

## **Kindergarten Language Arts Curriculum**

### **Conventions**

- Know what a period is and where it goes in a sentence.
- Use capital at beginning of sentences.
- Use capital letters at the beginning of names.
- Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- Write by moving from left to right and from top to bottom.
- Students write words and brief sentences that are legible.

### **Pre-Write and Draft**

- The student will demonstrate growth in the independent writing stages. (e.g., emerging scribble/pictorial, pre-communicative, semi-phonetic, and phonetic)
- Publish and illustrate a draft with assistance.
- Share writing with intended audience.

### **Writing Applications**

- The student will write or draw in journal or learning log to express and clarify his or her thinking.
- Participate in creating written communications (e.g., messages, graphs) by dictating, drawing, or writing.
- The student will begin to write/copy environmental print.

### **Research and Technology**

- Use technology to find information with assistance.

### **Sentence Structure**

- Recognize and use complete, coherent sentences when speaking.
- The student will distinguish orally each word in a sentence.
- The student will distinguish orally each sound in a sentence.
- The student will distinguish between sentences and asking a question.
- Respond orally to identify a connection between the text and self.
- Respond orally to a text read aloud.

### **Spelling**

- Spell independently by using pre-phonetic knowledge,
- Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

## **Listening and Speaking**

### **Listening and Speaking Strategies**

Understand and follow two and three-step directions

Share information and ideas, speaking audibly in complete and coherent sentences.

### **Speaking Applications**

Describe people, places, things, locations, and actions.

Recite short poems, rhymes, and songs.

Relate an experience or creative story in a logical sequence.

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies.

## **Grade 1 Language Arts Curriculum**

### **Conventions**

- Use a period, exclamation point, or question mark at the end of sentences.
- Use knowledge of the basic rules of punctuation and capitalization when writing.
- Capitalize the first word of a sentence, names of people, and the pronoun I.
- Print legibly and space letters, words, and sentences appropriately.

### **Pre-Write and Draft**

- Select a central idea when writing.
- Consider the audience and purpose.
- Use descriptive words when writing.
- Pre-write, draft, revise, edit, and publish.
- Write brief narratives describing an experience.
- Write brief expository descriptions of a real object, person, place, or event, using sensory details.

### **Research and Technology**

- Write a simple report using computer.

### **Sentence Structure**

- Write in complete, coherent sentences.
- Distinguish between declarative, exclamatory, and interrogative sentences.
- Identify and correctly use singular and plural nouns in writing.
- Identify and correctly use contractions in writing.
- Identify and correctly use singular possessive pronouns in writing.

### **Spelling**

- Spell independently sounding out words phonetically.
- Spell three and four letter short vowel words and grade level appropriate sight words correctly.
- Use common word families to spell correctly.

## Listening and Speaking

### **Listening and Speaking Strategies**

#### **Comprehension**

- Listen attentively and respond appropriately to oral communication.
- Ask questions for clarification and understanding.
- Give, restate, and follow simple two-step directions.

#### **Organization and Delivery of Oral Communication**

- Speak in complete, coherent sentences.
- Stay on the topic when speaking.
- Use descriptive words when speaking about people, places, things, and events.
- Use proper phrasing, pitch, inflection.
- Use singular possessive pronouns correctly in speaking.

#### **Speaking Applications**

- Recite poems, rhymes, songs, and stories.
- Retell stories using basic story grammar.
- Relate the sequence of story events by answering who, what, when, where, why, and how questions.
- Relate an important life event or personal experience in a simple sequence.
- Provide descriptions with careful attention to sensory detail.
- Use correct pronoun forms in speaking.

## **Grade 2 Language Arts Curriculum**

### **Conventions**

Create readable documents with legible handwriting.

Students write and speak with a command of Standard English conventions appropriate to this grade level.

Use commas in the greeting and closure of a letter and with dates and items in a series.

Use quotation marks correctly.

Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

### **Pre-Write and Draft**

Group related ideas and maintain a consistent focus.

Write a friendly letter complete with the date, salutation, body, closing, and signature.

