

Language Arts

- **Kindergarten** - By June the children will be expected to recognize all alphabet letters. They will also be able to produce and recognize the sounds of all the consonants and the short sounds of the vowels. They should be able to combine the sounds in 3 letter words (with short vowels) to read the word. All children will be able to recognize 22 common sight words. Most children will have larger sight word vocabularies and be able to read short beginning readers.

Children will be expected by fourth quarter to be able to write short sentences by writing down the sounds they “hear” in words (perfect spelling is not expected). The correct use of capital letters, spaces between words, and ending sentence punctuation is encouraged.

All children are expected to master printing the alphabet letters and numbers correctly on lined paper.

- **First Grade –**

Communications: Students develop clear and detailed sentences. This is accomplished through journaling, writing letters (thank you, friendly), and reports. Poetry and oral presentations help the students to become better speakers.

Reading: The reading curriculum consists of four main components: phonics, basal readers, trade books, and leveled readers. In phonics, specific letter sounds are reviewed. Students also learn new phonetic sounds and sight words. There are eight different themes for our basal readers. Each theme focuses on stories relating to that particular theme. In October, we start off with the trade book *Teeny Tiny*. Other trade books read throughout the year include: *Penguins Through the Year*, *The Mitten*, and *Diary of a Worm*. Leveled readers are used for small group instruction and as homework reinforcement. To develop fluent readers, we use a combination of whole group instruction, small group work, partner work, and one-on-one individualized instruction.

Spelling: We will focus on the mastery of words connected to reading and writing. Areas of concentration include short and long vowel words, beginning and ending sounds, blends (sh, th), and sight words.

- **Second Grade -**

Language: In language we will focus on grammar, mechanics, the writing process and speaking skills. Some of the particular skills are complete and incomplete sentences, how to write a good paragraph, nouns, verbs, adjectives, and adverbs. We will learn when to use capital letters and ending punctuation. Other skills include compound words, synonyms, antonyms and homophones. We will use the dictionary and alphabetical order. Early study skills will be taught. The writing process will guide students from developing an idea (pre-writing) through the publishing stage.

Reading: In reading we will focus on making predictions, drawing conclusions and cause and effect. Sequence of story events as well as story elements will be developed. Our story elements include character, setting, problem and solution. We will also incorporate phonics skills. We will learn the difference between fiction, non-fiction and fantasy. In order to accomplish all these skills, we will be using our basal reader and various trade books in a guided reading format.

Spelling: Our spelling will involve word lists from our spelling book as well as weekly word wall words to enhance writing skills also.

- **Third Grade –**

English: Third graders study sentences, subject/verb agreement, punctuation, subjects and predicates, adjectives and adverbs. We write descriptive paragraphs with topic and supporting sentences. We practice using past, present and future tense, and maintaining tense in our written work. Students learn to question, research, and write informative reports. Complete sentences, correct grammar, and punctuation are emphasized. Students are taught to consider the anticipated reader and how to help the reader see, hear, and experience the information being shared. Third graders write persuasive letters and clear, concise directions. A class newsletter is written weekly.

Reading: Strategies are used to develop and reinforce vocabulary, comprehension, use of context clues, cause and effect, sequencing, comparing and contrasting, predicting outcome, conclusions, and recognizing author's purpose. The textbook is Literature Works. Trade books include Esio Trot by Roald Dahl, Molly's Pilgrim by Barbara Cohen, My Father's Dragon by Ruth Stiles Gannett, and Sarah, Plain and Tall by Patricia MacLachlan. Reading outside the classroom is encouraged and required.

Spelling: Spelling strategies are used to teach vowel/consonant sounds, digraphs and clusters. Spelling lists include words with the pattern being studied. Correct spelling is reinforced in daily assignments.

- **Fourth Grade –**

English: Writing is an essential, lifelong skill which begins very early and requires time, effort and practice to improve. Students will be writing throughout the year for a variety of purposes. They will write essays, reports, letters, stories, informational text, and personal journals. Students are taught to use the writing process of prewriting, drafting, revising, editing, and publishing. Students are also taught about the characteristics, or traits, of good writing so that they can clearly understand their strengths as a writer and how to improve their written work.

Reading: Students are involved in reading every day for a variety of purposes. Students read to build their reading skills through practice, to learn new information, and for pleasure and enjoyment. Students learn strategies to make sense of what they read. Students read individually, with partners, and will be involved in "literature circles" where they read the same book as their group and have guided discussions about what they are reading. Talking about what they read helps students make sense of the text and makes reading more meaningful.

Spelling: Spelling strategies are used to teach sounds, digraphs, and clusters. Spelling lists include words with patterns. Correct spelling is reinforced in daily work.

