

READING & LANGUAGE ARTS CURRICULUM



DIOCESE OF
ARLINGTON

READING/LANGUAGE ARTS PHILOSOPHY (Literacy/English)

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

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

The implementation of a sound language arts program must be carefully formulated, articulated and integrated into each content area of the curriculum if it is to provide all students the opportunity to reach their potential.

READING/LANGUAGE ARTS INSTRUCTIONAL PRINCIPLES

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

AND

the expressive language arts:

 - A. speaking
 - B. writing.
- 1.1 Instruction in the four reading/language arts areas is always integrated among the four areas.
- 1.2 Modeling is an important form of classroom support for literacy learning.
2. Reading/language arts instruction is not to be fragmented or separated.
 - 2.1 Reading and writing are taught together.
 - 2.2 Vocabulary is taught in the context of the reading/writing selection and the content of the various subject areas, rather than in isolation.
 - 2.3 Spelling is taught in the context of phonics and vocabulary instruction, rather than in isolation.
3. Reading/writing skills are taught in grades K through 8 on a daily basis.
4. Reading/language arts skills are applied in all the curriculum areas daily.
5. Reading/language arts skills incorporate the concept of metacognition. Students

are encouraged to self-correct, to develop habits of mind and study skills that foster independent learning, and to employ strategies for higher order thinking skills.

6. Written composition emerges from the reading/language arts program. It is essential in every subject area.
 - 6.1 Instruction in written composition includes writing practical assignments (answers to questions, reports, papers, etc.) as well as creative writing.
 - 6.2 Grammar and writing mechanics are taught in context as well as through formal instruction and practice.
 - 6.3 Journal writing should take place on a regular basis.
 - 6.4 Content area teachers bear the responsibility to teach students the writing styles and patterns of their particular subject.
 - 6.5 The librarian will support research skills taught by the classroom teacher by providing resources, expertise and guidance to the students and teachers.

7. Quality literature appropriate to the child's maturity level forms a basis for an effective reading/language arts program.

Reading is a life-long means of learning and personal enjoyment.

 - 7.1 Teachers at all grade levels and in all subject areas should read regularly to students from different genres.
 - 7.2 Students are required to spend some time each day reading silently.
 - 7.3 Instruction in the use of the library and book selection is integrated into the reading/language arts program.

8. Use of technology is incorporated into the reading/language arts instruction.

9. Reading/language arts instruction includes evaluation of television, movies, live

theater, and other visual media.

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KINDERGARTEN

Kindergarten marks the beginning of the reading and writing program. The student will engage in a variety of activities which will introduce and extend emergent literacy skills.

ORAL LANGUAGE

OLK.1 The student will develop listening and speaking skills

- A. Follow one-step and two-step oral directions
- B. Participate in choral reading and recite short poems, rhymes, and songs
- C. Communicate with peers and adults in social settings and in learning experiences:
 - 1. Begin to follow implicit rules for conversation (e.g., taking turns and staying on topic)
 - 2. Begin to use voice level, phrasing, sentence structure, and intonation appropriate for language situation
 - 3. Listen and speak in informal conversations with peers and adults
 - 4. Share written work with peers
 - 5. Obtain information by asking questions (including how and why questions) and making observations

OLK.2 The student will develop phonemic awareness

- A. Recognize and generate rhyming words
- B. Recognize beginning and ending sounds of single-syllable words
- C. Produce beginning and ending sounds of single-syllable words
- D. Sort words orally according to beginning or ending sounds
- E. Blend sounds orally to make words
- F. Divide single-syllable words orally into sounds

READING/LITERATURE

RLK.1 The student will develop print awareness

- A. Understand that print conveys meaning
- B. Identify common logos and signs
- C. Understand that printed materials must be held in correct position
- D. Identify the front cover, back cover and title page of a book
- E. Follow words from left to right and top to bottom on a printed page
- F. Differentiate between words and letters
- G. Match voice with print, associating oral phonemes, syllables, words, and

phrases with their written forms

RLK.2 The student will demonstrate comprehension of stories

- A. Use pictures to make predictions about story content
- B. Retell familiar stories using beginning, middle, and end
- C. Dramatize and role play familiar stories
- D. Begin to identify fiction and nonfiction
- E. Explain the roles of author and illustrator
- F. Use story language in discussions and retellings

RLK.3 The student will develop an understanding of basic phonetic principles

- A. Understand that letters represent sounds
- B. Identify consonant sounds
- C. Begin to identify vowel sounds

WRITING/GRAMMAR

WGK.1 The student will identify and form letters of the alphabet

- A. Identify uppercase and lowercase letters
- B. Begin to print uppercase and lowercase letters in correct formation
- C. Write name using uppercase and lowercase letters correctly

WGK.2 The student will begin to communicate through writing

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

TECHNOLOGY

TK.1 The student will explore the uses of available technology in the reading/language arts program. Refer to Diocesan Technology Curriculum.

LANGUAGE ARTS/READING CURRICULUM

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Grade 1

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

ORAL LANGUAGE

***Indicates this material is being introduced**

OL1.1 The student will develop listening skills

- A. Develop an appreciation for the value of listening
- B. Respond to questions
- C. Respond to stories presented orally
- D. Follow oral directions
- E. Develop listening skills
- F. Become an active listener for student-shared stories

OL1.2 The student will speak effectively

- A. Develop articulation skills
 - 1. Speak clearly
 - 2. Use appropriate volume and pitch
 - 3. Speak at an understandable rate
- B. Participate in classroom discussions
- C. Participate in oral language activities (choral speaking, recitation)
- D. Ask questions during instruction
- E. Speak in complete sentences
- F. Produce sounds in first, middle, and last position of one and two syllable words

READING/LITERATURE

***Indicates this material is being introduced**

RL1.1 The student will employ strategies of phonics to decode words and increase vocabulary

- A. *Recognize sight words
- B. Identify sounds in first, middle, and last position of one and two syllable words (including consonant blends)
- C. Use phonics to decode new words

1. Initial, final and *medial consonants
 - 2.*Consonant blends/clusters
 - 3.*Consonant digraphs
 - 4.*Short vowels
 - 5.*Long vowels
 - 6.*Vowels influenced by l and w
 - 7.*Vowel digraph - regular (ai, ea, ie, ee, oa, ay)
 - 8.*Vowel digraph - irregular (oo, au, aw, ow, ei, ea)
 - 9.*Vowel diphthongs - oi, oy, ou, ow, ew
 10. *R controlled vowels - ir, er, ur, ar, or
 11. *Hard and soft c and g
 12. *Silent letters (kn, wr)
- D. *Use letter-sound associations
- E. *Use picture clues
- F. *Use context clues
- G. *Use punctuation as a guide to word meaning
- H. *Develop word meanings (synonyms, homonyms, antonyms)
- I. *Recognize and utilize structural analysis
- 1.*Singular and plural words
 - 2.*Compound words
 - 3.*Contractions
 - 4.*Base (root) words, prefixes, and suffixes
 - 5.*Possessives

RL1.2 The student will use strategies to comprehend a variety of printed material

- A. Recognize a selection as fiction or nonfiction
- B. *Recall the sequence of story events, summarize
- C. *Identify the main idea, characters and setting of a story
- D. *Make predictions and inferences
- E. *Identify relationships between characters
- F. *Identify cause and effect
- G. *Identify pronoun referents

WRITING/GRAMMAR

***Indicates this material is being introduced**

WG1.1 The student will write daily

- A. *Employ prewriting strategies
 1. *Generate ideas (brainstorm, make lists, etc.)
 2. *Choose and narrow topics
 3. *Identify purpose and audience
- B. *Select writing form
 1. *Journal

- 2. *Paragraph
- 3. *Thank you note
- 4. *Poems
- 5. *Friendly letters
- 6. *Invitations
- 7. *Book report
 - 2. *Stories
 - 3. *Sentence dictation
- C. *Write a first draft and revise it