Write brief narratives based on their experiences:

A. Move through a logical sequence of events.

B. Describe the setting, characters, objects, and events in detail.

### **Revising and Editing**

Revise original drafts to improve sequence and provide more descriptive detail.

### **Sentence Structure**

Distinguish between complete and incomplete sentences.

Recognize and use the correct word order in written sentences.

Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

### **Research and Technology**

Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).

Write a simple research report using a computer.

### **Spelling**

Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*).

Spell basic short-vowel, long-vowel, *r*- controlled and consonant-blend patterns correctly.

## **Listening and Speaking**

### **Listening and Speaking Strategies**

Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).

Ask for clarification and explanation of stories and ideas.

Paraphrase information that has been shared orally by others.

Give and follow three- and four-step oral directions.

Organize presentations to maintain a clear focus.

Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

Recount experiences in a logical sequence.

Retell stories, including characters, setting, and plot.

Report on a topic with supportive facts and details.

### **Speaking Applications**

Report on a topic with facts and details, drawing from several sources of information.

Recount experiences or present stories:

A. Move through a logical sequence of events.

B. Describe story elements (e.g., characters, plot, setting).

## **Grade 3 Language Arts Curriculum**

### **Conventions**

Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.

Identify and use past, present, and future verb tenses properly in writing and speaking.

Identify and use subjects and verbs correctly in speaking and writing simple sentences.

Punctuate dates, city and state, and titles of books correctly.

Use commas in dates, locations, and addresses and for items in a series.

Capitalize geographical names, holidays, historical periods, and special events correctly.

Arrange words in alphabetic order.

### **Pre-Write and Draft**

Create a single paragraph: Develop a topic sentence. Include simple supporting facts and details.

Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.

Revise drafts to improve the coherence and logical progression of ideas.

Students write compositions that describe and explain familiar objects, events, and experiences.

### **Write Narratives**

Provide a context within which an action takes place.

Include details to develop the plot.

Explain why the selected incident is memorable.

Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

Show awareness of the knowledge and interests of the audience and establish a purpose and context.

Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.

### **Revising and Editing**

Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

### **Research and Technology**

Quote or paraphrase information sources, citing them appropriately.

Locate information in reference texts by using organizational features.

Use various reference materials (e.g., dictionary, thesaurus) as an aid to writing.

Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, and encyclopedia).

**Sentence Structure**

Use simple and compound sentences in writing and speaking.

Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

**Spelling**

Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns, consonant doubling, changing the ending of a word from [-y] to [-ies] when forming the plural), and common homophones.

## **Listening and Speaking**

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

### **Listening and Speaking Strategies**

Retell, paraphrase, and explain what has been said by a speaker.

Connect and relate prior experiences, insights, and ideas to those of a speaker.

Respond to questions with appropriate elaboration.

Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

Organize ideas chronologically or around major points of information.

Provide a beginning, middle, and an end, including concrete details that develop a central idea.

Use clear and specific vocabulary to communicate ideas and establish the tone.

Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).

Compare ideas and points of view expressed in broadcast and print media.

Distinguish between the speaker's opinions and verifiable facts.

### **Speaking Applications**

Make brief narrative presentations

Provide a context for an incident that is the subject of the presentation.

Provide insight into why the selected incident is memorable.

Include well-chosen details to develop character, setting, and plot.

Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

Make descriptive presentations that use concrete sensory details.

Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

## **Grade 4 Language Arts Curriculum**

### **Conventions**

Write fluidly and legibly in cursive or joined italic.

Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.

Use underlining, quotation marks, or italics to identify titles of documents.

Students write and speak with a command of Standard English conventions appropriate to this grade level.

Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

### **Pre-Write and Draft**

Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).

Create multiple-paragraph compositions:

- A. Provide an introductory paragraph.
- B. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
- C. Include supporting paragraphs with simple facts, details, and explanations.
- D. Conclude with a paragraph that summarizes the points.
- E. Use correct indention.

Explore and write different genres including poetry.

