sources in writing reports. 	
---	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● models each part of the writing process step by step ● demonstrates changes in purpose and audience ● provides opportunities for writing across the curriculum daily. 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● provides a variety of writing material as models for students ● provides a classroom writing center complete with pictures, prompts, story starters, etc ● provides authentic reasons for writing ● establishes a routine of peer coaching ● has students "re-cycle" question into written responses.

	<p>Cooperative Students:</p> <ul style="list-style-type: none">• publish a classroom literary magazine• work with writing pals or partners <p>Independent Students:</p> <ul style="list-style-type: none">• pen pals with seminarians to incorporate the faith and authenticity of writing with a purpose.
--	---

Grade Three Grammar/Usage/Mechanics

Goals
<p>The students will:</p> <ul style="list-style-type: none"> • demonstrate age-appropriate understanding of English language structure and conventions • apply knowledge of language structure, language conventions, media techniques, figurative language to create and share information and ideas • use written language to accomplish his/her own goals (learning, enjoyment, etc.)

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> • write interesting extended sentences • recognize and use declarative, interrogative, imperative, and exclamatory sentences • identify the subject and predicate of a sentence • recognize and use parts of speech appropriately in sentences: nouns, verbs, adjectives, adverbs, conjunctions and prepositions • identify action and helping verbs • identify and use appropriately present, past and future tenses of verbs • recognize and use possessive nouns and pronouns, • form regular and irregular plurals of nouns • identify and use appropriately proper and common nouns, singular and plural forms of nouns, object and subject pronouns • use capitalization appropriately: First word in sentences, proper nouns, <i>I</i>, titles, initials, titles of books and poems, initials • begin to use quotation marks in sentences • use apostrophes in contractions and to show possession • indent the first sentence of a paragraph • use abbreviations for months of the year, titles, states, streets, days • use punctuation in sentences: Periods at the end of a declarative or imperative sentence, question marks, exclamation point; commas in dates, after the greeting and closing of a friendly letter, in series; apostrophes in contractions and for possessives • make subjects and verbs agree in sentences • name self last • use the articles and <u>an</u> correctly • use irregular verbs correctly 	

<ul style="list-style-type: none"> • use electronic devices to organize ideas and information, create text, edit and correct text 	
--	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • provides daily language practice for students • models standard English in speech and writing • provides daily opportunities for writing across the curriculum 	<p>Cooperative Students:</p> <ul style="list-style-type: none"> • work with writing partners and in cooperative groups to apply grammar, usage and mechanics rules in writing across the curriculum

Grade Three Spelling

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● Understand how spelling is related to meaning and word derivation ● Infers word meaning from previously taught roots, prefixes and suffixes. ● Correctly spells previously studied words and spelling patterns in own writing. ● Understand patterns and rules of spelling in the English language

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> ● know the various spelling rules and how to apply them to words (i.e. when to double a consonant, or "i before e except after c.") ● look up unknown spellings in the dictionary ● use a spell-check to check spelling ● use phonics to assist in spelling ● identify word rules ● Spell words with double consonants and silent consonants correctly ● identify spelling rules for long and short vowel sounds ● identify spelling rules of other vowel sounds (ô,oi,oo, ou, etc.) ● identify and spell word parts: base-words and inflections ● identify compound words and contractions ● identify and use correctly homophones, synonyms and antonyms ● use word study strategies in spelling ● proofread for spelling ● correctly form plurals and possessives ● correctly spell verbs in present and past tenses ● correctly spell everyday vocabulary and sight words ● correctly spell list words in all areas of the curriculum ● use a thesaurus or thesaurus software to build vocabulary ● correctly spell previously studied words and spelling patterns in own writing. 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● models checking own spelling and analyzing new words. 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● administers pre-tests ● encourages student to arrange lists of words in groups of their own creation (Make connections between words, see patterns among words.)Word sorts.

	<p>Cooperative Students:</p> <ul style="list-style-type: none">• students work in small groups or peers to correct each other's spelling• students participate in spelling games and contests with one another <p>Independent Students:</p> <ul style="list-style-type: none">• create and use their own list of misspelled words (personal spelling journals)• form the habit of using spell-check to correct spelling
--	---

Grade Three Listening Skills

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● Set purposes for listening (enjoyment, get information, solve problems) ● Develop active listening skills ● Develop critical listening skills ● Construct meaning from auditory experiences ● Listen with courtesy and reverence during liturgy and prayer services

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> ● demonstrate listening skills: Focus on speaker, make eye contact, stay on task, retell stories ● recognize musical elements of language (onomatopoeia, rhymes, rhythm) ● listen and judge informal presentations ● share written work ● acquire information from a speaker ● follow spoken directions or procedures ● recognize intent of speaker ● connect their own experiences with those of another ● take notes and use graphic organizers and outlines to manage and record information ● recognize different perspectives/points of view ● listen reverently to Scripture readings during Mass and prayer services 	<ul style="list-style-type: none"> ●

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● demonstrates musical elements of language – rhymes, rhythm, onomatopoeia ● reads to students every day ● models courteous and attentive listening habits ● provides opportunities for students to listen to the opinions of one another ● provides a classroom environment conducive to students expressing thoughts and opinions comfortably 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● creates daily opportunities for students to listen to the opinions of others ● creates a special atmosphere of reverence when students are listening to the Gospel <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● discuss ideas in small groups ● summarize the ideas and remarks of others ● analyze information presented in media ● work together to add sound effects to a story ● retell stories they have heard <p>Independent Students:</p> <ul style="list-style-type: none"> ● listen for specific information

Grade Three Oral Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> • Communicate orally using Standard English • Communicate appropriately in everyday situations • Understand the importance of clear enunciation and volume

Student Objectives/Enabling/Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> • ask and answer relevant questions • participate in discussions about problems and offer solutions • participate in conversations by adding ideas and thoughts that are relevant to the topic • explain a character's actions • role-play to communicate or interpret • express opinions about characters, plot, or setting of a story they have read • clarify and support ideas with objects, elaboration, and examples • express personal feelings and opinions • use appropriate oral language to express opinions, participate in discussions, express needs and desires, and make connections with others • participate in discussions, small group activities, peer and teacher-student conferences • present formal and informal oral reports (book, science, social studies) using visuals • recite memorized poems, prayers, speeches • read orally with expression and fluency • participate in group classroom prayers with thoughtfulness and reverence • participate in responses during Mass • give clear oral directions • increase control of grammar in speech • summarize or clarify a message • adjust volume, pitch, tone, rate, fluency, and phrasing of speech to fit audience 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • models good speaking habits • reads aloud to students from a variety of sources every day • points out good speech patterns in a variety of situations 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • encourages students to speak and answer questions in complete sentences. • encourages students “re-cycle” question into their oral response. <p>Cooperative Students:</p> <ul style="list-style-type: none"> • participate in group and choral readings of poem, plays, and other literature • participates in group prayer <p>Independent Students:</p> <ul style="list-style-type: none"> • ask questions in both small and large group settings

Grade Three Handwriting

Goals
<p>The students will:</p> <ul style="list-style-type: none"> • understand that legible handwriting is a tool of communication • understand that legible writing is a matter of courtesy to the one who is expected to read it

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p><u>Benchmark:</u> The student will achieve proficiency in cursive writing to enable written communication.</p> <p>The students will:</p> <ul style="list-style-type: none"> • complete written assignments in legible cursive • produce correct formation of all cursive and manuscript letters without a model • produce correct formation of all cursive letters with the proper slant • correctly space letters and words in written work • produce neat, legible work across the curriculum • maintain skill in manuscript (For use in creating posters, maps, completing forms, etc.) 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • models good handwriting and provides letter writing practice using tactile modality (i.e. sandpaper). 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • creates opportunities for using handwriting that are authentic: completing text surveys, writing essays in a timed setting; writing a note to a friend or sick classmate, notes to carry home, a favorite poem, etc.

Notes:

Text/Resources:

- **Core Reading Program**-a *complete* reading program or access to the following to build a complete reading program:
 1. Core grade level text as a focal point of reading lesson/shared reading
 2. multiple copies of leveled texts that relate to the core text but are leveled so that students of varying reading abilities can read independently, and be instructed on their instructional reading level.
 3. a way for students, especially those struggling students, to listen to audiobooks-listening station with leveled and core reading books; MP3 players with headphones for individual listening, etc.
- **L.A. Text-**
 1. Either an accompanying component to the core reading program such as a workbook or...
 2. Access to grammar supplemental materials that will enable teachers to engage students in the skills of grammar.
- **Spelling Text**
 1. A spelling text that doubles as a phonics reinforcement

***HIGHLY RECOMMENDED: How To Teach Spelling published by EPS**

<http://eps.schoolspecialty.com/products/literacy/spelling/how-to-teach-spelling/about-the-program>

This is an Orton-Gillingham influenced program and is excellent for teaching spelling and phonics.

- **Hand Writing**
 1. handwriting app for Handwriting Without Tears for use at home or at school
 2. keyboarding- keyboarding Without Tears
- **Writing Curriculum**
 1. A complete and comprehensive writing program that...
 - Reinforces spelling, phonics and grammar that is being taught
 - Can extend what is being taught in reading
 - Uses strong writing models: authors, fables, Bible stories, etc.

***HIGHLY RECOMMENDED: Institute for Excellence in Writing**

<http://www.iew.com/> and **Classical Writing <http://classicalwriting.com/>**

Strategies: Multi-Sensory materials, hands on activities, engaging literature and study of authors/illustrators, interactive notebooking, use of book clubs and literature circles, frequent visits to the town library.

Assessments Reading: Suggested use of benchmarks, DIBLES, CTOPP, interactive notebooks, reading response journals, consistent conferencing and observations to assess fluency and comprehension.

Writing/Grammar: portfolios, writing samples, use of rubrics, interactive notebooks. Assessment through observation of dictation and spelling tests as well as informal conferencing.