WG1.2 The student will apply grammatical rules when writing

- 1. *Proofread to correct grammar, syntax, spelling, and punctuation
 - A. *Write in complete sentences
 - B. *Spell CVC, CVCe patterns and high frequency words correctly
 - C. *Use declarative, interrogative, and imperative sentences
 - D. *Use period, question mark, exclamation point
 - E. *Use apostrophe in contractions
 - F. *Use capital letter for the pronoun I, the first word in a sentence, proper nouns, days of the week, and months of the year
- B. *Use correct sentence structure: simple, declarative, interrogative, imperative
- C. *Identify and use nouns: common, proper, singular, plural
- D. *Identify and use pronouns: person, number, gender
- E. *Identify and use adjectives: describe person, place or thing
- F. *Identify and use verbs: helping, being, past and present tenses

WG1.3 The student will use correct spelling

- A. *Spell words using a multi-sensory approach
- B. *Spell words following phonetic rules
- C. *Spell words following structural principles
- D. *Spell words that are used in content areas

WG1.4 The student will print legibly

- A. *Form letters correctly
- B. *Space words and sentences
- C. *Present work neatly done

RESEARCH

***Indicates this material is being introduced**

*R1.1 The student will locate information in reference books

- A. *Develop alphabetical sequence
- B. *Develop pictorial/dictionary skills

- C. *Note format and parts of books
- D. *Examine pictures, charts, maps and graph

TECHNOLOGY

T1.1 The student will explore the uses of available technology in the reading/language arts program. Refer to Diocesan Technology Curriculum.

LANGUAGE ARTS/READING CURRICULUM

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Grade 2

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

ORAL LANGUAGE

***Indicates this material is being introduced**

OL2.1 The student will develop listening skills

- A. Develop an appreciation for the value of listening
- B. Respond to questions
- C. Respond to stories presented orally
- D. *Follow multi-step oral directions
- E. *Develop critical listening skills
- F. Become an active listener for student-shared stories

OL2.2 The student will speak effectively

- A. Develop articulation skills
 - 1. Speak clearly
 - 2. Use appropriate volume and pitch
 - 3. Speak at an understandable rateParticipate in classroom discussion
- C. Participate in oral presentations, poetry reciting, puppet shows, riddle telling, role playing, and choral speaking
- D. *Ask questions and paraphrase statements of others to clarify information
- E. *Convey meaning through expression and use of complete sentences
- F. *Use newly acquired vocabulary and spelling words
- G. *Retell and summarize stories
- H. *Use increasingly complex sentence structures in oral communications
- I. *Tell the story of a picture, event, or personal experience
- J. *Interact in whole group or cooperative learning groups

READING/LITERATURE

***Indicates this material is being introduced**

RL2.1 The student will employ phonics to decode words and increase vocabulary

- A. Read sight words
- B. Use phonetic, context and picture clues to decode new words
 - 1. Initial, final, and medial consonants
 - 2. Two/three letter consonant blends
 - 3. Consonant digraphs in all positions
 - 4. Short and long vowels
 - 5. Vowels influenced by l, w, and r
 - 6. Inflectional endings
 - 7. Vowel digraphs and diphthongs
 - 8. Hard and soft c and g
 - 9. Silent letters
- C. Connect spelling patterns to sound patterns
- D. Use punctuation as a guide to meaning
- E. Develop word meanings
 - 1. Synonyms
 - 2. Homonyms
 - 3. Antonyms
 - 4. *Homographs
- F. *Recognize words may have multiple meanings
- G. *Understand figurative language (idioms, dialects, metaphors, and similes)
- H. Recognize and utilize structural analysis
 - 1. Plurals
 - 2. Compound words
 - 3. Contractions
 - 4. Base (root) words
 - 5. Prefixes
 - 6. Suffixes
 - 7. *Syllabication rules: divide compound words and separate root from affix
 - 8. Possessive forms
 - 9. *Abbreviations

RL2.2 The student will demonstrate comprehension of literature selections in fiction and nonfiction

- A. Use appropriate prereading strategies
 - 1. *Preview the selection to develop a purpose for reading
 - 2. *Relate previous experiences to the topic
 - 3. *Predict and pose questions before and while reading the selection
- B. *Use appropriate strategies while reading
- C. Analyze literary elements
 - 1. Character, plot, setting, theme
 - 2. Recognize use of narrator in a play
 - 3. Understand who is telling the story
 - 4. *Recognize literary genre (fiction, nonfiction, fantasy, folktales, fables,

3. Use capital letters correctly
 4. Use period, question mark, exclamation point
 5. *Use comma (in friendly letter, address, date, salutation, and closing)
 6. Use an apostrophe in contractions and *possession
 7. *Use quotation marks
 8. *Underline book titles
 9. *Indent
- B. Use correct sentence structure: use declarative, interrogative, imperative, and *exclamatory sentences
- C. Identify and use nouns
1. Common, proper, singular, and plural
 2. *Singular and plural possessive
- D. Identify and use pronouns: person, number, gender
- E. Identify and use adjectives: Descriptive and *comparison (er, est)
- F. Identify and use verbs
1. Helping, being, present and past tenses
 2. *Singular and *plural
- G. Identify and use adverbs

WG2.3 The student will use correct spelling

1. Spell words using a multi-sensory approach
2. Spell words following phonetic rules
3. Spell words following structural principles
4. Spell words that are used in content areas

WG2.4 The student will write legibly

- A. Write with correct form, alignment and spacing
- B. Present work neatly done
- C. *Cursive writing may be introduced in the second semester

RESEARCH

***Indicates this material is being introduced**

R2.1 The student will locate information in reference materials

- A. *Alphabetize words to the third letter
- B. *Locate words in a primary dictionary by alphabetical order and using guide words
- C. Note parts of books: *use table of contents and *indices
- D. Examine and interpret pictures, charts, maps, and graphs
- E. *Use newspapers and magazines

TECHNOLOGY

T2.1 The student will explore the uses of available technology in the reading/language arts program. Refer to Diocesan Technology Curriculum.

LANGUAGE ARTS/READING CURRICULUM

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Grade 3

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

ORAL LANGUAGE

***Indicates this material is being introduced**

OL3.1 The student will develop listening skills

- A. Develop an appreciation for the value of listening
- B. Respond to questions
- C. *Paraphrase stories presented orally
- D. Follow multi-step directions
- E. Develop critical listening skills
- F. Become an active listener for student shared stories

OL3.2 The student will speak effectively

- A. Develop articulation skills
 - 1. Speak clearly
 - 2. Use appropriate volume and pitch
 - 3. Speak at an understandable rate
- B. Participate courteously in group discussions
- C. Participate in oral presentations, poetry recitation, role playing, choral reading, and puppet shows
- D. Ask questions and paraphrase to clarify information
- E. Answer in complete sentences
- F. Use newly acquired information to communicate ideas
- A. G. Organize ideas around a main idea or information sequence
- H. *Relay accurate directions to accomplish a task or to reach a specific destination

READING/LITERATURE

***Indicates this material is being introduced**

RL3.1 The student will employ a variety of strategies to decode words and increase

vocabulary

- A. Use phonetic and context clues to decode new words
 - 1. Initial, final, and medial consonants
 - 2. Two/three letter consonant blends
 - 3. Consonant variants
 - 4. Silent letters
 - 5. Consonant digraphs in all positions
 - 6. Vowels controlled by l, w, and r
 - 7. *Schwa
 - 8. Long and short vowels
 - 9. Inflectional endings
 - 10. Hard and soft c and g blends
 - 11. Double vowels/vowel digraphs and diphthongs
- B. Connect spelling patterns to sound patterns
- C. Use punctuation as guide to word meaning
- D. Develop word meanings
 - 1. Synonyms
 - 2. Antonyms
 - 3. Homonyms
 - 4. Homographs
- E. Recognize multiple meanings
- F. Recognize and utilize structural analysis plurals
 - 1. Plurals
 - 2. Base/root words
 - 3. Prefixes
 - 4. Suffixes
 - 5. Syllabication rules
 - 6. Use of apostrophe (contractions, possessives)
 - 7. Abbreviations
 - 8. *Dictionary usage (accent marks, pronunciation)