### **Write narratives:**

- A. Relate ideas, observations, or recollections of an event or experience.
- B. Provide a context to enable the reader to imagine the world of the event or experience.
- C. Use concrete sensory details.
- D. Provide insight into why the selected event or experience is memorable.

### **Write responses to literature:**

- A. Demonstrate an understanding of the literary work.
- B. Support judgments through references to both the text and prior knowledge.

### **Write information reports:**

- A. Frame a central question about an issue or situation.
- B. Include facts and details for focus.
- C. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).
- D. Write summaries that contain the main ideas of the reading

selection and the most significant details.

### **Revising and Editing**

Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

### **Research and Technology**

Quote or paraphrase information sources, citing them appropriately.

Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.

Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

Use computer to generate limited research papers.

### **Sentence Structure**

Use simple and compound sentences in writing and speaking.

Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases. Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

### **Spelling**

Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

## Listening and Speaking

### **Listening and Speaking Strategies**

- Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
- Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.
- Give precise directions and instructions.
- Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
- Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).
- Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
- Use details, examples, anecdotes, or experiences to explain or clarify information.
- Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.
- Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

### **Speaking Applications**

- Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
- Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.
- Make narrative presentations:
  - A. Relate ideas, observations, or recollections about an event or experience.
  - B. Provide a context that enables the listener to imagine the circumstances of the event or experience.
  - C. Provide insight into why the selected event or experience is memorable.
- Make informational presentations:
  - A. Frame a key question.
  - B. Include facts and details that help listeners to focus.
  - C. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).

## **Grade 5 Language Arts Curriculum**

### **Conventions**

- Use a colon to separate hours and minutes and to introduce a list;
- Use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, newspaper and magazine articles, radio programs and television episodes.
- Use correct capitalization.

### **Pre-Write and Draft**

- Establish a plot, point of view, setting, and conflict.
- Create multiple-paragraph expository compositions.
- Create multiple-paragraph narrative compositions.
- Write responses to literature that demonstrate an understanding of a literary work.
- Write persuasive letters or compositions
- Write research reports about important ideas, issues, or events
- Explore and write poetry

### **Revising and Editing**

- Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
- Use a thesaurus to identify alternative word choices and meanings.

### **Research and Technology**

- Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information
- Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).

### **Sentence Structure**

- Identify parts of Speech used in sentences
- Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses;
- Use transitions and conjunctions to connect ideas.
- Identify and correctly use verbs that are often misused (e.g., lie/ lay, sit/ set, rise/ raise), modifiers, and pronouns.
- Use correct subject-verb agreement

### **Spelling**

- Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

## **Listening and Speaking**

### **Listening and Speaking Strategies**

Ask questions that seek information not already discussed.

Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.

Make inferences or draw conclusions based on an oral report.

Select a focus, organizational structure, and point of view for an oral presentation.

Clarify and support spoken ideas with evidence and examples.

Engage the audience with appropriate verbal cues, facial expressions, and gestures.

Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, and glittering generalities); identify logical fallacies used in oral presentations and media messages.

Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

### **Speaking Applications**

Deliver narrative presentations.

Deliver informative presentations about an important idea, issue, or event.

Deliver oral responses to literature

## **Grade 6 Language Arts Curriculum**

### **Conventions**

- Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentence.
- Use commas with appositive phrases.
- Use correct capitalization and punctuation.

### **Pre-write and Draft**

- Choose the form of writing that best suits the intended purpose.
- Write narratives
- Write multiple-paragraph expository compositions (e.g., description, explanation, comparison and contrast, problem and solution)
- Write research reports
- Write responses to literature
- Write persuasive compositions

### **Revise and Edit**

- Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
- Revise writing to improve the organization and consistency of ideas within and between paragraphs.

### **Research and Technology**

- Use organizational features of electronic text (e.g., databases, keyword searches, websites) to locate information
- Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, and page orientation).

### **Sentence Structure**

- Use simple, compound, and compound-complex sentences;
- Use effective coordination and subordination of ideas to express complete thoughts.
- Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses;
- Ensure that verbs agree with compound subjects.
- Know and use Parts of Speech

### **Spelling**

- Spell frequently misspelled words correctly (e.g., their, they're, there).