Suggested Cross Curricular and Catholic Social Teaching Links Grade Three

- Students read books (*We, the Kids: The Preamble to the Constitution of the U.S.*) that help them understand the function of government to provide for the common good, and recognize that active citizenship is important in securing good government. (Social Studies, Reading)
- Students read literature (*Sadako and the Thousand Paper Cranes, The Keeping Quilt*) about a variety of cultures and talk about the world as part of the Family of God. (Religion, Social Studies)
- Students will read and write about saints, summarizing their contributions to peace and justice and human dignity. (Religion, Reading) and their role in shaping America. Make sure to incorporate WHO and HOW saints impacted our nation- Our Lady of Guadelupe, St. Isaac Joques, St. Kateri etc.
- Students will write emails or letters to civic leaders that reflect age appropriate understanding of Catholic social teaching especially as it relates to the obligation of government to provide for the common good. (Social Studies, Written Language)

Primary Grades Study Skills

Goals
<p>The student will:</p> <ul style="list-style-type: none"> • Understand how to access a variety of information from print and other sources • Participate in group projects • Develop methods of accessing and retaining information

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> • use a dictionary and a thesaurus in both computer and book form • understand and identify the parts of a dictionary: <ul style="list-style-type: none"> ▪ guide words ▪ syllabication ▪ pronunciation ▪ definitions ▪ parts of Speech • use reference sources (text and electronic) as an aid in writing • use maps (including keys) to answer questions regarding locations, directions, and other information represented on a map • take notes from sources of information • analyze sources of information • cooperate in group learning activities: <ul style="list-style-type: none"> ▪ write the goal of the activity ▪ establish a timeline ▪ develop a plan for research ▪ divide responsibilities ▪ present report (using multimedia resources) • alphabetize words to the first, second, and third letters • use print and electronic media (internet) to access information • skim resources for information • identify and use the following parts of a book: <ul style="list-style-type: none"> ▪ title page ▪ title ▪ author ▪ illustrator ▪ table of Contents ▪ index ▪ glossary • organize information into simple outlines • use test-taking strategies 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • provides research materials (dictionaries, thesauri, etc.) • demonstrates the use of a variety of graphic organizers 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • directs students in online searches <p>Cooperative Students:</p> <ul style="list-style-type: none"> • participate in scavenger hunt activities searching for parts of resource books, pronunciation, parts of speech, etc. • make up samples of parts of books <p>Independent Students:</p> <ul style="list-style-type: none"> • alphabetize spelling words or content area vocabulary

Intermediate/Middle School Study Skills

Goals

The students will:

- Make a study plan
- Organize and remember information
- Competently answer questions in varied situation
- Use software applicable to subject area as a study aid
- Use computer technology to create study aids and review skills
- Develop time management skills
- Develop research skills

Objectives/Enabling Outcomes

Date of Assessment Type of Assessment Notes

The student will:

- record all assignments, test dates, and due dates
- create a system for organizing study materials
- reassemble large assignments into small steps and make a study plan
- create and maintain a designated study area
- organize and classify information
- create and use graphic organizers
- create and Use diagrams, maps, timelines, illustrations and other study aids as a tool for studying especially for ESL students
- create and use steps to memorization
- take accurate notes from texts or teacher directed lesson
- outline, paraphrase, and summarize as a study techniques
- use test-taking strategies
- use technology to organize and store information
- use libraries (school, public, Online) to access information
- use a dictionary to locate information about words (part of speech, syllabication, derivation, etc.)
- follow directions to complete a form, place an order, take a test, etc.
- find specific information from a variety of text and electronic sources
- evaluate source of information by skimming contents
- synthesize information found in text and graphs or charts
- create outlines to organize information
- use a variety of method for memorization of information

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Models good time management skills • Provide research materials (dictionaries, thesauri, etc.) • Demonstrates the use of a variety of graphic organizers • Encourages study groups • Sets up tutorials for ESL students 	<p>Teacher Directed The teacher creates an organized classroom environment conducive to study.</p> <p>Cooperative Students work together in study groups, share resources, and use flash cards/games</p> <p>Independent Plan study time Record assignments clearly Keep text or electronic planner/calendar</p>

Grade Four Reading Comprehension

Goals

The students will:

- read a wide range of print and nonprint (including fiction and nonfiction, classical and contemporary works) texts:
 - to build an understanding of texts, of themselves, and of the cultures of the United States and the world
 - to acquire new information
 - to respond to the needs and demands of society and the workplace
 - for personal fulfillment and enjoyment and be able to relate text to self.
 - identify cause and effect
 - identify story elements
 - read for critical analysis and evaluation (interpret/evaluate, infer and predict)
 - read Strategically

- Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience
- Use a variety of technological and informational resources (libraries, databases, computer networks, video) to gather and synthesize information
- Understand the process of reading
- Develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles
- Participate actively in a variety of literacy communities (home, community, school, church, etc.)
- Demonstrate an understanding of the personal choices and moral consequences in literature and apply these to his/her own life
- Read to learn about their relationship with God and His creation.

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> ● Identify <ul style="list-style-type: none"> ○ reality/fantasy ○ poetry (recognize forms of limericks) ○ description ○ dialogue ○ repetition, rhythm, rhyme ○ letters (friendly and business) ○ humor: exaggeration, pun ● Read in all areas of curriculum <ul style="list-style-type: none"> ○ recall story details ○ identify narrative elements ○ identify characters, setting, beginning, middle, end, main idea, resolution of 	

problems/conflict, cause and effect, and steps in a process

- recognize their role in caring for God's creation
- students will read strategically
- infer meaning from words and context
- summarizes
- asks appropriate questions and seeks answers with guidance from teachers

- monitor his/her own reading:
 - read ahead, reread, make and confirm predictions, activate prior knowledge, create mental pictures
 - stop and summarize in own words
 - use story maps and other graphic organizers to aid understanding
 - analyze character (motive, point of view)
 - use narrative elements to retell stories, make predictions and inferences, draw conclusions, compare and contrast, sequence and summarize

- Monitor own comprehension
 - adjust reading rate
 - apply decoding skills
- use directories, indexes and keywords to search for information pertaining to units of study (Internet, CD-ROM references, library catalogs)
- use telecommunications to collaborate with and learn from others (blogs, e-mail –monitored by teacher)
- evaluate electronic information sources and make decisions on the accuracy and relevance of such information (understand how to read URLs – the grammar of the Internet)

- increase vocabulary:
 - recognize basic vocabulary words by sight and meaning
 - recognize high frequency sight words
- read with oral accuracy, expression and speech-like pace:
 - recognize high frequency words automatically
 - group words into meaningful phrases
- Apply a variety of strategies to identify unknown words
- Use punctuation to make sense of what is read (period, question mark, exclamation point)
- Read with comprehension
- Make inferences
- Draw conclusions
- Follow written directions

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● provides individual and group reading opportunities across the curriculum daily. ● models a love of reading ● finds books that appeal to a variety of readers, careful to allow for different abilities and interests ● reads aloud to students across the curriculum ● uses tools such as KWL to assist students in activating prior knowledge when introducing new stories. ● model what readers do before, during and after reading ● facilitate literature circles/groups ● facilitate book clubs ● demonstrate how text effects will help identify relevant information. 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● encourages students to examine pictures and other cues to comprehension ● challenges students to change the speaker or the way a story ends. <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● participate in formal and informal literature circles and book groups and discuss literature with other students in their class, school and beyond. <p>Independent Students:</p> <ul style="list-style-type: none"> ● apply reading strategies across the curriculum ● keep reading logs or journals as a way of recording ideas and comprehending the text.

Grade Four Written Language

Goals

The students will:

- write to discover, record, develop ideas, inform, influence, entertain, understand self and others
- write independently.
- use tools such as graphic organizers.
- adjust use of written language to communicate effectively with particular audiences and for particular purposes.
- employ a wide range of strategies as the write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- write to support and serve parish, school and local civic communities.
- revises content, organization and tone of writing
- cites sources properly
- summarizes, quotes, and paraphrases properly

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will increase and deepen his/her experiences and understanding of writing genres.</p> <p>The student will:</p> <ul style="list-style-type: none"> ● use process writing to vary writing according to purpose and audience ● students will write strategically <ul style="list-style-type: none"> ○ activate and use prior knowledge, consult with others, brainstorm ideas ○ is able to revise ● technical/Practical Writing <ul style="list-style-type: none"> ○ Writing in other areas of the curriculum to explain answers- such as in math or science ○ compose expository piece ○ select appropriate graphic organizers ○ supports each main idea with accurate details. ● reflective Writing <ul style="list-style-type: none"> ○ keeps writing journals, reader's response journals ● compose for self, peers, teachers, friends, family and members of the community ● compose to explain, inform, describe or narrate and experience. ● use the writing process to compose writing 	

<ul style="list-style-type: none"> ● write original pieces of 2 – 3 paragraphs ● continue to write paragraphs which demonstrate competency in the following areas: <ul style="list-style-type: none"> ▪ Sequence of sentences in a story according to logic and time ▪ Recognition and creation of titles for their stories ▪ Understanding of a paragraph as a group of sentences about a main idea ▪ Adherence to the topic in a story ▪ Adherence to the main idea in a paragraph ● write in all areas of curriculum: <ul style="list-style-type: none"> ▪ Include sufficient detail (multiple sentences) ▪ Use adjectives and adverbs (words and phrases) to create meaning and detail in writing ▪ Use logical sequencing in paragraphs ▪ Edit own work ● produce a variety of written works ● combine information from multiple sources in writing reports ● write stories with a beginning, middle and an end ● edit for development of ideas and themes ● write four types of compositions with competence: <ul style="list-style-type: none"> Descriptive Persuasive (Express an opinion with reasons) Explanatory (How-to) Narrative ● write a variety of poetry (cinquain, haiku, limerick, etc.) ● write thank you notes and friendly letters and emails and identify their parts ● select, organize and produce visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations) ● cite sources properly ● use quotes ● paraphrase and summarize 	
---	--

Suggested Teaching Strategies	Teaching Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● models writing for a variety of purposes ● makes time for writing across the curriculum every day ● introduces journals and then models how to gather entries and generate ideas 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● relates writing activities to authentic purposes (thank you notes, explanations, expressing opinions, writing lyrics, creating prayer for special occasions) <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● Work with writing partners in the writing process

<ul style="list-style-type: none">• provides daily mini lessons as a whole class or in small groups focusing on one aspect or objective in writing.• uses authors and author studies as a way to analyze and study writing techniques.• model/guide students in writing across the curriculum and for a variety of purposes.	<ul style="list-style-type: none">• Work together to publish newsletters, dramas, poetry <p>Independent Students:</p> <ul style="list-style-type: none">• keep journals of writing ideas• keep wiring portfolio• keep a writer's notebook
--	--

Grade Four Grammar/Usage/Mechanics

Goals
<p>The students will</p> <ul style="list-style-type: none"> ● apply knowledge of language structure, language conventions, media techniques, figurative language to create print texts ● use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge ● use the mechanics and conventions of the English language to communicate ideas effectively ● use written language to accomplish their own goals (learning, enjoyment, etc.)

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> ● identify and correct incomplete sentences. ● write interesting extended sentences ● identify parts of sentences (Simple and Complete subjects and predicates, direct objects, subjects of imperative sentences) and sentence structure ● recognize, use, and correctly punctuate the four kinds of sentences: <ul style="list-style-type: none"> ● declarative, interrogative, imperative, and exclamatory ● use word processing to write, revise, edit and correct own work ● keyboard with increasing facility ● choose appropriate technology for communication tasks ● evaluate electronic information sources and make decisions about the accuracy and relevance of such information (Understand the grammar of the Internet.) ● identify and use appropriately: <ul style="list-style-type: none"> ● nouns – abstract, common, proper, singular, plural, collective and possessive ● pronouns – proper use of subject (nominative) and object (objective) pronouns ● verbs – present, past, future tenses; action, linking and helping (auxiliary) ● adjectives and adverbs – simple, comparative, and superlative ● identification of conjunctions, interjections, prepositions ● subject – verb agreement ● agreement of adjectives with nouns (number) 	

<ul style="list-style-type: none"> ● recognize and use abbreviations for months, days of week, titles (Mr., Mrs., Ms., Dr., Fr., etc), states and streets ● use commas in sentences for clarity ● use direct quotations with increasing skill ● use apostrophes correctly ● capitalize titles of books, movies, poems, etc., all proper nouns, the first words in sentences ● address envelopes and postcards correctly ● write email messages using Standard English appropriate to the purpose and audience ● correctly use commas, quotation marks and apostrophes ● continue to develop paragraphs which demonstrate competency in the following areas: <ul style="list-style-type: none"> ○ initial capitalization ○ capitalization of proper nouns ○ sequencing ○ paragraph Indentation ○ correctly spells previously studied words and spelling patterns in own writing 	
---	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● provides daily language practice for students ● models standard English in speech and writing ● ample examples ● provides daily opportunities for writing across the curriculum 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● encourages students to diagram sentences to understand sentence structure <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● work with writing partners and in cooperative groups to apply grammar, usage and mechanics rules in writing across the curriculum <p>Independent Students:</p> <ul style="list-style-type: none"> ● use technology to write, edit and produce written work.