RL3.2 The student will use strategies to comprehend a variety of printed materials

- A. Use appropriate prereading strategies
 - 1. Use prior knowledge to build background
 - 2. Set a purpose for reading
 - 3. Use text organizers such as type, headings, and graphics to predict content
- B. Use appropriate strategies/behaviors while reading
 - 1. Read teacher selected, student selected works
 - 2. Participate in sustained silent reading program
 - 3. Skim for specific information
- C. Analyze literary elements
 - 1. Character, setting, plot, theme, voice, and point of view
 - 2. Recognize the various literary genre (fiction, nonfiction, fantasy,

- folktales, fables, fairy tales, poetry, biographies, and autobiographies)
3. Understand figurative language (idioms, dialects, metaphors, and similes)
- D. Respond to literature orally and in writing
1. Relate literature to real life
 2. Make inferences
 3. Make, confirm, or revise predictions
 4. Draw conclusions
 5. Prove statements by recalling facts
 6. Distinguish fact/opinion
 7. Evaluate the truthfulness of the author's message
 8. Make judgments/decisions
- E. Organize information/content of a selection
1. Use illustrations, photographs, captions, headings to organize information
 2. Identify main idea/supporting details
 3. Compare and contrast settings, characters, and events
 4. Sequence events and ideas
 5. Identify cause and effect
 6. Identify problem/solution
 7. Organize information or events logically
 8. Summarize selections
 9. Generalize

WRITING/GRAMMAR

***Indicates this material is being introduced**

WG3.1 The student will write daily – demonstrating knowledge of the writing process

- A. Employ prewriting strategies
1. Generate ideas (brainstorm, make lists, web, map, outline, etc.)
 2. *Choose and narrow topics
 3. *Identify purpose and audience
- B. Select writing form
1. Journal
 2. Paragraphs
 3. Letters (acceptance, thank you note, friendly, and invitations)
 4. Poem
 5. Book Report
 6. Stories
 7. Address simple envelopes
 8. Sentence dictation
 9. Simple directions
 10. *Descriptive paragraph

11. *Outline
- C. Write a first draft
 1. Include main idea/topic sentence
 2. Include supporting ideas
 3. Vary sentence length
 4. Include beginning, middle, and end of paragraph
 5. *Use time-order and transitional words
- D. Revise writing for clarity
- E. Proofread to correct grammar, syntax, spelling, punctuation
- F. Review and evaluate with self and peer
- G. *Publish a minimum of one sample per quarter

Descriptive writing gives a clear detailed picture of one, person, place, thing or event.

Narrative writing involves students telling a story or describing events. Narration can be invented stories or factual essays based on personal experiences.

Expository writing requires students to share knowledge by describing, explaining or summarizing.

WG3.2 The student will use correct grammatical rules when writing

1. Use correct sentence structure
 1. Simple, declarative, interrogative, imperative, exclamatory
 2. *Simple subject, simple predicate
2. Identify and use nouns
 1. Common, proper, singular plural, possessives
 2. *As subject of sentence
3. Identify and use pronouns
 1. Person, number, gender, *possessives
 2. *As subject of sentence, as object of sentence
4. Identify and use adjectives: comparison and descriptive
5. Identify and use verbs
 1. Helping, being, present tense, past tense, regular
 2. Singular and plural
 3. *Action and auxiliary
 4. *Predicate regular/irregular
6. Identify and use adverbs: *time, place, and manner
- G. Follow the standards of capitalization
 1. Capitalize days of the week, months of the year, abbreviations of a word beginning with a capital letter, initials, salutation, and closing of a letter
 2. *Capitalize titles of books and poems, first word in a quotation, story titles, titles of honor and respect when preceding a name, pronouns relating to God

- H. Follow standards of punctuation
1. Use period after a declarative/imperative sentence
 2. Use question mark after an interrogative sentence
 3. Use exclamation mark after an exclamatory sentence
 4. Use comma in a friendly letter, address, date, salutation, closing
 5. Use an apostrophe in contractions and to show singular possession
 6. Use quotation marks before/after a direct quotation, title of a poem
 7. *Separate words in a series, in direct quotations, in direct address
 8. *Use an apostrophe in contractions to show plural possession

WG3.3 The student will use correct spelling

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

WG3.4 The student will write legibly

- A. Write with correct form, alignment, and spacing
- B. Present work neatly done
- C. *Write daily in cursive writing
- D. *Reduce writing size in second semester

WG3.5 The student will write descriptive paragraphs

WG3.6 The student will write narrative and expository work samples across the content areas

RESEARCH

***Indicates this material is being introduced**

R3.1 The student will locate information in reference sources

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

- R3.2 The student will utilize study skills
- A. *Read across the curriculum (diagrams, time lines, schedules, menus...)
 - B. *Follow directions
 - C. *Read labels, titles, headings, and captions
 - D. *Understand test-taking strategies
 - E. *Write sample outline
 - F. *Develop note-taking strategies

TECHNOLOGY

- T3.1 The student will explore the uses of available technology in the reading/language arts program. Refer to Diocesan Technology Curriculum.

LANGUAGE ARTS/READING CURRICULUM

Diocese of Arlington

Grade 4

Fourth grade students will be immersed into an integrated language arts curriculum. Listening, speaking, reading, and writing will occur daily.

ORAL LANGUAGE

***Indicates this material is being introduced**

OL4.1 The student will develop listening skills

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

OL4.2 The student will speak effectively

- A. Develop articulation skills
 - 1. Speak clearly
 - 2. Use appropriate volume and pitch
 - 3. Speak at an understandable rate
- B. Participate courteously in group discussions
- C. Present oral reports
- D. Participate in choral reading, rehearsed oral reading
- E. Use evidence to support opinions
- F. Recite poetry
- G. Express opinions
- H. Relay accurate directions to accomplish a task or to reach a specific destination
- I. *Summarize ideas around a main idea or information sequence

READING/LITERATURE

***Indicates this material is being introduced**

RL4.1 The student will employ strategies to decode words to increase vocabulary

- A. Develop word meanings

1. Unfamiliar words
 2. Multiple meanings of words
 3. Synonyms, antonyms
 4. Homonyms, homographs
 5. Content area and specialized language
- B. Use structural clues
1. Base/root words in variant word forms
 2. Suffixes and prefixes
 3. Syllabic generalizations
 4. Use of apostrophe (contraction, possessives)
 5. Abbreviations
 6. Diacritical markings
- C. *Use word reference materials, including
1. Glossary
 2. Dictionary
 3. Thesaurus

RL4.2 The student will demonstrate comprehension of a variety of literary forms

- A. Use appropriate prereading strategies
1. Set a purpose for reading
 2. Use prior knowledge to build background
 3. Use text organizers such as type, heading, and graphics to predict outcomes
- B. Use appropriate strategies/behaviors while reading
- A. Read teacher selected, student selected works
- B. Participate in sustained silent reading program
- C. Analyze literary elements
1. Character, settings, plot, theme
 2. Compare/contrast characters, settings, plots
 3. Identify the distinguishing characteristics of literary genre, including folklore, fantasy, realistic fiction, historical fiction, biography, poetry, *informational literature
 4. Explain the author's purpose
 5. Describe how the choice of language, setting, and information contributes to the author's purpose
 6. Compare the use of fact and fantasy in historical fiction with other forms of literature
 7. *Recognize propaganda/advertising techniques
- D. Respond to literature orally and in writing
1. Relate literature to real life
 2. Make inferences
 3. Draw conclusions
 4. Confirm/revise predictions
 5. Distinguish fact/opinion