- **Fifth Grade –**

English: We study the parts of speech, sentence structure, types and tenses of verbs along with types of sentences. We utilize Daily Oral Language to reinforce these skills. We make use of the dictionary and thesaurus skills and study figurative language. We use the writing process to write paragraphs. We review main ideas and supporting details. The paragraphs include: narrative, how-to, descriptive, persuasive, and compare/contrast paragraphs. We also write a news story.

Reading: Strategies are used to develop/reinforce the following skills: Comprehension, sequencing, making judgments, comparing/contrasting, predicting outcomes, cause/effect relationships, visualization, story mapping, use of context clues, drawing conclusions, and determining the author's purpose.

To present practice in these skills, the textbook and trade books are utilized. The text is Literature Works.

The trade books are:

The Indian in the Cupboard, by Lynn Reid Banks

The Best Christmas Pageant Ever, by Barbara Robinson

Hatchet, by Gary Paulsen

Freedom Crossing, by Margaret Goff Clark

Number the Stars, by Lois Lowry

Spelling: Spelling strategies are used to reinforce vowel/consonant sounds, use of prefixes/suffixes, and the use of memorization.

Middle School (Sixth, Seventh and Eighth Grades) -

- **Language Arts – 6**

English 6: Sixth grade English has a strong emphasis on composition and the process of writing. Grammar, mechanics, sentence and paragraph structure, spelling and composition are practiced through the use of journal writing, essay writing and research writing. Daily activities reinforce grammar, mechanics, and creative expression. Integrated projects with science and computer encourage a holistic point-of-view.

Literature/Reading 6:

Grade 6 Literature/Reading consists of three main components:

- A – Assigned readings from Literature Works reading series or assigned readings from trade books. Trade books may include:

Bridge to Terabithia

The Mixed-up files of Mrs. Basil E. Frankweiler

House of Dies Drear

The Westing Game

Roll of Thunder, Hear My Cry

Tuck Everlasting

- B – Reader’s Workshop - Silent sustained reading each week

Teacher-student conferencing is part of the assessment process along with book logs and book talks. Book logs and book talks are used for assessment of comprehension, reading strategies and speaking skills. Response journals and reading contracts may be used quarterly.

- C – Reading and Language Arts Skills Assessment

An integrated program that test the following areas:

- Vocabulary
- Comprehension
- Literature
- Language Convention

- **Language Arts – 7**

English 7: Seventh grade English covers the process of writing, grammar, mechanics, sentence and paragraph structure, and spelling. Students journal on given topics and daily language exercises encourage the skills of editing and revising. Writing assignments give students the opportunity to apply the process of writing in a meaningful way. Students are able to pre-write, edit and revise as well as apply learned grammar techniques. Writing assignments are integrated with the seventh grade reading curriculum.

Daily Vocabulary - 7

Students write the definition for the “word of the day” and keep a file of these words. This is a fun way to enrich vocabulary skills. The words are those that students will find useful in their reading, writing and speaking.

Literature 7

Grades 7 Literature/Reading consists of three main components. These are:

- A – Assigned reading from trade books

Students participate in literature circles in which cooperative, collaborative learning is fostered along with independent reading. Novels may include:

Treasure Island
Diary of Anne Frank
Where the Red Fern Grows
Adventures of Tom Sawyer
The Call of the Wild

- B – Reader’s Workshop – Silent sustained reading

Students choose a school appropriate book. Combined with the reading, students write literature letters which describe the plot, include opinions, and explain how they relate personally. Students also set reading goals. Teacher-student individual conferencing is a part of the assessment process.

- C – Journaling

- **Language Arts – 8**

English 8: Eighth grade English covers composition and the process of revising and editing. Grammar and mechanics are covered daily. Daily language exercises help the skills of editing and revision. The Writers Inc. Handbook integrates research projects with social studies and computer to involve the holistic point-of-view.

Daily Vocabulary 8

Students write the definition for the “word of the day” and keep a file of these words. This is a fun way to enrich vocabulary skills. The words are those that students will find useful in their reading, writing and speaking.

Literature 8

Grade 8 Literature/Reading consists of three main components. These are:

- A – Assigned reading from trade books

Students participate in literature circles in which cooperative, collaborative learning is fostered along with independent reading. Novels may include:

The Outsiders

The Pigman

The Pearl

Summer of My German Soldier

The Giver

- B – Reader’s Workshop – Silent sustained reading

Students choose a school appropriate book. Combined with the reading, students write literature letters which describe the plot, include opinions, and explain how they relate personally. Students also set reading goals. Teacher-student individual conferencing is a part of the assessment process.

- C – Journaling