Grade Four Spelling

Goals
<p>The students will:</p> <ul style="list-style-type: none"> • understand how spelling is related to meaning and word derivation • understand patterns and rules of spelling in the English language

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> • know the various spelling rules and how to apply them to words (i.e. when to double a consonant, "I before e except after c.") • look up unknown spellings in the dictionary • use a spell-check to check spelling • use word study strategies in spelling • proofread for spelling • correctly form plurals and possessives • correctly spell verbs in present and past tenses • correctly spell everyday vocabulary and sight words • correctly spell list words in all areas of the curriculum • use a dictionary or spell-check to check for correct spelling • use a thesaurus or thesaurus software to build vocabulary • recognize relationships between words (analogies) • complete sentences and thoughts with appropriate words 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • makes students aware of errors in newspapers and magazines (Most newspapers publish corrections of a variety of mistakes-many spelling- in a prominent part of the paper.) • models checking own spelling and analyzing new words. • uses a spelling program that reinforces spelling rules • build a spelling program to teach high frequency words • create a word wall for frequently misspelled words. 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • administers pre-tests • encourages student to arrange lists of words in groups of their own creation (Make connections between words, see patterns among words.) <p>Cooperative Students:</p> <ul style="list-style-type: none"> • work in small groups or peers to correct each other's spelling • participate in spelling games and contests with one another <p>Independent Students:</p> <ul style="list-style-type: none"> • create and use their own list of misspelled words (personal spelling journals) • use spell-check to correct spelling

Grade Four Listening Skills

Goals

The students will:

- set purposes for listening (enjoyment, get information, solve problems)
- develop active listening skills
- develop critical listening skills
- construct meaning from auditory experiences
- expand vocabulary by listening and speaking

Student Objectives/Enabling Outcomes

Date of Assessment Type of Assessment Notes

The student will:

- demonstrate effective listening skills: Focus on speaker, make eye contact, listen with whole body
- apply comprehension strategies in listening
- connect own experiences with those of the speaker
- respond with understanding to the comments of others
- identify main idea and details in an oral story
- identify sequence of events in an oral story
- identify setting, plot, characters in an oral story
- identify sound words
- follow multi-step directions accurately
- verbally summarize directions

Suggested Teaching Strategies

Suggested Learning Strategies

Teacher Directed

The teacher:

- demonstrates musical elements of language – rhymes, rhythm, onomatopoeia
- reads to students every day
- models courteous and attentive listening habits
- provides opportunities for students to listen to the opinions of one another
- provides a classroom environment conducive to students expressing thoughts and opinions comfortably

Teacher Directed

The teacher:

- creates daily opportunities for students to listen to the opinions of others
- creates a special atmosphere of reverence when students are listening to the Gospel

Cooperative

Students:

- discuss ideas in small groups
- summarize the ideas and remarks of others
- analyze information presented in media
- work together to add sound effects to a story
- retell stories they have heard

Independent

Students:

- listen for specific information

Grade Four Oral Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● express him/herselves clearly in formal and informal settings ● adjust use of spoken language (conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes ● show interrelationships between oral and written language

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The students will:</p> <ul style="list-style-type: none"> ● use correct speaking skills in: <ul style="list-style-type: none"> ● discussing ideas with the whole class and in small group ● telling stories ● oral reporting ● presenting plays ● role playing and pantomime ● reading stories ● reading plays ● speaking on the telephone ● communicating in everyday situations ● expressing personal feelings and opinions ● presenting oral reports across the curriculum (both formal and informal should be regularly scheduled) ● memorizing and reciting a poem or short dramatic selection for class presentation ● making and recording original news reports ● reading orally with appropriate accuracy, expression, style, and attention to phrasing and punctuation ● participating appropriately in conversations and discussions ● giving precise directions, accurate information and convincing ideas ● ask and answer relevant questions ● request, report and provide information ● clarify and support ideas with objects, elaboration, and examples ● adapt tone, style, and content to respond to topic and audience 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Provides frequent and varied opportunities for students to dramatize, give opinions, recite and read aloud. • Provides a classroom environment conducive to students expressing thoughts and opinions comfortably • Models correct pronunciation, inflection, expression in oral communication 	<p>Teacher Directed The teacher requires students to answer all questions in full sentences</p> <p>Cooperative Students:</p> <ul style="list-style-type: none"> • Work together to create dramatic presentations and reports • Participate in choral speaking <p>Independent Students recite memorized poems and other pieces of literature</p>

Grade Four Handwriting

Goals

The student will:

Understand that legible handwriting is a tool of communication

Understand that legible writing is a matter of courtesy to the one who is expected to read it

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will achieve proficiency in cursive writing to enable written communication. (Benchmark)</p> <p>All students should be exposed to the following objectives, but teachers are not limited to this list alone.</p> <p>The students will:</p> <ul style="list-style-type: none"> ● Complete all written assignments in legible cursive ● Produce correct formation of all cursive and manuscript letters without a model ● Produce correct formation of all cursive letters with the proper slant ● Copy from another source using proper letter formation and spacing ● Assume correct posture when writing ● Produce neat, legible work across the curriculum ● Maintain skill in manuscript (For use in creating posters, maps, completing forms, etc.) 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed</p> <p>The teacher:</p> <ul style="list-style-type: none"> ● Models good handwriting in all academic settings ● Monitors student use of pencil grip, posture, paper position 	<p>Teacher Directed</p> <p>The teacher creates opportunities for handwriting that are authentic: completing text surveys, writing essays in a timed setting; writing a note to a friend or sick classmate, notes to carry home, a favorite poem, etc.</p>

Core Reading Program-a *complete* reading program or access to the following to build a complete reading program:

4. Core grade level text as a focal point of reading lesson/shared reading
5. multiple copies of leveled texts that relate to the core text but are leveled so that students of varying reading abilities can read independently, and be instructed on their instructional reading level.
6. a way for students, especially those struggling students, to listen to audiobooks- listening station with leveled and core reading books; MP3 players with headphones for individual listening, etc.

- **L.A. Text-**

3. Either an accompanying component to the core reading program such as a workbook or...
4. Access to grammar supplemental materials that will enable teachers to engage students in the skills of grammar.

- **Spelling Text**

2. A spelling text that doubles as a phonics reinforcement

***HIGHLY RECOMMENDED: Seton materials to teach spelling and vocabulary. This is a Catholic publishing company that also supplies curriculum and materials to homeschoolers. <http://www.setonhome.org/>**

- **Hand Writing**

3. Seton handwriting
4. keyboarding- keyboarding Without Tears

- **Writing Curriculum**

2. A complete and comprehensive writing program that...
 - Reinforces spelling, phonics and grammar that is being taught
 - Can extend what is being taught in reading
 - Uses strong writing models: authors, fables, Bible stories, etc.

***HIGHLY RECOMMENDED: Institute for Excellence in Writing <http://www.iew.com/> and Classical Writing <http://classicalwriting.com/>**

Strategies: Multi-Sensory materials, hands on activities, engaging literature and study of authors/illustrators, interactive notebooking, use of book clubs and literature circles, frequent visits to the town library

Assessments Reading: Suggested use of benchmarks, DIBLES, CTOPP, interactive notebooks, reading response journals, consistent conferencing and observations to assess fluency and comprehension.

Writing/Grammar: portfolios, writing samples, use of rubrics, interactive notebooks. Assessment through observation of dictation and spelling tests as well as informal conferencing

Grade Five Reading Comprehension

Goals
<p>The students will:</p> <ul style="list-style-type: none"> • Read a wide range of print and nonprint (including fiction and nonfiction, classical and contemporary works) texts: <ul style="list-style-type: none"> o to build an understanding of texts, of themselves, and of the cultures of the united States and the world by reading and responding in individual, literal critical and evaluative ways to a variety of text and multimedia formats o to acquire new information o to respond to the needs and demands of society and the workplace o for personal fulfillment and enjoyment o to learn more about their Catholic faith and traditions o to read and respond to literature from various cultures and time periods • read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience • use a variety of technological and informational resources (libraries, databases, computer networks, video) to gather and synthesize information • understand the process of reading • evaluate electronic information sources and make decisions about the accuracy and relevance of such information (Understand the grammar of the Internet) • develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles • participate actively in a variety of literacy communities (home, community, school, parish, etc.) • students whose first language is not English will use vocabulary and structure of their first language to build an understanding of English

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> • Read in all areas of the curriculum <ul style="list-style-type: none"> ▪ set purpose for reading ▪ independently apply comprehension strategies in reading in all situations ▪ preview material to be read and activate prior knowledge ▪ skim and scan for information ▪ identify author's purpose (persuade, inform, entertain, express, etc.) and point of view and/or bias ▪ identify cause and effect ▪ take notes on what is read identifying main idea, details, etc. ▪ predict outcomes, verify and refine predictions 	

- construct meaning from text, knowledge of context, illustrations, text features
- summarize what is read
- reflect on and respond to what is read is able to by returning to return to the text and provide specific reasons for personal opinion about the literary quality of a given text.
- is able to return to the text to support reasons with relevant references
- classify and categorize information read
- compare and contrast elements in text
- draw conclusions
- identify fact and opinion
- make generalizations about and paraphrase what is read
- make reasonable inferences from explicit and implicit information
- interpret charts, maps, pictures, etc.
- use reading strategies for taking tests
- identify main ideas and supporting details
- identify author's use of persuasive devices and propaganda
- distinguish between and among fact/fiction/fantasy
- sequence events in a narrative and in a process
- identify story elements: character, plot and plot structure, setting, theme
- evaluate ideas and hypothesize text message in text
- make inferences
- describe the effect of the author's choice of genre
- compare and contrast across media (books, dvds, audio, etc.)
- describe the connection between art within a book or story and the text
- distinguish between dialogue and narrative
- hyperbole
- humor
- flashback
- mood
- personification
- symbolism in text
- sound devices of poetry (alliteration, onomatopoeia, repetition, rhyme, rhythm)
- dialect
- a variety of fiction genres (short story, novel, science fiction, realistic fiction, humorous fiction, fantasy, historical fiction, mystery, fairy tales, folktales, fables, legends, myths)
- a variety of nonfiction genres (essays, photo essays, autobiography and biography,