6. Make judgments/decisions
 7. *Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges
- E. Organize information/content of a selection
1. Identify main idea/supporting details
 2. Sequence events/ideas
 3. Identify cause and effect
 4. Identify problem/solution
 5. Summarize selections
 6. Generalize

WRITING/GRAMMAR

***Indicates this material is being introduced**

WG4.1 The student will write daily - demonstrating knowledge of the writing process

1. Employ prewriting strategies
 1. Generate ideas (brainstorm, make lists, web, map, outline, etc.)
 2. Choose and narrow topics
 3. Identify purpose and audience
- B. Select writing form
 1. Journal
 2. Paragraphs
- C. Social letter/postcard/envelope
- D. Poem
- E. Book reports
- F. Stories
- G. Sentence dictation
- H. Descriptive paragraph
- I. Outline in detail
- J. *News story
- K. *Forms
- L. *Multiple paragraph report
- M. *Multi-step instructions
- C. Write a first draft
 1. Include main idea/topic sentence
 2. Include supporting ideas
 3. Vary sentence length
 4. Include beginning, middle, and end of paragraph
 5. Use time-order and transitional words
- D. Revise writing for clarity
- E. Proofread to correct grammar, syntax, spelling, punctuation
- F. Review and evaluate with self and peer

- G. Publish a minimum of one sample per quarter

Descriptive writing gives a clear detailed picture of one person, place, thing, or event.

Narrative writing involves students telling a story or describing events. Narration can be invented stories or factual essays based on personal experiences.

Expository writing requires students to share knowledge by describing, explaining or summarizing.

Persuasive writing requires students to give their opinions or strong feelings about a subject. Emphasis is placed on trying to convince readers that the stated opinion is worthy of their consideration.

WG4.2 The student will apply grammatical rules when writing

- A. Use correct sentence structure
 1. Simple, subject-verb agreement, declarative, interrogative, imperative, exclamatory, simple subject, simple predicate, direct object
 2. *Subject understood, compound subject, compound predicate, diagrams
- B. Identify and use nouns
 1. Common, proper, singular, plural, possessives, as subject of sentence
 2. *As direct object of sentence
- C. Identify and use pronouns
 1. Person, number, gender, possessives as subject of sentence, as direct object of sentence
- D. Identify and use adjectives

Comparison and descriptive

*Article

- 3. *Limiting, proper
- E. Identify and use verbs
 1. Action, auxiliary/helping, being, present tense, past tense, predicate, regular, irregular
 2. *Linking, future tense
- F. Identify and use adverbs
 1. Time, place, manner
 2. *Comparison
- G. Follow the standards of capitalization
 1. Capitalize pronoun I, first word in a sentence, proper nouns, days of the week, months of the year, abbreviations of a word beginning with a capital letter, initials, salutation and closing of a letter, titles of books and poems, first word in a quotation, story titles, titles of

honor and respect when preceding a name, pronouns relating to God

2. *Capitalize proper adjectives, in an outline
- H. Follow standards of punctuation
1. Use period after a declarative/imperative sentence, abbreviations, initials
 2. Use question mark after an interrogative sentence
 3. Use exclamation mark after an exclamatory sentence
 4. Use comma in a friendly letter, address, date, salutation, closing, to separate words in a series, direct quotations
 5. Use an apostrophe in contractions and to show singular possession
 6. Use quotation marks before/after a direct quotation, title of a poem
 7. *Use a period in an outline
 8. *Use a comma after “yes” or “no” when they introduce a sentence

WG4.3 The student will use correct spelling

- A. Use a multi-sensory approach
- B. Follow phonetic rules
- C. Understand structural principles and spelling patterns
- D. Spell words learned in the content areas correctly
5. Spell high frequency words correctly
- F. *Practice dictation

WG4.4 The student will write legibly

- A. Write with correct form, alignment, and spacing
- B. Present work neatly done
- C. Write daily in cursive writing
- D. Reduce size of cursive writing
- E. *Use pen

RESEARCH

***Indicates this material is being introduced**

R4.1 The student will locate information in reference sources **and apply it to research topic*

- A. Note format and parts of books
- B. Use table of contents, index, and glossary
- C. Alphabetize beyond third letter
- D. Interpret maps, graphs, and other visuals
- E. Use library skills to locate information
6. Choose appropriate reference sources - dictionary, encyclopedia, atlas, almanac, thesaurus, books, magazines, pamphlets,

newspapers, telephone directory, electronic database

7. *Use electronic database

R4.2 The student will utilize study skills

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

TECHNOLOGY

T4.1 The student will explore the uses of available technology in the reading/language arts program. Refer to Diocesan Technology Curriculum.

LANGUAGE ARTS/READING CURRICULUM

Diocese of Arlington

Grade 5

Fifth grade students will recognize and apply the integration of language arts daily. Skills will be modeled by the teacher and practiced by the student.

ORAL LANGUAGE

***Indicates this material is being introduced**

OL5.1 The student will develop listening skills

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

OL5.2 The student will speak effectively

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

READING/LITERATURE

***Indicates this material is being introduced**

RL5.1 The student will employ strategies to decode words and increase vocabulary

- A. Develop word meanings
 - 1. Unfamiliar words
 - 2. Multiple meanings of words
 - 3. Synonyms, antonyms
 - 4. Homophones, heteronyms (lead/lead)
 - 5. Content area and specialized language
- B. Use structural clues
 - 1. Base/root words in variant word forms
 - 2. Suffixes and prefixes
 - 3. Syllabic generalizations
 - 4. Use apostrophe (contractions and possessives)
 - 5. Abbreviations
 - 6. Diacritical marking
- C. Use word reference materials, including:
 - 1. Glossary
 - 2. Dictionary
 - 3. Thesaurus

RL5.2 The student will demonstrate comprehension of literature selections in fiction and nonfiction

Analyze literary elements

Character, plot, setting, mood, theme, point of view

Identify characteristics of common literary forms (fables, biography, autobiography, fantasy, historical fiction, *patterned poetry, *narrative verse, *short stories, *novels, *drama, *myths, *tall tales, and *contemporary fiction)

Evaluate author's purpose/point of view

Recognize techniques of persuasion and propaganda

Respond to literature orally and in writing

Make inferences

Draw conclusions

Confirm/revise predictions

Distinguish fact/opinion

Make judgments/decisions

Support opinions

Organize information/content of a selection

Identify main idea/supporting details

Sequence events

Identify cause and effect

Identify problem/solution

Identify steps in a process

Compare/contrast selections and characters

Summarize

Form generalizations

WRITING/GRAMMAR

***Indicates this material is being introduced**

WG5.1 The student will write daily - demonstrating knowledge of the writing process

- A. Employ prewriting strategies
 - 1. Generate ideas (brainstorm, make lists, web, map, outline, etc.)
 - 2. Choose and narrow topics
 - 3. Identify purpose and audience
- B. Select writing form
 - 1. Journal
 - 2. Paragraphs
 - 3. Social letter/postcard, thank you, invitation and envelope
 - 4. Poem
 - 5. Book report
 - 6. Stories
 - 7. Descriptive paragraph
 - 8. Outline
 - 9. News story
 - 10. Forms
 - 11. Multi-paragraph composition/report
 - 12. Multi-step instructions
 - 13. *Narrative
 - 14. *Persuasion
 - 15. *Advertisement
 - 16. *Summary
 - 17. *Critique/review
 - 18. *Comparison/contrast
 - 19. *Business letter
- C. Write a first draft
 - 1. Include main idea/topic sentence
 - 2. Include supporting ideas
 - 3. Vary sentence length
 - 4. Include beginning, middle and end of paragraph
 - 5. Use time-order and transitional words
- D. Revise writing for clarity
- E. Proofread to correct grammar, syntax, spelling, punctuation
- F. Review and evaluate with self and peer
- G. Publish a minimum of one sample per quarter

Descriptive writing gives a clear detailed picture of one person, place, thing or event.