## Listening and Speaking

### **Listening and Speaking Strategies**

Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).

Identify the tone, mood, and emotion conveyed in the oral communication.

Restate and execute multiple-step oral instructions and directions.

Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.

Emphasize salient points to assist the listener in following the main ideas and concepts.

Support opinions with detailed evidence and with visual or media displays.

Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest.

Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, onomatopoeia) for intent and effect.

Identify persuasive and propaganda techniques used in television and identify false and misleading information.

### **Speaking Applications**

Deliver narrative presentations

Deliver informative presentations

Deliver oral responses to literature

Deliver persuasive presentations

Deliver presentations on problems and solutions

## **Grade 7 Language Arts Curriculum**

### **Conventions**

Identify and use infinitives and participles and make clear references between pronouns and antecedents.

Identify all parts of speech and types and structure of sentences.

Demonstrate the mechanics of writing and appropriate English usage.

Identify hyphens, dashes, brackets, and semicolons and use them correctly.

Use correct capitalization.

### **Pre-Write and Draft**

Create and organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

Support all statements and claims with anecdotes, descriptions, facts, and statistics, and specific examples.

Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.

Develop essays that contain thesis, introduction, body and conclusion.

### **Revising and Editing**

Revise writing to improve organization and word choice.

### **Research and Technology**

Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

Give credit for both quoted and paraphrased information in text citation, using MLA format.

Create documents by using word-processing skills and publishing programs.

### **Writing Applications**

Write fictional or autobiographical narratives.

Write responses to literature based on interpretations exhibiting careful reading, understanding, and insight.

Write research reports, persuasive compositions, and summaries of reading materials.

### **Sentence Structure**

Place modifiers properly and use the active voice.

### **Spelling**

Spell derivatives correctly by applying the spellings of bases and affixes.

## **Listening and Speaking**

### **Listening and Speaking Strategies**

- Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
- Determine the speaker's attitude toward the subject.
- Respond to persuasive messages with questions, challenges, or affirmations.
- Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
- Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.
- Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- Analyze the effect of the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

### **Speaking Applications**

- Deliver narrative presentations
- Establish a context, standard plot line and point of view.
- Describe complex major and minor characters and a definite setting.
- Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action.
- Deliver oral summaries of articles and books, including the main ideas of the event or article and the most significant details, in the student's own words.
- Deliver research presentations based on relevant and concise questions about the topic, which includes evidence generated through the formal research process.
- Cite reference sources appropriately.
- Deliver persuasive presentations which state a clear position in support of an argument or proposal.
- Describe the points in support of the argument and employ well-articulated evidence.

## **Grade 8 Language Arts curriculum**

### **Conventions**

Edit written manuscripts to ensure that correct grammar is used.  
Use correct punctuation and capitalization.

### **Pre-write and Draft**

Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.  
Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.  
Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

### **Revising and Editing**

Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

### **Research and Technology**

Plan and conduct multiple-step information searches by using computer networks.  
Achieve an effective balance between researched information and original ideas.  
Give credit for both quoted and paraphrased information in a works cited, using MLA format.

### **Writing Applications**

Write biographies, autobiographies, short stories, or narratives.  
Write responses to literature.  
Write research reports and persuasive compositions.  
Write documents related to career development, including resumes and simple business letters.  
Write technical documents.  
Write five paragraph essays.

### **Sentence Structure**

Use correct and varied sentence types and sentence openings to present a lively and effective personal style.  
Identify and use parallelism, including similar grammatical forms.  
Use subordination, coordination, and apposition to indicate clearly the relationship between ideas.

### **Spelling**

Use correct spelling conventions.

## **Listening and Speaking**

### **Listening and Speaking Strategies**

Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.

Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

Use audience feedback, verbal and nonverbal.

Evaluate the credibility of a speaker.

Interpret and evaluate the various ways in which visual image makers communicate information and affect impressions and opinions.

### **Speaking Applications**

Deliver narrative presentations, oral responses to literature, research presentations, and persuasive presentations.

Recite poems, sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.