<p>newspaper and magazine articles, journal, editorials, etc.)</p> <ul style="list-style-type: none"> ▪ a variety of kinds of poems <ul style="list-style-type: none"> • self monitor: self-question for overall understanding, adjust reading rate, reread, read ahead • identify the everyday uses of technology and the advantages and disadvantages of those uses • identify copyright and plagiarism issues in both written and online text and discuss personal consequences of inappropriate use • select and use appropriate technology for reading and research tasks • use telecommunications to collaborate with and learn from others (students, teachers, researchers, and experts) • evaluate electronic information sources and make decisions on the accuracy and relevance of such information) 	
--	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • provide individual and group reading opportunities across the curriculum daily. • models a love of reading • demonstrates visualizing strategies when discussing/analyzing poetry • facilitate and guide literature circles and book clubs • demonstrate how to use visual aides such as venn diagrams and other graphic organizers • demonstrate how to use reading rates based on genre • revisit textual effects that will help students identify the main ideas • guide students to identify the main idea and support it with evidence from the text using "evidence based talk" (Because, for example, the author said...) • provide students with examples of text to self connections and guide students to identify them independently • expose children to a variety of texts with aesthetic qualities that foster personal connections. 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • encourages student to use the "SQ3R" method to assist comprehension <p>Cooperative Student:s</p> <ul style="list-style-type: none"> • participate in formal and informal literature circles and book groups/clubs <p>Independent Students:</p> <ul style="list-style-type: none"> • apply reading strategies across the curriculum

Grade Five Written Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● write to discover, to record, to develop ideas, to inform, to influence, to entertain, to understand self and others ● write to express, develop and substantiate ideas and experiences ● write independently ● use the writing process ● understand a variety of writing formats ● write to serve and support school, parish and local civic communities

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>By the end of fifth grade the student will write a well developed five paragraph essay. (Benchmark)</p> <p>The student will:</p> <ul style="list-style-type: none"> ● write friendly and business letters ● identify the parts of letter ● write narratives that include title, characters, setting, events, problem, resolution ● write personal narratives that include characters, setting, and events in sequence ● write to persuade, influence, convince, defend a moral choice (age-appropriate) – Include title, opening statement, main idea, supporting reasons and details, concluding sentence ● write to inform (Expository writing) - Include title, opening statement, main idea, supporting details, concluding sentence ● write to describe -Include title, main idea, details, sensory images, conclusion ● write email and postcard messages appropriate to purpose and audience ● write for personal use in response journals, blogs, logs, notes for comprehension ● share writing with others ● connect personal experiences with stories ● write factual pieces based on reading ● write to prepare for group discussions (book talks, roles in literacy circles) ● write reports (social studies, science) ● write from a variety of prompts including books, essays, articles and letters ● create brochures and articles 	

<ul style="list-style-type: none"> • Select, organize and produce visuals to complement and extend meaning (graphs, charts, simple spreadsheets, models, illustrations) • Implement all phases of the writing process: generate ideas, organize thoughts, reuse and edit multiple drafts • Use technology in all phases of writing: <ul style="list-style-type: none"> o Apply standard keyboard knowledge to the writing process o Use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote. o Explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work. 	
---	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Models writing for a variety of purposes • Makes time for writing across the curriculum every day 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • relates writing activities to authentic purposes (thank you notes, explanations, expressing opinions, writing lyrics, creating prayer for special occasions) <p>Cooperative Students:</p> <ul style="list-style-type: none"> • work with writing partners in the writing process • work together to publish newsletters, dramas, poetry <p>Independent Students:</p> <ul style="list-style-type: none"> • keep journals of writing ideas

Grade Five Grammar/Usage/Mechanics

Goal
<p>The student will:</p> <ul style="list-style-type: none"> • Apply knowledge of language structure, language conventions, media techniques, figurative language to create print texts • Use a variety of technological and informational resources to gather and synthesize information and to create and communicate knowledge • Use written language to accomplish their own goals (learning, enjoyment, etc.) • Use technology to edit and correct written work • Use appropriate technology for written tasks

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The students will:</p> <ul style="list-style-type: none"> • write interesting extended sentences (Declarative, interrogative, Imperative, Exclamatory) • identify parts of a sentence: simple, complete and compound subjects and predicates, direct objects; subjects of imperative sentences. • identify the structure of sentences • combine independent clauses to form compound sentences • distinguish between phrases and clauses • Students at this level should increase their ability to identify and use appropriately: <ul style="list-style-type: none"> • Nouns – abstract, common, proper, singular, plural, collective and possessive • Pronouns – proper use of subject (nominative) and object (objective) pronouns; possessive and indefinite pronouns • Verbs – present, past, future tenses; action, linking and helping (auxiliary); principal parts (present and past participles) • Adjectives and adverbs – simple, comparative, and superlative-both regular and irregular • Identification of conjunctions, interjections, prepositions • Subject – verb agreement • Agreement of adjectives with nouns (number) • identify and use irregular verbs correctly • identify and use linking verbs • identify adverbs of place, time, manner, and degree 	

<ul style="list-style-type: none"> • identify and use correctly possessive and indefinite pronouns • identify pronoun antecedents • identify prepositional phrases • indent paragraphs • use end of sentence punctuation correctly • correctly punctuate business and friendly letters • use commas in dates, addresses, series, direct address, after introductory words and phrases, with mild interjections, in interrupters, appositives, before quotations. • use apostrophes in contractions and in possessives appropriately • use quotation marks for direct quotations • use quotation marks, underlining, or italics for titles of works • use correct punctuation after quotations • punctuate and capitalize in writing dialogue • use a colon between hour and minute • use a hyphen in word division and in compound words when appropriate • use a semicolon • abbreviate titles, days of the week and months of the year, internet addresses, time, units of measure • use state postal abbreviations • capitalize titles of books, movies, poems, etc., all proper nouns, the first words in sentences • address envelopes and postcards correctly • write email messages with appropriate use of standard English • use correct end marks for sentences (periods, question marks, exclamation marks) • avoid using double negatives 	
---	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • provides Daily Oral Language opportunities • models standard English in all classroom communication • provides a variety of structures (diagramming, analyzing) to help students understand language • provides daily opportunities for writing across the curriculum 	<p>Cooperative Students:</p> <ul style="list-style-type: none"> • work with peers proofreading written work. <p>Independent Students:</p> <ul style="list-style-type: none"> • develop the habit of using grammar checks.

Grade Five Spelling

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● Correctly spell everyday vocabulary and sight words ● Understand how spelling is related to meaning and word derivation ● Understand patterns and rules of spelling in the English language ● Apply spelling skills across the curriculum

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> ● know the various spelling rules and how to apply them to words (i.e. when to double a consonant, "i before e except after c.") ● look up unknown spellings in the dictionary ● correctly form plurals and possessives ● correctly spell verbs in present and past tenses ● analyze word parts to discover meanings of words ● use new vocabulary in written and oral language ● relate new words to familiar words (synonyms, antonyms, analogies, word parts) ● use dictionaries and thesauri (both traditional and technological) to check the spelling of words and to find synonyms and antonyms 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● makes students aware of errors in newspapers and magazines ● models checking own spelling and analyzing new words. 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● administers pre-tests ● encourages student to arrange lists of words in groups of their own creation (Make connections between words, see patterns among words.) <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● work in small groups or peers to correct each other's spelling ● participate in spelling games and contests with one another <p>Independent Students:</p> <ul style="list-style-type: none"> ● create and use their own list of misspelled words (personal spelling journals) ● use spell-check to correct spelling

Grade Five Listening Skills

Goals

The students will:

- Set purposes for listening (enjoyment, get information, solve problems)
- Develop active listening skills
- Develop critical listening skills
- Construct meaning from auditory experiences
- Expand vocabulary by listening and speaking

Student Objectives/Enabling Outcomes

Date of Assessment Type of Assessment Notes

The students will:

- demonstrate listening skills – focus on the speaker, make eye contact, repeat what is heard, eliminate distractions
- follow multi-stepped directions
- listen without interrupting
- apply comprehension skills while listening to oral text and messages
- summarize main idea and details when listening
- note main ideas and supporting details while listening
- identify key words (“First of all...,” “Remember...,” “Most importantly...,” “In conclusion...,” etc.)
- evaluate speeches, lectures, oral presentations
- restate message of speaker
- identify point of view of speaker
- paraphrase what is heard
- evaluate a spoken message
- compare own perceptions with others
- distinguish between facts and opinions
- analyze language of a speech (denotation and connotation, loaded words)
- identify propaganda techniques (bandwagon, testimonial, transfer, card stacking)
- identify a speaker’s use of gesture and body movement
- respond appropriately to questions, directions, text read aloud, and oral presentations

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● demonstrates musical elements of language – rhymes, rhythm, onomatopoeia ● reads to students every day ● models courteous listening habits 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● creates daily opportunities for students to listen to the opinions of others ● creates a special atmosphere of reverence when students are listening to the Gospel ● provides opportunities for students to analyze speeches of politicians, news reports, commercials ● directs students to add sound effects to a story <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● discuss ideas in small groups ● summarize the ideas and remarks of others ● analyze information presented in media ● work together to add sound effects to a story <p>Independent Students:</p> <ul style="list-style-type: none"> ● listen for specific information

Grade Five Oral Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> • express him/herself clearly in formal and informal settings • adjust use of spoken language (conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes • show interrelationships between oral and written language

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will with increasing skill:</p> <ul style="list-style-type: none"> • ask and answer relevant questions • communicate clearly in everyday situations • increase skills in requesting, reporting, and providing information • clarify and support ideas with objects, elaboration, and examples • express personal feelings and opinions • participate in classroom and group discussions • present oral reports across the curriculum • adapt tone, style, and content to respond to topic and audience • memorize a poem or short dramatic selection for class presentation • read orally with appropriate accuracy, expression, style, and attention to phrasing and punctuation • participate appropriately in conversations and discussions • give precise directions, accurate information and convincing ideas 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● involves students in a variety of projects and discussions, both planned and spontaneous that will require them to use consistently effective oral communications skills across the curriculum. ● creates an atmosphere in the classroom that allows students to express thoughts and opinions comfortably ● models good speech habits 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● requires students to answer all questions in full sentences <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● work together to create dramatic presentations and reports ● participate in choral speaking <p>Independent Students:</p> <ul style="list-style-type: none"> ● recite memorized poems and other pieces of literature

Grades 5 Handwriting/Penmanship

Goals
<p>The student will: Achieve proficiency in cursive writing to enable written communication</p> <p>Understand that legible handwriting is a tool of communication</p> <p>Understand that legible writing is a matter of courtesy to the one who is expected to read it</p>

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The students will:</p> <ul style="list-style-type: none"> • Complete all written assignments in cursive with acceptable speed and legibility • Produce correct formation of all cursive and manuscript letters without a model • Produce correct formation of all cursive letters with the proper slant • Copy from another source using proper letter formation and spacing • Assume correct posture when writing • Produce neat, legible work across the curriculum • Maintain skill in manuscript (For use in creating posters, maps, completing forms, etc.) 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • Models good handwriting in all academic settings • Monitors student use of pencil grip, posture, paper position 	<p>Teacher Directed The teacher creates opportunities for handwriting that are authentic: completing text surveys, writing essays in a timed setting; writing a note to a friend or sick classmate, notes to carry home, a favorite poem, etc.</p> <p>Cooperative Students correct each other's handwriting.</p> <p>Independent</p>

Text/Resources:Core Reading Program-a *complete* reading program or access to the following to build a complete reading program:

7. Core grade level text as a focal point of reading lesson/shared reading
8. multiple copies of leveled texts that relate to the core text but are leveled so that students of varying reading abilities can read independently, and be instructed on their instructional reading level.
9. a way for students, especially those struggling students, to listen to audiobooks- listening station with leveled and core reading books; MP3 players with headphones for individual listening, etc.