Narrative writing involves students telling a story or describing events. Narration can be invented stories or factual essays based on personal experiences.

Expository writing requires students to share knowledge by describing, explaining or summarizing.

Persuasive writing requires students to give their opinions or strong feelings about a subject. Emphasis is placed on trying to convince readers that the stated opinion is worthy of their consideration.

WG5.2 The student will apply grammatical rules when writing

- A. Use correct sentence structure
 - 1. Simple, declarative, interrogative, imperative, exclamatory, simple subject, simple predicate, direct object, understood subject, compound subject, compound predicate, diagrams
 - 2. *Inverted order, complete subject, complete predicate, subjective complement, compound object
- B. Identify and use nouns
 - 1. Common, proper, singular, plural, possessives, as subject of sentence, as direct object of sentence
 - 2. *Gender, object of preposition
- C. Identify and use pronouns
 - 1. Person, number, gender, possessives, as subject of sentence, as direct object of sentence
 - 2. *As indirect object, compound personal pronouns, as subjective complement, as object of preposition
- D. Identify and use adjectives
 - 1. Descriptive, limiting, proper, comparison of, demonstrative, and article
 - 2. *Possessive
- E. Identify and use verbs
 - 1. Action, auxiliary/helping, being, linking, simple tenses and form, predicate
 - 2. *Participle, transitive/intransitive
- F. Identify and use adverbs: time, place, manner, comparison of
- G. *Identify and use prepositions and prepositional phrases
 - 1. Adjectival
 - 2. Adverbial
- H. *Conjunctions
- I. *Interjections
- J. Follow the standards of capitalization
 - 1. Capitalize pronoun I, first word in a sentence, proper nouns, days of the week, months of the year, abbreviations of a word beginning with a capital letter, initials, salutation, and closing of a letter, titles of books and poems, first word in a quotation, story titles, titles of

- honor and respect when preceding a name, pronouns relating to God
- 2. Capitalize proper adjectives, in an outline
- B. K. Follow standards of punctuation
 - 1. Use period after a declarative/imperative sentence, abbreviations, initials, in an outline
 - 2. Use question mark after an interrogative sentence
 - 3. Use exclamation mark after an exclamatory sentence
 - 4. Use comma in a friendly letter, address, date, salutation, closing, to separate words in a series, direct quotations, after “yes” or “no”
 - 5. Use an apostrophe in contractions and to show singular/plural possession
 - 6. Use quotation marks before/after a direct quotation, title of a poem
 - 7. *Use a comma before conjunctions when two simple sentences are joined
 - 8. *Use quotation marks to enclose titles of short stories, magazine articles, television shows and radio programs
 - 9. *Underline titles of books, magazines, newspapers, movies and works of art

WG5.3 The student will use correct spelling

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

WG5.4 The student will write legibly

- A. Write with correct form, alignment, and spacing
- B. Present work neatly done

RESEARCH

***Indicates this material is being introduced**

- R5.1 The student will locate information in reference sources and apply to research topic
 - A. Note format and parts of books
 - B. Use alphabetical sequence to locate information
 - C. Use reference materials (encyclopedia, atlas, *Reader’s Guide to Periodical Literature*, etc.)

- D. Use library skills to locate information
 - E. Use electronic databases, when possible, to access information
 - F. Choose appropriate reference sources (card catalog, dictionary, encyclopedia, atlas, almanac, thesaurus, books, magazines, pamphlets, newspapers, non print media, telephone directory, calendar)
 - G. *Skim materials to develop a general overview of content or to locate specific information
 - H. *Develop notes that include important concepts, paraphrases, summaries, and identification of information sources
 - I. *Credit secondary reference sources
- R5.2 The student will utilize study skills
- A. Organize materials
 - B. Employ strategies when reading (visualize, summarize, predict, self-monitor, vary reading rate)
 - C. Collect and record information from a variety of print and non-print sources
 - D. Comprehend, apply, analyze, evaluate, and synthesize information
 - E. Use test taking strategies
 - F. Construct questions about a topic

TECHNOLOGY

- T5.1 The student will explore the uses of available technology in the reading/language arts program. Refer to Diocesan Technology Curriculum.

LANGUAGE ARTS/READING CURRICULUM

Diocese of Arlington

Grade 6

Sixth grade students will recognize and apply the integration of language arts daily. Skills will be modeled by the teacher and practiced by the student.

ORAL LANGUAGE

***Indicates this material is being introduced**

OL6.1 The student will develop listening skills

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

OL6.2 The student will speak effectively

- A. Practice choral speaking, reading poetry aloud, book reports, interviews, and fables
- B. Use evidence to present personal opinions
- C. Discuss each major topic and support ideas with accurate details
- D. Speak directly to the audience
- E. *Read a written selection orally with the proper interpretation
- F. *Acknowledge others' points of view
- G. *Understand and practice the tools for speaking clearly and correctly:
 - 1. Pitch
 - 2. Stress
 - 3. Enunciation
 - 4. Projection
- H. *Practice introductions

READING/LITERATURE

***Indicates this material is being introduced**

- RL6.1 The student will employ strategies to decode words and increase vocabulary
- A. Use phonetic, structural, and context clues to decode unfamiliar words
 - B. Develop vocabulary in content areas
 - C. Recognize multiple meanings of words
 - D. Develop word meanings
 - 1. Synonyms
 - 2. Antonyms
 - 3. Homonyms
 - E. Understand the use of figurative language
 - F. Use word reference materials (glossary, dictionary and thesaurus)
 - G. *Solve analogies
- RL6.2 The student will demonstrate comprehension of literature selections in fiction, nonfiction, poetry and prose
- A. Use prior knowledge to build background
 - B. Identify the main idea/supporting details
 - C. Summarize/retell the passage
 - D. Draw conclusions
 - E. Predict outcomes
 - F. Follow sequence of events and ideas
 - G. Relate cause to effect
 - H. Identify the author's purpose/point of view
 - I. Use knowledge of text structures to make inferences
 - J. Distinguish fact/opinion
 - K. Support opinions
 - L. Identify problem/solution
 - M. Identify steps in a process
 - N. Form generalizations
 - O. Make judgments/decisions
 - P. Recognize techniques of persuasion and propaganda
 - Q. Compare/contrast elements of literature
 - R. Discuss what is read
 - S. Write about what is read
 - T. Adjust rate of reading according to material, level of difficulty, and purpose for reading
 - U. Analyze story elements (characters, setting, plot, point of view, mood, and theme)
 - V. Identify characteristics of common literary forms (patterned poetry, narrative verse, short stories, novels, dramas, myths, fables, tall tales, biography, autobiography, fantasy, and historical and contemporary fiction)
 - W. *React to sensory imagery

- X. *Recognize bias and symbolism
- Y. *Identify flashback and foreshadowing techniques
- Z. *Identify implied main ideas and themes
- AA. *Respond to literature by relating it to real life, making historical and multicultural connections

WRITING/GRAMMAR (See Grammar Addendum)

***Indicates this material is being introduced**

WG6.1 The student will write daily

- A. Employ prewriting strategies
 1. Generate ideas (brainstorm, make lists, web, map, outline etc.)
 2. Choose and narrow topics
 3. Identify purpose and audience
- B. Select writing mode and form
 1. Narrative
 2. Descriptive
 3. Expository
 4. Persuasive
 5. *Term paper/research
- C. Write a first draft
 - *[Organize generated information for writing using graphic organizers (lists, web, map, outline, concept map, etc.)]
- D. Evaluate and revise content
 1. Organization
 2. Topic development
 3. Transition
 4. Clarity
 5. Appropriateness of language
 6. Word and sentence variety
 7. Appropriateness to purpose and audience
- E. Proofread for corrections
- F. Review and edit with self and peer
- G. Publish
 1. Share composition with others
 2. Use appropriate manuscript style
- H. *Utilize writing as a tool of learning—writing across the curriculum:
(Teach method of writing coherent, complete essay answers on content area tests)