- **L.A. Text-**

5. Either an accompanying component to the core reading program such as a workbook or...
6. Access to grammar supplemental materials that will enable teachers to engage students in the skills of grammar.

- **Spelling Text**

3. A spelling text that doubles as a phonics reinforcement

***HIGHLY RECOMMENDED: Seton materials to teach spelling and vocabulary. This is a Catholic publishing company that also supplies curriculum and materials to homeschoolers. <http://www.setonhome.org/>**

- **Hand Writing**

5. Seton handwriting
6. keyboarding- keyboarding Without Tears

- **Writing Curriculum**

3. A complete and comprehensive writing program that...
 - Reinforces spelling, phonics and grammar that is being taught
 - Can extend what is being taught in reading
 - Uses strong writing models: authors, fables, Bible stories, etc.

***HIGHLY RECOMMENDED: Institute for Excellence in Writing <http://www.iew.com/> and Classical Writing <http://classicalwriting.com/>**

Strategies: Multi-Sensory materials, hands on activities, engaging literature and study of authors/illustrators, interactive notebooking, use of book clubs and literature circles, frequent visits to the town library

Assessments Reading: Suggested use of benchmarks, DIBLES, CTOPP, interactive notebooks, reading response journals, consistent conferencing and observations to assess fluency and comprehension.

Writing/Grammar: portfolios, writing samples, use of rubrics, interactive notebooks. Assessment through observation of dictation and spelling tests as well as informal conferencing.

Grade Six Literature/Reading Comprehension

Goals
<p>The students will:</p> <ul style="list-style-type: none"> • develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively, and analytically. • read for a variety of purposes including for pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner. • read a variety of genres with comprehension.

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will increase and deepen his/her ability to read a variety of texts for a broad range of purposes.</p> <p>The students will:</p> <ul style="list-style-type: none"> • read to participate actively in their school, parish, civic communities. • read to deepen their relationship with God and His creation. • independently apply comprehension strategies to all reading situations • recognize and identify sequential events, distinguishing between the order in which events occur and the order in which they are told; identify keywords that indicate time and order; identify flashback techniques • analyze and compare two or more texts. • identify cause and effect • make predictions • find specific information in newspapers and magazines • recognize editorials • form opinions based on research • paraphrase and/or summarize what is read • compare and contrast characters, settings, events, etc. • distinguish between important and unimportant details • form conclusions and support those conclusions with evidence from text • identify and distinguish between fact and opinion • recognize persuasion and propaganda • evaluate evidence and sources of information (including internet sources) • analyze character and character's point of view • identify plot, setting, style, tone, theme, and mood as well as other standard literary elements 	

<ul style="list-style-type: none"> • recognize biography and autobiography, historical fiction, realistic fiction, fables, folktales, myths, tall tales, informational essays, drama, poetry • identify ways in which authors organize information • use informational text to acquire knowledge • describe the connection between a character’s actions and the consequences that follow • identify the moral criteria that govern choices • evaluate choices in terms of moral criteria • relate events, characters, etc. in reading with his/her personal experiences • analyze and retell (dramatize) Old Testament and Gospel stories 	
--	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • reads to students every day • models reading for pleasure and to locate information • provides a print rich environment 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • provides regular opportunities for silent reading <p>Cooperative Students:</p> <ul style="list-style-type: none"> • participate in formal and informal literature and book groups and blogs. (These can be within the classroom or online. Teachers should carefully supervise online communications.) • create sequential murals, classroom dramas, media performances in groups <p>Independent Students:</p> <ul style="list-style-type: none"> • keep a literature journal of beloved books and authors • use Internet to research and communicate with authors

Grade Six Written Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● write to discover, record, develop ideas, inform, influence, entertain, understand self and others ● comprehend the importance of structure and usage conventions to communicate successfully ● write independently ● understand the writing process

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>Students will:</p> <ul style="list-style-type: none"> ● friendly and business letters: The student will identify and include parts of the letter, purpose and audience. ● narrative: The student will include title, well-developed characters, detailed settings, events, problems, resolutions; demonstrate an understanding of chronological order. ● personal Narrative: The student will include characters, setting, and events in sequence. ● dramas: The student will write short dramatic dialogues, plays, radio plays, etc. ● poetry: The student will write both structured and free verse poems. ● persuasive: The student will include an opening or thesis statement, main idea, supporting details, conclusion, and detailed valid reasons for opinions; present both sides of a given issue logically; defend a point of view; defend a moral choice. (This writing should reflect some research using both internet and traditional sources.) ● descriptive: The student will include title, main idea, details, sensory images, and a conclusion; demonstrate an understanding of spatial order in description (top to bottom; left to right) ● expository: (Cause and effect, analysis of books, movies, information reports, how-to explanation, etc.) The student will include title, topic or opening sentence that contains the main idea, detailed, logical development of an idea, and a concluding sentence ● use technology to produce, publish, and collaborate in writing ● Students will experience the following across the curriculum: <ul style="list-style-type: none"> ○ Write for personal use in response journals, blogs, logs, notes for comprehension 	

<ul style="list-style-type: none"> o share writing with others o connect personal experiences with stories o write factual pieces based on reading o write to prepare for group discussions (book talks, roles in literacy circles) o write reports (social studies, science) o use visuals in reports (charts, maps, graphs, etc.) o write from a prompt ● use at least one type of word processing software effectively ● distinguish between legitimate and faulty sources on the internet ● access Internet and use it as a source of information ● use technology to review skills ● flexibly employ the five-step writing process to produce age/class/grade appropriate written work and to vary writing for purpose and audience. ● implement all phases of the writing process: generate ideas, organize thoughts, reuse and edit multiple drafts. ● apply standard keyboard knowledge to the writing process ● use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote ● explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work <p>ESL students will make connections between their first language and English to increase their ability to communicate in English.</p>	
---	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● models writing for a variety of purposes ● plans writing as part of every day in all areas of curriculum 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● relate writing to authentic experiences (Thank you notes, congratulatory and sympathy messages, blogs, letters to the editor*, etc.) <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● works cooperatively on writing projects (newsletters, plays, multimedia presentations) <p>Independent Students:</p> <ul style="list-style-type: none"> ● keep journals of story starters/ideas for writing ● journal reactions to literature

Grade Six Grammar/Usage/Mechanics

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● Use rules for correct usage, capitalization and mechanics to clarify and enhance meaning

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> ● write interesting extended sentences (declarative, interrogative, imperative, exclamatory) ● identify parts of a sentence: simple, complete and compound subjects and predicates, direct and indirect objects, predicate nominatives and adjectives; prepositional phrases ● identify the structure of sentences ● identify dependent and independent clauses ● combine independent clauses to form compound sentences ● distinguish between phrases and clauses ● combine clauses to form complex and compound sentences ● students at this level should identify and use correctly: <ul style="list-style-type: none"> ● nouns – abstract, common, proper, singular, plural, collective and possessive ● pronouns – proper use of subject (nominative), object (objective) pronouns, and possessive pronouns; pronoun antecedents ● verbs – simple and perfect tenses; action, linking and helping (auxiliary), irregular verbs ● adjectives– comparison of, agreement with nouns ● adverbs – place, time, manner and degree; comparison of ● conjunctions, interjections, prepositions ● subject – verb agreement ● adjective- noun (number) agreement ● use appropriate punctuation, usage and mechanics: <ul style="list-style-type: none"> ○ indent paragraphs ○ Use end of sentence punctuation correctly ○ Correctly punctuate business and friendly letters ○ Use commas in dates, addresses, series, direct address, after introductory words and phrases, with mild interjections, in interrupters, appositives, before quotations. 	

<ul style="list-style-type: none"> ● use apostrophes in contractions and in possessives appropriately ● use quotation marks for direct quotations and dialogue ● use quotation marks, underlines or italics appropriately for titles of works ● use correct punctuation after quotations ● punctuate and capitalize correctly in writing dialogue ● use a hyphen in word division and in compound words when appropriate ● use a semicolon correctly in sentences ● use commas in sentences for clarity ● use direct quotations with increasing skill ● abbreviate titles, days of the week and months of the year, internet addresses, time, units of measure correctly ● use state postal abbreviations ● capitalize titles of books, movies, poems, abbreviations, etc. correctly ● properly utilize underlines and italics for titles of books, movies, poems, etc. ● capitalize all proper nouns and the first word of each sentence. ● address envelopes and postcards correctly ● write email messages using standard English ● use correct end marks for sentences (periods, question marks, exclamation marks) ● avoid double negatives ● use technology to review skills ● avoid sentence fragments and run-ons 	
---	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● provides opportunities to practice grammar, usage and mechanics rules daily ● models standard English daily opportunities for writing across the curriculum 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● provides daily writing opportunities across the curriculum <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● work in cooperative groups to apply grammar, usage and mechanics to writing

Grade Six Spelling/Vocabulary

Goals
<p>The students will:</p> <ul style="list-style-type: none"> • Apply a variety of strategies to understand new words • Understand how spelling is related to meaning and word derivation • Understand patterns and rules of spelling in the English language

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The students will:</p> <ul style="list-style-type: none"> • memorize the various spelling rules and apply them to words • use dictionaries (both technological and traditional) to look up unknown spellings • correctly form plurals and possessives • correctly spell everyday vocabulary and sight words across the curriculum • apply context clues to new words • analyze word parts to discover meanings of words • use new vocabulary in written and oral language • relate new words to familiar words (synonyms, antonyms, analogies, word parts) 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher centered The teacher:</p> <ul style="list-style-type: none"> • makes students aware of errors in newspapers and magazines (Most newspapers publish corrections of a variety of mistakes-many spelling- in a prominent part of the paper.) • models checking spelling and analyzing new words • use research to find best methods to increase spelling and vocabulary skills 	<p>Teacher directed The teacher:</p> <ul style="list-style-type: none"> • involves students in vocabulary-building activities such as vocabulary of the day (or week) and encourages students bring new words to class and use them appropriately <p>Cooperative Students:</p> <ul style="list-style-type: none"> • work in cooperative teams to increase vocabulary <p>Independent Students:</p> <ul style="list-style-type: none"> • apply new words across the curriculum

Grade Six Listening Skills

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● Set purposes for listening (enjoyment, get information, solve problems) ● Develop active listening skills ● Develop critical listening skills ● Construct meaning from auditory experiences