WG6.2 The student will apply grammatical rules when writing

- A. Use correct sentence structure
 1. Simple, declarative, interrogative, imperative, exclamatory, simple

- subject, simple predicate, direct object, understood subject, compound subject, compound predicate, inverted order, complete subject, complete predicate, subjective complement, compound object, and diagrams
2. *Independent clauses, compound sentences, coordinate conjunctions, and compound complement
- B. Identify and use nouns
1. Common, proper, singular, plural, possessives, as subject of sentence, as object of sentence, gender, and object of preposition
 2. *Noun as indirect object, in apposition, in direct address, class (abstract, concrete, collective), and attributes of nouns (case: nominative, possessive, objective)
- C. Identify and use pronouns
1. Person, number, gender, possessives, as subject of a sentence, as object of sentence, as direct object, indirect object, compound personal pronouns, as subjective complement, as object of preposition
 2. *Pronoun-antecedent agreement
 3. *Case (nominative, possessive, objective), in apposition, attributes of pronouns, interrogative pronoun and subject-verb agreement
- D. Identify and use adjectives
1. Descriptive, limiting, proper, comparison of, demonstrative, article, and possessive
 2. *Interrogative
- E. Identify and use verbs
1. Action, auxiliary, being, linking, predicate, simple tenses and form, participle, and transitive/intransitive
 2. *Compound tenses and form
 3. *Person, number, and perfect tenses
- F. Identify and use adverbs
1. Time, place, manner, and degree
 2. *Affirmation, and negation
- G. Identify and use prepositions
1. Prepositional phrase
 2. Adjectival phrase and adverbial phrase
- H. Identify and use conjunctions
1. Coordinate conjunctions
- I. Identify and use interjections
- J. Follow the standards of capitalization
1. Capitalize pronoun I, first word in a sentence, proper nouns, days of the week, months of the year, abbreviations of a word beginning with a capital letter, initials, salutation, and closing of a letter, titles of books and poems, first word in a quotation, story titles, titles of honor and respect when preceding a name, pronouns relating to

God

2. Capitalize proper adjectives, in an outline
- C. K. Follow standards of punctuation
1. Use period after a declarative/imperative sentence, abbreviations, initials, in an outline
 2. Use question mark after an interrogative sentence
 3. Use exclamation mark after an exclamatory sentence
 4. Use comma in a friendly letter, address, to separate words in a series, in direct quotations, in direct address, after “yes” or “no,” before conjunctions when two simple sentences are joined, to separate clauses connected by conjunctions (and, but, or nor, and yet) in some compound sentences
 5. Use an apostrophe:
 - a. In contractions, to show singular/plural possession
 - b. *To show the omission of a letter, letters, or numbers
 - c. *In the plural forms of numbers and letters
 6. Use quotation marks:
 - a. before/after a direct quotation and title of a poem
 - b. *In divided quotations, and to enclose titles of short stories, magazine articles, television shows, and radio programs
 7. Underline titles of books, magazines, newspapers, movies, and works of art
 8. *Use a semicolon to separate the clauses of a compound sentence when they are not separated by a coordinate conjunction
 9. *Use a colon after the salutation in a business letter and before a list or enumeration of items
 10. *Use a dash to indicate a sudden change of thought
 11. *Use a hyphen to divide a word at the end of a line whenever one or more syllables are carried to the next line, in compound numbers from twenty-one to ninety-nine, and to separate the parts of some compound words

WG6.3 The student will use correct spelling

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

WG6.4 The student will write legibly

- A. Write with correct form, alignment, and spacing

- B. Present work neatly done

RESEARCH

***Indicates this material is being introduced**

- R6.1 The student will locate information in reference sources
 - A. Note format and parts of books
 - B. Use alphabetical sequence to locate information
 - C. Use appropriate reference materials (encyclopedia, atlas, *Reader's Guide to Periodical Literature*, electronic references, etc.)
 - D. Use library skills to locate information
 - E. Use electronic databases, when possible, to access information
 - F. Choose appropriate reference sources (card catalog, dictionary, encyclopedia, atlas, almanac, thesaurus, books, magazines, pamphlets, newspapers, non print media, telephone directory, calendar)
 - G. Skim materials to develop a general overview of content or to locate specific information
 - H. Develop notes that include important concepts, paraphrases, summaries, and identification of information sources
 - I. Credit secondary reference sources

- R6.2 The student will utilize study skills
 - A. Use daily and long-term assignment calendars
 - B. Organize materials for tasks
 - C. *Comprehend, apply, analyze, evaluate, and synthesize information
 - D. *Develop time management skills
 - E. *Develop strategies for comprehending text (e.g. SQ3R-skim, question, read, recite, review)
 - F. *Use advance and graphic organizers
 - G. *Develop note-taking techniques, including paraphrasing, abbreviating and summarizing
 - H. *Develop test-taking strategies including previewing and checking
 - I. *Portfolio use
 - 1. Maintain a variety of written work in a portfolio
 - 2. Select and organize materials to be included
 - 3. Use for self-assessment and improvement
 - 4. Use as a record of progress/showcase of base work

TECHNOLOGY

- T6.1 The student will explore the uses of available technology in the reading/language arts program. Refer to Diocesan Technology Curriculum.

LANGUAGE ARTS/READING CURRICULUM

Diocese of Arlington

Grade 7

Seventh grade students will recognize and apply the integration of language arts daily. Skills will be modeled by the teacher and practiced by the student. Students will begin formal study of the elements of literature.

ORAL LANGUAGE

***Indicates this material is being introduced**

OL7.1 The student will develop active listening skills

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

OL7.2 The student will speak effectively

- A. Practice choral speaking, reading poetry aloud, book reports, interviews, and fables
- B. Use evidence to present personal opinions
- C. Discuss each major topic and support ideas with accurate details
- D. Speak directly to the audience
- E. Read a written selection orally with the proper interpretation
- F. Acknowledge others' points of view
- G. Understand and practice the tools for speaking clearly and correctly:
 - 1. Pitch
 - 2. Stress
 - 3. Enunciation
 - 4. Projection
- H. Practice introductions
- I. *Construct supporting statements when speaking
- J. *Practice nonverbal messages

READING/LITERATURE

***Indicates this material is being introduced**

- RL7.1 The student will employ strategies to decode words and increase vocabulary
- A. Use phonetic, structural, and context clues to decode unfamiliar words
 - B. Develop vocabulary in content areas
 - C. Recognize multiple meanings of words
 - D. Develop word meanings
 - 1. Synonyms
 - 2. Antonyms
 - 3. Homonyms
 - E. Understand the use of figurative language
 - F. Use word reference materials (glossary, dictionary and thesaurus)
 - G. Solve analogies
- RL7.2 The student will demonstrate comprehension of literature selections in fiction, nonfiction, poetry, and prose
- A. Use prior knowledge to build background
 - B. Identify the main idea/supporting details
 - C. Summarize/retell the passage
 - D. Draw conclusions
 - E. Predict outcomes
 - F. Follow sequence of events and ideas
 - G. Relate cause to effect
 - H. Identify the author's purpose/point of view
 - I. Use knowledge of text structures to make inferences
 - J. Distinguish fact/opinion
 - K. Support opinions
 - L. Identify problem/solution
 - M. Identify steps in a process
 - N. Form generalizations
 - O. Make judgments/decisions
 - P. Recognize techniques of persuasion and propaganda
 - Q. Compare/contrast elements of literature
 - R. Discuss what is read
 - S. Write about what is read
 - T. Adjust rate of reading according to material, level of difficulty, and purpose of reading
 - U. Analyze story elements (characters, setting, plot, point of view, mood, and theme)
 - V. Identify characteristics of common literary forms (patterned poetry, narrative verse, short stories, novels, dramas, myths, fables, tall tales, biography, autobiography, fantasy, and historical and contemporary

- fiction)
- W. React to sensory imagery
- X. Recognize bias and symbolism
- Y. Identify flashback and foreshadowing techniques
- Z. Identify implied main ideas and themes
- AA. Respond to literature by relating it to real life, making historical and multicultural connections
- BB. Summarize, generalize, paraphrase
- CC. Analyze internal and external conflict

WRITING/GRAMMAR (See Grammar Addendum)

***Indicates this material is being introduced**

WG7.1 The student will write daily

- A. Employ prewriting strategies
 1. Generate ideas (brainstorm, make lists, web, map, outline etc.)
 2. Choose and narrow topics
 3. Identify purpose and audience
- B. Select a writing mode and form
 1. Narrative
 2. Descriptive
 3. Expository
 4. Persuasive
 5. Term paper/research
- C. Write a first draft
 [Organize generated information using graphic organizers (lists, web, map outline, concept map, etc.)]
- D. Evaluate and revise content
 1. Organization
 2. Topic development
 3. Transition
 4. Clarity
 5. Appropriateness of language
 6. Word and sentence variety
 7. Appropriateness to purpose and audience
- E. Proofread for corrections
- F. Review and edit with self and peer
- G. Publish
 1. Share composition with others
 2. Use appropriate manuscript style
- H. Utilize writing as a tool of learning – writing across the curriculum:
 [Teach method of writing coherent, complete essay answers on content area tests]

WG7.2 The student will apply grammatical rules when writing

- A. Use correct sentence structure
 - 1. Simple, declarative, interrogative, imperative, exclamatory, simple subject, simple predicate, direct object, understood subject, compound subject, compound predicate, inverted order, complete subject, complete predicate, subjective complement, compound object, diagrams, independent clauses, compound sentences, coordinate conjunctions, and compound complement
 - 2. *Complex sentences, correlative conjunctions, subordinate conjunctions, dependent clauses
- B. Identify and use nouns
 - 1. Common, proper, singular, plural, possessives, as subject of sentence, as object of sentence, gender, object of preposition, noun as indirect object, in apposition, in direct address, class (abstract, concrete, collective), and attributes of nouns (case: nominative, possessive, objective)
- C. Identify and use pronouns
 - 1. Person, number, gender, possessives, as subject of a sentence, as object of sentence, as direct object, as indirect object, compound personal pronouns, as subjective complement, as object of preposition, in apposition, pronoun-antecedent agreement, case (nominative, possessive, objective), attributes of pronouns, interrogative pronoun, and subject-verb agreement
 - 2. *Intensive pronouns, reflexive pronouns, and relative agreement
- D. Identify and use adjectives
 - 1. Descriptive, limiting, proper, comparison of, demonstrative, article, possessive, and interrogative
 - 2. *Indefinite and distributive
- E. Identify and use verbs
 - 1. Action, auxiliary, being, linking, predicate simple/compound tenses and form, participle, transitive/intransitive, person, number, and perfect tenses
 - 2. *Active voice, passive voice, indicative mood, imperative mood, and synopsis of verb
- F. Identify and use adverbs
 - 1. Time, place, manner, degree, affirmation, and negation
 - 2. *Interrogative
- G. Identify and use prepositions and prepositional phrases
 - 1. Adjectival phrase
 - 2. Adverbial phrase
- H. Identify and use conjunctions

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

- a. to separate the clauses of a compound sentence when they are not separated by a coordinate conjunction
 - b. *to separate the clauses of a compound sentence that are connected by nevertheless, moreover, therefore, then, however, or thus, before as or namely when these words introduce an example or an illustration
9. Use a colon after the salutation in a business letter and before a list or enumeration of items
 10. Use a dash to indicate a sudden change of thought
 11. Use a hyphen to divide a word at the end of a line whenever one or more syllables are carried to the next line, in compound numbers from twenty-one to ninety-nine, and to separate the parts of some compound words

WG7.3 The student will use correct spelling

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

WG7.4 The student will write legibly

- A. Write with correct form, alignment, and spacing
- B. Present work neatly done

RESEARCH

***Indicates this material is being introduced**

R7.1 The student will locate information in reference sources.

- A. Note format and parts of books
- B. Use alphabetical sequence to locate information
- C. Use appropriate reference materials (encyclopedia, atlas, *Reader's Guide to Periodical Literature*, electronic references, etc.)
- D. Use library skills to locate information
- E. Use electronic databases, when possible, to access information
- F. Choose appropriate reference sources (card catalog, dictionary, encyclopedia, atlas, almanac, thesaurus, books, magazines, pamphlets, newspapers, non print media, telephone directory, calendar)
- G. Skim materials to develop a general overview of content or to locate specific information

- H. Develop notes that include important concepts, paraphrases, summaries, and identification of information sources
 - I. Credit secondary reference sources
 - J. *Compose a bibliography correctly
- R7.2 The student will utilize study skills
- A. Use daily and long-term assignment calendars
 - B. Organize materials for tasks
 - C. Comprehend, apply, analyze, evaluate, and synthesize information
 - D. Develop time management skills
 - E. Develop strategies for comprehending text (e.g. SQ3R-skim, question, read, recite, review)
 - F. Use advance and graphic organizers
 - G. Develop note-taking techniques, including paraphrasing, abbreviating and summarizing
 - H. Develop test-taking strategies including previewing and checking
 - I. Portfolio use
 - 1. Maintain a variety of written work in a portfolio
 - 2. Select and organize materials to be included
 - 3. Use for self-assessment and improvement
 - 4. Use as a record of progress/showcase of base work

TECHNOLOGY

- T7.1 The student will explore the uses of available technology in the reading/language arts program. Refer to Diocesan Technology Curriculum.

LANGUAGE ARTS/READING CURRICULUM

Diocese of Arlington

Grade 8

Eighth grade students will recognize and apply the integration of language arts daily. Skills will be modeled by the teacher and practiced by the student. Students will continue the formal study of the elements of literature.

ORAL LANGUAGE

OL8.1 The student will develop active listening skills

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

OL8.2 The student will speak effectively

- A. Practice choral speaking, reading poetry aloud, book reports, interviews, and fables
- B. Give evidence to present personal opinions
- C. Discuss each major topic and support ideas with accurate details
- D. Speak directly to the audience
- E. Read a written selection orally with the proper interpretation
- F. Acknowledge others' points of view
- G. Understand and practice the tools for speaking clearly and correctly:
 1. Pitch
 2. Stress
 3. Enunciation
 4. Projection
- H. Practice introductions
- I. Construct supporting statement when speaking
- J. Practice nonverbal messages

READING/LITERATURE

***Indicates this material is being introduced**

- RL8.1 The student will employ strategies to decode words and increase vocabulary
- A. Use phonetic, structural and context clues to decode unfamiliar words
 - B. Develop vocabulary in content areas
 - C. Recognize multiple meanings of words
 - D. Develop word meanings
 - 1. Synonyms
 - 2. Antonyms
 - 3. Homonyms
 - E. Understand the uses of figurative language
 - F. Use word reference materials (glossary, dictionary and thesaurus)
 - G. Solve analogies

- RL8.2 The student will demonstrate comprehension of literature selections in fiction, nonfiction, poetry and prose
- A. Use prior knowledge to build background
 - B. Identify the main idea/supporting details
 - C. Summarize/retell the passage
 - D. Draw conclusions
 - E. Predict outcomes
 - F. Follow sequence of events and ideas
 - G. Relate cause to effect
 - H. Identify the author's purpose/point of view
 - I. Use knowledge of text structures to make inferences
 - J. Distinguish fact from opinion
 - K. Support opinions
 - L. Identify problem/solution
 - M. Identify steps in a process
 - N. Form generalizations
 - O. Make judgments/decisions
 - P. Recognize techniques of persuasion and propaganda
 - Q. Compare/contrast elements of literature
 - R. Discuss what is read
 - S. Write about what is read
 - T. Adjust rate of reading according to material, level of difficulty, and purpose for reading
 - U. Analyze the story elements (characters, setting, plot, point of view, mood, and theme)
 - V. Identify characteristics of common literary forms (patterned poetry, narrative verse, short stories, novels, dramas, myths, fables, tall tales, biography, autobiography, fantasy, and historical and contemporary fiction)