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> ● apply effective listening skills -focus on speaker, make eye contact with speaker, eliminate distractions in a variety of environments ● listen to and follow multi-stepped directions ● listen without interrupting ● summarize main idea and details when listening ● take notes while listening ● listen for and identify key words ("First of all...," "Remember...," "Most importantly...," "In conclusion...," etc.) ● evaluate speeches, lectures, oral presentations ● restate message of speaker ● compare one's own perceptions with others ● distinguish between facts and opinions ● analyze language of a speech (denotation and connotation, loaded words) ● identify propaganda techniques (bandwagon, testimonial, transfer, card stacking) ● identify a speaker's use of gesture and body movement ● compare and contrast different media (book/movie/audio) ● demonstrate how language medium and presentation contribute to a message 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • creates a classroom atmosphere that allows students to feel comfortable expressing opinions • demonstrates musical elements of language – rhymes, rhythm, onomatopoeia • reads to students daily • provides opportunities for students to listen to the opinions of one another • models courteous listening skills 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • provides opportunities for students to analyze speeches of politicians, news reports, commercials with students <p>Cooperative Students:</p> <ul style="list-style-type: none"> • work cooperatively to add sound effects to a story <p>Independent Students:</p> <ul style="list-style-type: none"> • mentally hear and identify the accents, dialects, speech patterns of characters in stories and books

Grade Six Oral Language

Goals
<p>The student will :</p> <ul style="list-style-type: none"> ● adjust use of spoken language (conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes ● conduct research on issues and interests by generating ideas and questions orally and posing oral problems ● use spoken language to accomplish own purposes (learning, enjoyment, persuasion, and exchange of information) ● apply comprehension strategies in speaking activities

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> ● demonstrate effective informal and formal speaking skills ● increase skills in requesting, reporting, and providing information ● use variations in pitch and stress to make spoken language varied and interesting ● enunciate clearly in formal and inform speech ● employ logical thinking in public speaking ● take part in class discussions in all areas of the curriculum ● conduct introductions and interviews clearly, courteously and in a way that generates interest ● present informal class projects ● take part in small group discussions, connecting own experiences with those of others ● retell a spoken message by summarizing or clarifying ● demonstrate a skill for classmates ● memorize and present a poem or short dramatic selection for class presentation ● present a dramatic monologue ● use an organized plan to prepare and present a persuasive speech ● research a topic and write a speech based on the research ● create and review a checklist for presenting a speech ● prepare and present an age appropriate multimedia presentation ● use technology to format speeches ● create visual aids – graphs, charts, etc. ● generate criteria for evaluation of own oral presentations and those of others 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> involves students in a variety of projects and discussions, both planned and spontaneous that will require them to use consistently effective oral communications skills across the curriculum models good oral language 	<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> provides opportunities for students to participate in real life public speaking opportunities – to express opinions, ask questions, solve problems <p>Cooperative: Students:</p> <ul style="list-style-type: none"> participate in mock trial competitions, debates, oratorical contests, choral reading <p>Independent: Students:</p> <ul style="list-style-type: none"> participate in prayer services and liturgies as lectors. express opinions and ask questions in a variety of contexts.

Text/Resources:

- Grammar and Writing Text - Voyages in English Loyola Press
- Vocabulary Text - Vocabulary for Success/Vocabulary Workshop Sadlier
- Novels for independent reading in various genres
- Nonfiction text, poetry, and short stories
- "The Classics"
- Island of the Blue Dolphin* by Scott O'Dell, *Jump Ship to Freedom* by Collier, *My Brother Sam is Dead*, *The Lion, the Witch and the Wardrobe* by CS Lewis, *Number the Stars* by Lois Lowry, *Tuck Everlasting* by Natalie Babbitt, *Wonder* by R. J. Palacio, *A Monster Calls* by Patrick Ness, *The Devil's Arithmetic* by Jane Yolen, *The Giver* by Lois Lowry

Strategies:

- Hands-on activities
- Multi step writing process
- Novel study which includes other written works related to the anchor text
- Cross-curricular projects
- Writing Prompts

Assessments

1. Writing samples
2. Unit Tests
3. Comprehension Checks
4. Response to Literature essays
5. Terra Nova testing (Complete battery including InView and CAT Plus during 7th grade year)

Grade Seven Literature

Goals

The student will:

- develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively, and analytically.
- read for a variety of purposes including for pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner.
- read a variety of genres with comprehension.
- read to learn more about their God, their faith and their role in the mission of the Church.

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will increase and deepen his/her ability to read a variety of texts for a broad range of purposes.</p> <p>The student will build on previously learned skills:</p> <ul style="list-style-type: none"> • recognize and identify sequential events, distinguishing between the order in which events occur and the order in which they are told; identify keywords that indicate time and order; identify flashback technique • identify cause and effect • compare and contrast characters, settings, events, etc. • draw conclusions • distinguish between important and unimportant details • form conclusions and support those conclusions with evidence from text • identify and distinguish between fact and opinion • recognize persuasion and propaganda • evaluate evidence and sources of information (including internet sources) • identify plot, setting, style, tone and mood as well as other standard literary elements • analyze character and character's point of view • paraphrase scripture stories (Gospels, Acts of the Apostle, Psalms, etc.) • identify theme • recognize biography and autobiography, historical fiction, realistic fiction, fables, folktales, myths, tall tales, informational essays, drama, poetry • identify ways in which authors organize information • use informational text to acquire knowledge • describe the connection between a character's actions and the consequences that follow • identify the moral criteria that govern choices of characters • choose appropriate literary role models 	

<ul style="list-style-type: none"> • evaluate choices of literary characters in terms of moral criteria • relate events, characters, etc. in reading with own experiences 	
---	--

Suggested Teacher Strategies	Suggested Learning Strategy
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • models reading for pleasure, and talks about favorite books. 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • provides regular opportunities for silent reading opportunities <p>Cooperative Students:</p> <ul style="list-style-type: none"> • participate in a variety of literature groups and class dramatic presentations. <p>Independent Students:</p> <ul style="list-style-type: none"> • read to get information and solve problems across the curriculum.

Grade Seven Written Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> • Write to discover, record, develop ideas, inform, persuade, influence, entertain, understand self and others • Comprehend the importance of structure and usage conventions to communicate successfully • Write independently • Understand the writing process • Participate in and support parish, school, and civic communities through written language

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>Students will continue to build their skills in the following areas:</p> <ul style="list-style-type: none"> • writing in a variety of formats: <ul style="list-style-type: none"> • friendly and business letters: Students should identify and include parts of the letter, purpose and audience of letters • narrative: Students include title, well developed characters, detailed settings, events, problems, resolutions; they use chronological order effectively in writing narratives. At this level, narrative writing includes creating a short story. • personal Narrative: Students include characters, setting, and events in sequence. • dramas: Students create short dramatic dialogues, plays, radio plays. • poetry: Students create both structured and free verse poems. • persuasive: Students include an opening or thesis statement, main idea, supporting details, and conclusion. They include detailed reasons for opinions; they present both sides of a given issue and logically defend a point of view. This includes a tenet of faith or a moral issue. This writing reflects some research using both Internet and text sources. • descriptive: Students include title, main idea, details, sensory images, and a conclusion. They demonstrate an understanding of spatial development in description writing (top to bottom; left to right). • expository: (Cause and effect, analysis of books, movies, informational narrative, 	

how-to, etc.) Students include title, opening or thesis statement, main idea, detailed, logical development of an idea, and a concluding sentence. This writing reflects research using both Internet and text sources and interviews, both in person and online. (Teacher supervision)

- electronic messages: Students' messages are reflective of their purpose and audience
- students experience the following across the curriculum:
 - write for personal use in response journals, blogs (Online journals), logs, notes for comprehension
 - share writing with others
 - connect personal experiences with stories
 - compose factual pieces based on reading
 - write to prepare for group discussions (book talks, roles in literacy circles)
 - write reports (social studies, science)
 - use visuals in reports (charts, maps, graphs, etc.)
 - write from a prompt
- use process writing to vary writing according to purpose and audience
- use at least one type of word processing software effectively
- distinguish between legitimate and faulty sources on the World Wide Web
- access Internet and use it as a source of information
- send and receive email
- use technology to review skills
- apply standard keyboard knowledge to the writing process
- use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote
- explore the use of a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work

ESL students make connections between their first language and English to increase their ability to communicate in written English.

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher directed The teacher:</p> <ul style="list-style-type: none"> • models using the writing process • provides writing opportunities as part of every day. • relates writing to authentic experiences (Thank you notes, sympathy messages, letters to the editor*, etc) • encourage students to read well written texts • reads aloud to students 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • provides authentic opportunities for writing across the curriculum (thank you notes, congratulatory emails, letters to the editors, on-line literature groups) <p>Cooperative Students:</p> <ul style="list-style-type: none"> • publish collaborative projects: newsletters, plays, media presentations <p>Independent Students:</p> <ul style="list-style-type: none"> • keep journals/collections of creative work

Grade Seven Grammar/Usage/Mechanics

Goals

The students will:

- write to solve problems, discover record, develop, and reflect on ideas
- use rules for correct usage, capitalization and punctuation to clarify and enhance meaning.

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of parts of speech: • identify nouns and pronouns and explain how they are used in a sentence • recognize compound and collective nouns and use them correctly in writing (subject-verb agreement, formation of plurals, etc.) • write with accuracy using pronoun case (nominative, objective, possessive) • identify and use correctly indefinite, interrogative, and demonstrative pronouns • identify pronoun antecedents • recognize the principal parts of and conjugate (simple, perfect and progressive tenses) regular and irregular verbs • identify and describe the function of linking and auxiliary verbs • identify and explain the function of transitive and intransitive verbs, passive and active voice • identify and use infinitives appropriately • recognize adjectives and use appropriately: definite and indefinite articles, nouns and pronouns used as adjectives, compound adjectives, demonstrative adjectives, interrogative adjectives • recognize adverbs and the words they modify • correctly use the comparative and superlative forms of adjectives and adverbs • distinguish between adjectives and adverbs, adjectival and adverbial clauses and phrases • use adjectives and adverbs to improve writing • recognize prepositions and prepositional phrases; use them appropriately in writing and speaking • distinguish between prepositions and adverbs • identify and use conjunctions to connect ideas; identify coordinating, subordinating and correlative conjunctions • identify interjections, describe their use in sentences, and use them effectively in communication 	

- understand the structure of sentences and paragraphs:
 - within sentences and clauses, identify subjects, predicates, modifiers, direct and indirect objects, linking verb complements
 - identify and punctuate appositives correctly
 - identify compound subjects, predicates, sentences, etc.
 - distinguish between phrases and clauses; phrases that modify and clauses that modify
 - identify verbal phrases: participles and participial phrases, infinitives and infinitive phrases
 - identify dependent and independent clauses
 - combine independent and dependent clauses to form compound sentences and/or complex sentences
 - distinguish between phrases and clauses
 - expand sentences by combining clauses, phrases, etc.
 - vary length and sentence structure in paragraphs
 - avoid sentence fragments and run-ons
 - make subjects and predicates agree in case and number
 - avoid misplaced modifiers
 - avoid double negatives
 - avoid common usage problems (affect/effect, accept/except, etc)
- Use punctuation and capitalization to communicate clearly:
 - use periods, question marks, and exclamation marks correctly with declarative, interrogative, exclamatory and imperative sentences.
 - use commas correctly in a variety of situations (series, introductory words, phrases and clauses, compound sentences, nonessential phrases and clauses, dates, geographical places, etc.)
 - use semicolons correctly to join independent clauses and in sentences where additional commas would cause confusion
 - use colons correctly as introductory devices
 - use quotation marks correctly
 - write dialogue correctly
 - use quotations, underlining, and italics correctly in bodies of work
 - use hyphens correctly
 - use apostrophes correctly
 - apply rules for capitalization – proper nouns and adjectives, titles, etc.
 - use technology to review skills

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> • provides a variety of ways for students to understand language: Daily Oral Language, diagramming, ample opportunity to apply rules to writing across the curriculum • models Standard English 	<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> • provides daily opportunities for students to practice writing skills across the curriculum and encourages students to find and correct errors in a variety of media <p>Cooperative Students:</p> <ul style="list-style-type: none"> • participate in peer editing and cooperative learning teams

Grade Seven Vocabulary

Goals
<p>The students will:</p> <ul style="list-style-type: none"> • correctly spell everyday vocabulary and sight words • understand how spelling is related to meaning and word derivation • understand patterns and rules of spelling in the English language • apply a variety of strategies to understand words • understand that words may have multiple meanings • study and apply word origins

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The students will:</p> <ul style="list-style-type: none"> • consistently apply spelling rules to writing • explore unknown spellings in the dictionary • apply sound and context clues to new words • analyze word structure to discover the meanings of words • use new vocabulary in written and oral language • relate new words to familiar words (synonyms, antonyms, analogies, word parts) 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • uses words that challenge students • models looking up and/or decoding words by looking at parts of the word • provides word games for students • uses research to find methods that reflect best practices in improving vocabulary and spelling. 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • encourages students to use new words in independent work <p>Cooperative Students:</p> <ul style="list-style-type: none"> • test one another and work cooperatively to increase vocabulary <p>Independent Students:</p> <ul style="list-style-type: none"> • should keep journals/lists of new words

Grade Seven Listening Skills

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● set purposes for listening (enjoyment, get information, solve problems) ● develop active listening skills ● develop critical listening skills

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> ● demonstrate listening skills – focus on the speaker, make eye contact, eliminate distractions ● listen to and follow multi-stepped directions ● listen without interrupting ● summarize main idea and details when listening ● take notes while listening ● listen for and identify key words (“First of all...,” “Remember...,” “Most importantly...,” “In conclusion...,” etc.) ● evaluate speeches, lectures, oral presentations ● restate message of speaker ● paraphrase ideas of speaker ● compare one’s interpretation of speaker with other listeners ● distinguish between facts and opinions ● determine if what the speaker says is relevant or contains faulty reasoning ● analyze language of a speech (denotation and connotation, loaded words) ● identify propaganda techniques (bandwagon, testimonial, transfer, card stacking) ● identify a speaker’s use of gesture and body movement ● compare and contrast different media (book/movie/audio) ● listen to and evaluate a variety of opinions on moral issues and respond in a way that demonstrates faith and an understanding of the Church’s moral teaching ● listen with reverence to reading during liturgies and prayer services 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● creates an atmosphere in the classroom that allows students to feel safe in expressing opinions ● provides opportunities for students for discussion 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● encourages students to analyze speeches of politicians, news reports, commercials across the curriculum both for content and oratorical style

- | | |
|--|--|
| <ul style="list-style-type: none">• models good listening• demonstrates musical elements of language – rhymes, rhythm, onomatopoeia• reads to students daily | |
|--|--|

Grade Seven Oral Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● adjust use of spoken language (conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes ● conduct research on issues and interests by generating ideas and questions orally and posing oral problems ● use spoken language to accomplish own purposes (learning, enjoyment, persuasion, and exchange of information) ● participate actively in prayer services and liturgies.

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Note
<p>The student will:</p> <ul style="list-style-type: none"> ● develop informal and formal speaking skills ● use logical thinking in public speaking ● take part in class discussions in all areas of the curriculum ● present formal and informal class projects to peers ● participate in small group discussions ● demonstrate a skill for classmates ● memorize a short literary selection for class presentation ● present a dramatic monologue ● use an organized plan to prepare and present a persuasive speech ● research a topic and write a speech based on the research ● create and review a checklist for presenting a speech ● prepare and present a multimedia presentation ● use technology to format presentations and create visual aids 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● involves students in a variety of projects and discussions, both planned and spontaneous that will require them to use consistently effective oral communications skills across the curriculum ● models good speaking skills 	<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● provides opportunities for students to participate in real life public speaking opportunities – to express opinions, ask questions, solve problems <p>Cooperative: Students:</p> <ul style="list-style-type: none"> ● participate in mock trial competitions, debates, oratorical contests, choral reading <p>Independent: Students:</p> <ul style="list-style-type: none"> ● participate in prayer services and liturgies as lectors

Text/Resources:

1. Grammar and Writing Text - Voyages in English Loyola Press
2. Vocabulary Text - Vocabulary for Success/Vocabulary Workshop Sadlier
3. Novels for independent reading in various genres
4. Nonfiction text, poetry, mythology, and short stories
5. "The Classics" including but not limited to:
 - a. *Nothing But The Truth* by Avi, *Lyddie* by Katherine Paterson
 - b. *Counting on Grace* by Elizabeth Winthrop
 - c. *The Day of the Pelican* by Katherine Paterson
 - d. *The Crossover* by Kwame Alexander
 - e. *Bridge to Terabithia* by Katherine Paterson
 - f. *The Watsons Go to Birmingham* by Christopher Paul Curtis
 - g. *The Outsiders* by S.E. Hinton
 - h. *To Kill A Mockingbird* by Harper Lee
 - i. *The Book Thief* by Marcus Zusac
 - j. *Life As We Knew It* Susan Beth Pfeffer
6. Voyages in English, Loyola Press

Strategies:

1. Hands-on activities
2. Multi step writing process
3. Novel study which includes other written works related to the anchor text
4. Cross-curricular projects
5. Writing Prompts

Assessments

1. Writing samples
2. Unit Tests
3. Comprehension Checks
4. Response to Literature essays
5. Terra Nova testing (Complete battery including InView and CAT Plus during 7th grad

Grade Eight Literature

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● develop proficiency with a full range of strategies and skills for comprehending a variety of texts and for thinking critically, creatively, and analytically ● read for a variety of purposes including pleasure, obtaining information, enrichment and as a means to becoming a lifelong learner ● read a variety of genres with comprehension ● read to learn more about their God, their faith and their role in the mission of the Church

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The students will increase and deepen his/her ability to read a variety of texts for a broad range of purposes.</p> <p>The students will build on previously learned skills:</p> <ul style="list-style-type: none"> ● independently apply comprehension strategies in all reading situations ● recognize and identify sequential events, distinguishing between the order in which events occur and the order in which they are told; identify keywords that indicate time and order; identify flashback techniques ● identify causes and effects ● compare and contrast characters, settings, events, etc. ● draw conclusions ● distinguish between important and unimportant details ● form conclusions and support those conclusions with evidence from text ● identify and distinguish between fact and opinion ● recognize persuasion and propaganda ● evaluate evidence and sources of information (including internet sources) ● analyze character and character's point of view ● identify plot, setting, style, tone and mood as well as other standard literary elements ● identify theme 	

<ul style="list-style-type: none"> ● recognize genre: biography and autobiography, historical fiction, realistic fiction, fables, folktales, myths, tall tales, informational essays, drama, poetry ● identify ways in which authors organize information ● use informational text to acquire knowledge ● describe the connection between a character's actions and the consequences that follow ● identify the moral criteria that govern choices ● choose appropriate literary role models ● evaluate choices of characters in terms of moral criteria ● relate events, characters, etc. in reading with own personal experiences 	
---	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● models a love of reading and discusses books knowledgably with students ● reads books to students 	<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● provides regular opportunities for silent reading and encourages students to keep journals (text or electronic) of books read. ● encourages students to use a variety of graphic organizers to aid in comprehension <p>Cooperative</p> <p>Students:</p> <ul style="list-style-type: none"> ● participate in literature groups and/or book clubs in class or on line with students in other schools (Must be supervised by teacher). ● participate in classroom dramas. <p>Independent:</p> <p>Students:</p> <ul style="list-style-type: none"> ● keep records/journals of books ● use graphic organizers to assist in understanding plot, sequence, etc.

Grade Eight Written Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> • write to discover, record, develop ideas, inform, persuade, influence, entertain, understand him/herself and others • comprehend the importance of structure and usage conventions to communicate successfully • write independently • understand the writing process • participate and support parish and civic communities through written communication

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>By the end of eighth grade, students will write clear, well-developed essays exceeding five paragraphs for a variety of purposes. (BENCHMARK)</p> <ul style="list-style-type: none"> • writing in a variety of formats: <ul style="list-style-type: none"> o friendly and business Letters: Students identify and include parts of the letter, purpose and audience of letters. o narrative: Students include title, well developed characters, detailed settings, events, problems, resolutions; they create narratives that demonstrate understanding of chronological order. Narrative writing includes creating a short story. o personal Narrative: Students include characters, setting, events in sequence, plot o dramas: Students create short dramatic dialogues, plays, etc. o write dialogues that use a variety of language patterns and dialects o poetry: Students compose both structured and free verse poems o persuasive: Students write an opening or thesis statement, main idea, supporting details, and conclusion. Students develop detailed reasons for opinions; they present both sides of a given issue and logically defend a point of view. This includes a tenet of faith or a moral issue. This writing reflects 	

research using both Internet and traditional sources

- o informational: Students include title, opening or thesis statement, main idea, supporting details, and a concluding sentence. This writing reflects research using both Internet and traditional sources
 - o descriptive: Students compose title, main idea, details, sensory images, and a conclusion They demonstrate an understanding of spatial order in description (top to bottom; left to right).
 - o expository: (Cause and effect, analysis of books, movies, information, etc.) Students include a title, opening or thesis statement, main idea, detailed, logical development of an idea, and a concluding sentence. At this level, expository writing includes a research paper in a curriculum area
- electronic messages: Students' messages are reflective of their purpose and audience
 - write for personal use in response journals, blogs, logs, notes for comprehension
 - share writing with others
 - connect personal experiences with stories
 - write factual pieces based on reading
 - write to prepare for group discussions (book talks, roles in literacy circles)
 - write reports (social studies, science, religion, etc.)
 - use visuals in reports (charts, maps, graphs, slides etc.)
 - write from a prompt
 - compose a research paper in a curriculum area
 - publish, with teacher supervision, to the Internet
 - use at least one type of word processing software effectively
 - distinguish between legitimate and faulty sources on the World Wide Web
 - access Internet and use it as a source of information
 - use technology to review skills
 - use process writing to vary writing according to purpose and audience:
 - apply standard keyboard knowledge to the writing process
 - use technology to carry out fundamentals of writing including such activities as brainstorming, creating and revising drafts, proofreading, and collaborating with peers both proximate and remote
 - use a variety of tech tools (digital cameras, computer presentation systems) to enhance and improve written work