- W. React to sensory imagery
- X. Recognize bias and symbolism
- Y. Identify flashback and foreshadowing techniques
- Z. Identify implied main ideas and themes
- AA. Respond to literature by relating it to real life, making historical and multicultural connections
- BB. Summarize, generalize, paraphrase
- CC. Analyze internal and external conflict
- DD. *Recognize allusions
- EE. *Introduce irony
- FF. *Explain how various authors develop their characters

WRITING/GRAMMAR (See Grammar Addendum)

***Indicates this material is being introduced**

WG8.1 The student will write daily

- A. Employ prewriting strategies
 1. Generate ideas (brainstorm, make lists, web, map, outline etc.)
 2. Choose and narrow topics
 3. Identify purpose and audience
- B. Select writing mode and form
 1. Narrative
 2. Descriptive
 3. Expository
 4. Persuasive
 5. Term paper/research
- C. Write a first draft

[Organize generated information for writing using graphic organizers (lists, web, map outline, concept map, etc.)]
- D. Evaluate and revise content
 1. Organization
 2. Topic development
 3. Transition
 4. Clarity
 5. Appropriateness of language
 6. Word and sentence variety
 7. Appropriateness to purpose and audience
- E. Proofread for corrections
- F. Review and edit with self and peer
- G. Publish
 1. Share composition with others
 2. Use appropriate manuscript style
- H. Utilize writing as a tool of learning – writing across the curriculum

WG8.2 The student will apply grammatical rules when writing

- A. Use correct sentence structure
 - 1. Simple, declarative, interrogative, imperative exclamatory, simple subject, simple predicate, direct object, understood subject, compound subject, compound predicate, inverted order, complete subject, complete predicate, subjective complement, compound object, diagrams, independent clauses, compound sentences, coordinate conjunctions, compound complement, complex sentences, correlative conjunctions, subordinate conjunctions, and dependent clauses
 - 2. *Noun clauses, adjectival clauses, and adverbial clauses
- B. Identify and use nouns
 - 1. Common, proper, singular, plural, possessives, as subject of sentence, as object of sentence, gender, object of preposition, noun as indirect object, in apposition, in direct address, class (abstract, concrete, collective), and attributes of nouns (case: nominative, possessive, objective)
 - 2. *Exclamation and as objective complement
- C. Identify and use pronouns
 - 1. Person, number, gender, possessives, as subject of sentence, as object of sentence, as direct object, as indirect object, compound personal pronouns, as subjective complement, as object of preposition, in apposition, pronoun-antecedent agreement, case (nominative, possessive, objective), attributes of pronouns, interrogative pronoun, subject-verb agreement, intensive pronouns, reflexive pronouns, and relative agreement
 - 2. *Relative compound
- D. Identify and use adjectives
 - 1. Descriptive, limiting, proper, comparison of, demonstrative, article, possessive, interrogative, indefinite, and distributive
- E. Identify and use verbs
 - 1. Action, auxiliary, being, linking, predicate, simple/compound tenses and form, participle, transitive/intransitive, person number, perfect tenses, active voice, passive voice, indicative mood, imperative mood, and synopsis of verb
 - 2. *Subjunctive mood, nominative absolute, and verbals (gerunds, infinitives, and participles)
- F. Identify and use adverbs
 - 1. Time, place, manner, degree, affirmation, negation, and interrogative
 - 2. *Adverbial noun and relative adverb
- G. Identify and use prepositions and prepositional phrases
 - 1. Adjectival phrase

2. Adverbial phrase
- H. Identify and use conjunctions
 1. Coordinate conjunction, correlative conjunction, and subordinate conjunctions
- I. Identify and use interjections
- J. Follow the standards of capitalization
 1. Capitalize pronoun I, first word in a sentence, proper nouns, days of the week, months of the year, abbreviations of a word beginning with a capital letter, initials, salutation, and closing of a letter, titles of books and poems, first word in a quotation, story titles, titles of honor and respect when preceding a name, pronouns relating to God
 2. Capitalize proper adjectives, in an outline
- K. Follow the standards of punctuation
 1. Use a period after declarative/imperative sentences, abbreviations, initials, and in an outline
 2. Use a question mark after an interrogative sentence
 3. Use an exclamation point after an exclamatory sentence, phrase/clause
 4. Use a comma in a friendly letter, address, to separate words in a series, in direct quotations, in direct address, after “yes” or “no,” before conjunctions when two simple sentences are joined, to separate clauses connected by conjunctions (and, but, or, nor, and yet) in some compound sentences, to separate nonrestrictive phrases and clauses from the rest of the sentence [A NONRESTRICTIVE PHRASE OR CLAUSE is one that may be omitted from the sentence without changing the meaning. RESTRICTIVE PHRASES OR CLAUSES (those that cannot be omitted without changing the meaning of the sentence) are not set off by commas.], after long introductory phrases and clauses and when needed to make the meaning clear, to set off an appositive that is not part of the name or that is not restrictive
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 - b. in divided quotations, to enclose titles of short stories, magazine articles, television shows and radio programs
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 7. Underline titles of books, magazines, newspapers, movies, and works of art

8. Use a semicolon:
 - a. to separate the clauses of a compound sentence when they are not separated by a coordinate conjunction
 - b. to separate the clauses of a compound sentence that are connected by nevertheless, moreover, therefore, then, however, or thus, and before as or namely when these words introduce an example or an illustration
 - c. *To separate the members of a series when a comma alone will not separate them clearly
9. Use a colon after the salutation in a business letter and before a list or enumeration of items
10. Use a dash to indicate a sudden change of thought
11. Use a hyphen to divide a word at the end of a line whenever one or more syllables are carried to the next line, in compound numbers from twenty-one to ninety-nine, and to separate the parts of some compound words

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- E. Use electronic databases, when possible, to access information
- F. Choose appropriate reference sources (card catalog, dictionary, encyclopedia, atlas, almanac, thesaurus, books, magazines, pamphlets,

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TECHNOLOGY

- T8.1 The student will explore the uses of available technology in the reading/language arts program. Refer to Diocesan Technology Curriculum.

GRAMMAR ADDENDUM

INTRODUCTION

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

Parts of Speech

Nouns:

common, proper, number, gender

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

Pronouns:

person, number, gender, possessives, compound personal

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

Verbs:

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

Adjectives:

descriptive, limiting, proper, demonstrative, possessive, comparison

Adverbs:

time, place, manner, comparison

Prepositions:

list, adjectival phrase, adverbial phrase

Conjunction:

list

Interjections:

list

Sentence Structure

Uses: simple, declarative, interrogative, imperative, exclamatory

Elements: simple subject; predicate; compound subject/predicate; complete subject predicate; understood subject; inverted order; diagrams

New Sixth Grade Grammar Objectives:

Parts of Speech

Nouns: class – abstract, concrete, collective
case: objective
syntax: indirect object

Pronouns: usage: indirect object

Verbs: person, number, perfect tense

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

New Seventh Grade Grammar Objectives:

Parts of Speech

Nouns: apposition, direct address

Pronouns: intensive, reflexive

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

Adjectives: indefinite, distributive

Adverbs: interrogative

Conjunctions: correlative, subordinate

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

New Eighth Grade Grammar Objectives:

Parts of Speech:

Nouns: exclamation, objective complement

Pronouns: compound, relative

Verbs: subjunctive, mood, nominative absolute

Verbals: part, gerund, int.

Adverbs: relative

Sentence Structure: noun, adjectival and adverbial clauses

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

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

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