<p>ESL students will make connections between their first language and English to increase their ability to communicate in English.</p>	
---	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed:</p> <p>The teacher:</p> <ul style="list-style-type: none"> plans writing activities (across the curriculum) every day and relates writing to authentic experiences (Thank you notes, sympathy messages, letters to the editor, etc.) models good writing skills (writing process, revising, etc.) encourages students whose first language is not English to share his/her native vocabulary and to make connections with similar words in English. 	<p>Teacher Directed:</p> <p>The teacher:</p> <ul style="list-style-type: none"> creates writing situations that communicate to students that written communication is a life skill <p>.</p> <p>Cooperative</p> <p>Students:</p> <ul style="list-style-type: none"> work together to write, revise, edit, and publish work(Plays and other dramatic performances) across the curriculum <p>Independent</p> <p>Students:</p> <ul style="list-style-type: none"> communicate with each other and with the teacher in appropriate ways. use technology to communicate with peers, authors, political and church leaders

Grade Eight Grammar/Usage/Mechanics

Goals

The students will:

- use rules for correct usage, capitalization and punctuation to clarify and enhance meaning

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The student will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of parts of speech: <i>(Most of these objectives have been covered in previous grades. Teachers should focus on the goals of using standard grammar, usage and punctuation to enhance and clarify written and oral communication.)</i> • identify nouns and pronouns and explain how they are used in a sentence • recognize compound and collective nouns and use them correctly in writing (subject-verb agreement, formation of plurals, etc.) • recognize concrete and abstract nouns • recognize words that can be used as both nouns and verbs • recognize personal pronouns and identify their function • Use the correct case of personal pronouns (nominative, objective, possessive) in writing and speaking • identify and use correctly indefinite, interrogative, and demonstrative pronouns • distinguish between intensive and reflexive pronouns and use them correctly • identify and use relative pronouns correctly • identify pronoun antecedents • identify pronominals (pronouns that can be used as adjectives) • identify and use demonstrative, indefinite and distributive pronouns correctly • identify person, number, gender and case of nouns and pronouns • recognize the principal parts of and conjugate (simple, perfect and progressive tenses) regular and irregular verbs • identify and describe the function of linking and helping verbs • identify and explain the function of transitive and intransitive verbs, passive and active voice • begin to identify mood of verbs 	

- recognize and use adjectives appropriately: definite and indefinite articles, nouns and pronouns used as adjectives, compound adjectives, demonstrative adjectives, interrogative adjectives
- recognize adverbs and the words they modify
- correctly use the comparative and superlative forms of adjectives and adverbs
- distinguish between adjectives and adverbs, adjectival and adverbial clauses and phrases
- use adjectives and adverbs to improve writing
- recognize prepositions and prepositional phrases; use them appropriately in writing and speaking
- distinguish between prepositions and adverbs
- identify and use conjunctions to connect ideas; identify coordinating, subordinating and correlative conjunctions
- identify interjections and describe their use in a sentence
- within sentences and clauses, identify subjects, predicates, modifiers, direct and indirect objects, linking verb complements

Demonstrate an understanding of the structure of sentences

- identify and punctuate appositives correctly
- identify compound subjects, predicates, sentences, etc.
- distinguish between phrases and clauses; phrases that modify and clauses that modify
- identify and use verbal phrases: participles and participial phrases, infinitives and infinitive phrases, gerunds and gerund phrases
- identify dependent and independent clauses
- combine clauses to form compound and complex sentences
- distinguish between phrases and clauses
- expand sentences by combining clauses, phrases, etc.
- vary length and sentence structure in paragraphs
- avoid sentence fragments and run-ons
- apply the rules for agreement of subjects and predicates in case and number
- avoid misplaced modifiers
- avoid double negatives
- avoid common usage problems (affect/effect, accept/except, etc)
- use the rules of punctuation to communicate clearly:
- use periods, question marks, and exclamation marks correctly with declarative, interrogative, exclamatory and imperative sentences
- use commas correctly in a variety of situations (series, introductory words, phrases and clauses, compound sentences, nonessential phrases and clauses, dates, geographical places, etc.)
- use semicolons correctly to join independent clauses and in sentences where additional commas would cause confusion
- use colons correctly as introductory devices

<ul style="list-style-type: none"> ● use quotations marks correctly ● write dialogue correctly ● use quotations, underlining, and italics correctly in bodies of work ● use hyphens correctly ● use apostrophes correctly ● follow rules for capitalization – proper nouns and adjectives, titles, etc. ● use technology to review skills 	
--	--

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● provides daily language practice ● models standard English teacher grammar, usage and mechanics in all writing. ● uses sentence diagramming as a tool in understanding language. 	<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● provides daily opportunities for students to practice writing skills across the curriculum ● encourages students to find and correct errors in a variety of media <p>Cooperative</p> <ul style="list-style-type: none"> ● students participate in peer editing ● cooperative Learning teams <p>Independent</p>

Grade Eight Vocabulary

Goals
<p>The student will:</p> <ul style="list-style-type: none"> • apply a variety of strategies to understand words • understand that words may have multiple meanings • study and apply word origins

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The students will:</p> <ul style="list-style-type: none"> • correctly spell everyday vocabulary and sight words • link spelling to meaning and word derivation • use patterns and rules of spelling in written language • consistently apply spelling rules • explore unknown spellings in the dictionary • apply sound, word origin and context clues to new words • analyze word structure to discover the meanings of words • use new vocabulary in written and oral language • relate new words to familiar words (synonyms, antonyms, analogies, word parts) 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • uses words that challenge students • models looking up and/or decoding words by looking at parts of the word • provides word games for students • uses research to find methods that reflect best practices in improving vocabulary and spelling 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> • encourages students to use new words in independent work <p>Cooperative Students:</p> <ul style="list-style-type: none"> • test one another and work cooperatively to increase vocabulary <p>Independent Students:</p> <ul style="list-style-type: none"> • keep journals/lists of new words

Grade Eight Listening Skills

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● set purposes for listening (enjoyment, get information, solve problems) ● develop active listening skills ● develop critical listening skills ● listen with reverence during liturgies and prayer services

Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The students will:</p> <ul style="list-style-type: none"> ● demonstrate listening skills – focus on the speaker, make eye contact, eliminate distractions ● listen to and follow multi-stepped directions ● listen without interrupting ● summarize main idea and details when listening ● evaluate speeches, lectures, oral presentations ● restate message of speaker (lector) ● restate/summarize scripture reading ● compare one’s interpretation of speaker with other listeners ● distinguish between facts and opinions ● determine if what the speaker says is relevant or contains faulty reasoning ● analyze language of a speech (denotation and connotation, loaded words) ● identify propaganda techniques (bandwagon, testimonial, transfer, card stacking) ● identify a speaker’s use of gesture and body movement 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● creates an atmosphere in the classroom that allows students to feel safe in expressing opinions ● provides opportunities for students for discussion ● models good listening ● demonstrates musical elements of language – rhymes, rhythm, onomatopoeia ● reads to students daily 	<p>Teacher Directed The teacher:</p> <ul style="list-style-type: none"> ● encourages students to analyze speeches of politicians, news reports, commercials across the curriculum <p>Cooperative Students:</p> <ul style="list-style-type: none"> ● read to one another for pleasure, as part of cooperative learning, as part of the editing process <p>Independent Students:</p> <ul style="list-style-type: none"> ● actively listen to peers and teachers.

Grade Eight Oral Language

Goals
<p>The students will:</p> <ul style="list-style-type: none"> ● adjust use of spoken language (conventions, style, and vocabulary) to communicate effectively with a variety of audiences and for different purposes ● conduct research on issues and interests by generating ideas and questions orally and posing oral problems ● use spoken language to accomplish own purposes (learning, enjoyment, persuasion, and exchange of information) ● participate actively in liturgies and prayer services

Student Objectives/Enabling Outcomes	Date of Assessment Type of Assessment Notes
<p>The students will:</p> <ul style="list-style-type: none"> ● develop informal and formal speaking skills ● use logical thinking in public speaking ● use an organized plan to prepare and present a persuasive speech ● take part in class discussions in all areas of the curriculum ● present formal and informal class projects to peers ● create media rich materials to teach peers ● take part in small group discussions ● demonstrate a skill for classmates ● memorize a short literary selection for class presentation ● present a dramatic monologue ● prepare a multimedia presentation ● research a topic and write a speech based on the research ● create and review a checklist for presenting a speech ● use technology to format presentations and create visual aids – graphs, charts, etc. ● interpret maps, graphs, charts as part of an oral presentation ● read scripture and prayers orally during liturgies and prayer services. 	

Suggested Teaching Strategies	Suggested Learning Strategies
<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● involves students in a variety of projects and discussions, both planned and spontaneous that will require them to use consistently effective oral communications skills across the curriculum. ● models good oral speech habits 	<p>Teacher Directed: The teacher:</p> <ul style="list-style-type: none"> ● provides opportunities for students to participate in real life public speaking opportunities – to express opinions, ask questions, solve problems

<ul style="list-style-type: none"> reads to students daily 	<p>Cooperative: Students:</p> <ul style="list-style-type: none"> participate in mock trial competitions, debates, oratorical contests, choral reading <p>Independent: Students:</p> <ul style="list-style-type: none"> participate in prayer services and liturgies as lectors
---	--

Text/Resources:

1. Voyages in English, Loyola Press
2. "Classics"
3. Grammar and Writing Text - Voyages in English Loyola Press
4. Vocabulary Text - Vocabulary for Success/Vocabulary Workshop Sadlier
5. Novels for independent reading in various genres
6. Nonfiction text, poetry, and short stories
7. "The Classics"
 - a. *The Old Man and the Sea* by Ernest Hemingway
 - b. *To Kill A Mockingbird* by Harper Lee
 - c. *The Alchemist* by Paulo Coelho
 - d. *The Mysterious Adventures of Sherlock Holmes* by Arthur Conan Doyle
 - e. *Math Talk: Mathematical Ideas in Poems for Two Voices* by Pappas
 - f. *39 Clues Book 1: The Maze of Bones* by Rick Riordan
 - g. *The Number Devil: A Mathematical Adventure* by Enzenberger
 - h. *War and the Pity of War* by Philip/McCurdy
 - i. *Anne Frank: The Diary of a Young Girl*
 - j. *The Magician's Nephew* by C.S. Lewis
 - k. *Ender's Game* by Orson Scott Card
 - l. *I, Robot* by Isaac Asimov
 - m. *Fahrenheit 451* by Ray Bradbury
 - n. *A Midsummer Night's Dream* by William Shakespeare.

Strategies:

1. Hands-on activities
2. Multi step writing process
3. Novel study which includes other written works related to the anchor text
4. Cross-curricular projects
5. Writing Prompts

Assessments

1. Writing samples
2. Unit Tests
3. Comprehension Checks
4. Response to Literature essays
5. Terra Nova testing (Complete battery including InView and CAT Plus during 7th grade year)