

Kindergarten Language Arts

# Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>                                  | <i>Activities &amp; Methods</i>   | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>  |
|--|--|---|--|---|
| <b>Penmanship</b><br>• Students will demonstrate correct formation of uppercase and lowercase letters. | 60<br>min/day<br>5<br>days/wk<br>36<br>Weeks | <ul style="list-style-type: none"> <li>• Saxon Student Worksheets</li> <li>• Literacy Manipulatives</li> <li>• Alphabet Songs / Books by Frog Street Press</li> <li>• Journals</li> </ul> | <ul style="list-style-type: none"> <li>• Handwriting without Tears</li> <li>• Journal Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul> |

Kindergarten Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>                                  | <i>Activities &amp; Methods</i>   | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>  |
|--|--|---|---|---|
| <b>Phonics</b> <ul style="list-style-type: none"> <li>• Students will identify uppercase and lowercase letters</li> <li>• Students will demonstrate knowledge of phonological awareness</li> </ul> | 60<br>min/day<br>5<br>days/wk<br>36<br>Weeks | <ul style="list-style-type: none"> <li>• Saxon Student Worksheets</li> <li>• Literacy Manipulatives</li> <li>• Alphabet Songs / Books by Frog Street Press</li> <li>• Journals</li> </ul> | <ul style="list-style-type: none"> <li>• Journal Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul> |

Kindergarten Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>  | <i>Time</i>                                  | <i>Activities &amp; Methods</i>   | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>  |
|---|--|---|--|---|
| <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Students will listen to and understand a variety of texts, both fiction and nonfiction</li> <li>• Students will tell in his/her own words what happened in stories and predict what will happen next</li> <li>• Students will distinguish fantasy from realistic text</li> <li>• Students will understand and follow oral directions</li> <li>• Students will ask appropriate questions during discussions</li> <li>• Students will memorize and recite a Bible verse</li> </ul> | <p>60 min/day<br/>5 days/wk<br/>36 Weeks</p> | <ul style="list-style-type: none"> <li>• Discussing a variety of “read aloud” theme books</li> <li>• Literacy Manipulatives</li> <li>• Alphabet Songs / Books by Frog Street Press                             <ul style="list-style-type: none"> <li>• Journals</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Variety of Big Books</li> <li>• Leveled Readers</li> <li>• Mother Goose Rhymes</li> <li>• Aesop’s Fables                             <ul style="list-style-type: none"> <li>• American Legends</li> </ul> </li> <li>• Variety of “read aloud” theme books</li> <li>• Sayings and Phrases</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul> |

Kindergarten Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>                                  | <i>Activities &amp; Methods</i>   | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>  |
|--|--|---|--|---|
| <p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>• Students will understand the elements of stories</li> <li>• Students will understand how to make predictions</li> <li>• Students will activate prior knowledge</li> <li>• Students will understand the sequence events of a story</li> </ul> | <p>60 min/day<br/>5 days/wk<br/>36 Weeks</p> | <ul style="list-style-type: none"> <li>• Saxon Student Worksheets</li> <li>• Literacy Manipulatives</li> <li>• Alphabet Songs / Books by Frog Street Press</li> <li>• Journals</li> </ul> | <ul style="list-style-type: none"> <li>• Variety of Big Books</li> <li>• Leveled Readers</li> <li>• Mother Goose Rhymes</li> <li>• Aesop’s Fables</li> <li>• American Legends</li> <li>• Variety of “read aloud” theme books</li> <li>• Sayings and Phrases</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul> |

First Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>                                  | <i>Activities &amp; Methods</i>   | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>   |
|--|--|---|---|--|
| <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Students will begin to recognize singular and plural nouns</li> <li>• Students will begin to recognize and use nouns, verbs, and adjectives</li> <li>• Students will recognize naming and action parts of sentences</li> <li>• Students will write in complete sentences using a noun and verb in each sentence</li> <li>• Students will capitalize names of people and places</li> <li>• Students will capitalize the pronoun i and use pronouns correctly in speech and writing</li> <li>• Students will capitalize the first word in a sentence</li> <li>• Students will capitalize major holidays, days of the week, and months of the year</li> <li>• Students will use end marks correctly in writing and identify telling and asking sentences</li> <li>• Students will recognize and use contractions</li> <li>• Students will identify singular and plural forms of words</li> <li>• Students will begin to learn rules for proper subject and verb agreement</li> <li>• Students will begin to use proper verb tense in writing</li> <li>• Students will begin to use commas, abbreviations, and quotation marks</li> </ul> | <p>30 min/day<br/>5 days/wk<br/>36 Weeks</p> | <ul style="list-style-type: none"> <li>• Weekly letter writing in take home journals</li> <li>• Teacher designed centers and activities</li> <li>• First grade Drops in a Bucket</li> </ul> | <ul style="list-style-type: none"> <li>• Scott Foresman Reading Street</li> <li>• Workbook Grammar and Writing</li> <li>• Worksheets and activities from a variety of publishers</li> <li>• Variety of teacher make games and activities</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher evaluation of Student’s writing</li> <li>• Evaluation of worksheets</li> <li>• Observance of spoken language</li> </ul> |

First Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>                                  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>   |
|--|--|--|--|--|
| <p><b>Penmanship</b></p> <ul style="list-style-type: none"> <li>• Students will print moving in a top to bottom and left to right progression</li> <li>• Students will print all upper and lower case letters</li> <li>• Students will print on first grade lined paper using guides correctly for upper and lower case letters</li> <li>• Students will begin to correct reversals of letters and numbers</li> <li>• Students will use spacing between each new word</li> </ul> | <p>30 min/day<br/>5 days/wk<br/>36 Weeks</p> | <ul style="list-style-type: none"> <li>• Sky writing</li> <li>• Various centers (writing in sand, shaving cream, etc.)</li> <li>• Teacher made worksheets</li> </ul> | <ul style="list-style-type: none"> <li>• Zaner –Bloser Handwriting</li> <li>• Student alphabet strips</li> <li>• Classroom alphabet strip</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher and student evaluation</li> </ul> |

First Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>                                  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>   |
|--|--|--|--|--|
| <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Students will spell words using single consonant sounds in beginning, medial and final positions.</li> <li>• Students will spell words using short and long vowel patterns.</li> <li>• Students will spell words using r controlled vowels</li> <li>• Students will spell words with consonant blends and diagraphs.</li> <li>• Students will spell words containing diphthongs and vowel diagraphs and apply corresponding spelling rules.</li> <li>• Students will apply spelling rules covered in First Grade Saxon. (Example: Final /k/ as c, ck, or ke.)</li> <li>• Students will spell irregular and high frequency words.</li> <li>• Students will use phonetic (inventive) spelling during creative writing for words and patterns not yet introduced.</li> <li>• Students will begin to spell contractions and compound words.</li> <li>• Students will begin to identify root words, suffixes and prefixes.</li> <li>• Students will alphabetize to the first letter.</li> </ul> | <p>30 min/day<br/>5 days/wk<br/>36 Weeks</p> | <ul style="list-style-type: none"> <li>• Cunningham and Hall 4 Blocks working with words games and activities (example: letter tiles)</li> <li>• High frequency word wall</li> <li>• Teacher designed spelling centers (example: play dough stamps, rainbow writing etc.)</li> <li>• Saxon student dictionaries</li> </ul> | <ul style="list-style-type: none"> <li>• Saxon Phonics and Spelling for First Grade</li> <li>• Scott Foresman Reading Street                             <ul style="list-style-type: none"> <li>• Workbook</li> </ul> </li> <li>• Worksheets and activities from a variety of publishers</li> <li>• Cuning- ham and Hall 4 Blocks Teacher’s Guide</li> </ul> | <ul style="list-style-type: none"> <li>• Weekly spelling tests                             <ul style="list-style-type: none"> <li>• Teacher evaluation of student’s writing</li> </ul> </li> <li>• Spelling and phonics worksheets and activities</li> </ul> |

First Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>   |
|--|--|--|--|--|
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Students will learn to begin and end sentences at appropriate places.</li> <li>• Students will produce written work with a beginning, middle and end with assistance.</li> <li>• Students will develop understanding of the editing process. (draft, edit, publish)</li> <li>• Students will make reasonable judgments about what to include in written works based on the type of composition.</li> <li>• Students will begin to use correct punctuation and capitalization in written work.</li> <li>• Students will present written work to a group using clarity and appropriate volume.</li> <li>• Students will produce a variety of writing. (fiction, reports, letters, descriptions, informative)</li> <li>• Students will apply knowledge of phonics and grammar in writing.</li> </ul> | <p>30<br/>min/day<br/>5<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Cunningham and Hall 4 blocks writing lessons</li> <li>• Self-directed writing</li> <li>• Teacher conferencing</li> <li>• Editor’s Checklist</li> <li>• Writer’s Wall</li> <li>• Reading Restaurant</li> <li>• Writing prompts</li> <li>• Writing centers</li> </ul> | <ul style="list-style-type: none"> <li>• Scott Foresman Reading Street writing workbook</li> <li>• Teacher created materials</li> <li>• Scribble Journals</li> <li>• Take home journals</li> <li>• Various teacher resources and publications</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher evaluation of grammar and mechanics</li> <li>• Self evaluation</li> <li>• Editor’s checklist</li> </ul> |

Second Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>  | <i>Time</i>  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>  |
|---|--|--|---|---|
| <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Students will understand what a complete sentence is and identify subject and predicate in simple sentences.</li> <li>• Students will identify parts of speech: noun, pronoun, verb, simple adjectives, adverbs and prepositions.</li> <li>• Students will use the correct forms for present and past tense of common irregular verbs (example: be, have, see, do, go, come, run, give, sing).</li> <li>• Students will recognize singular and plural nouns.</li> <li>• Students will use capital letters for: the first word of a sentence, proper nouns, the pronoun I, holidays, months and days of the week, names of countries, cities, states, main words in titles, and initials.</li> <li>• Students will use correct end punctuation: period, question mark, or exclamation point.</li> <li>• Students will recognize the comma and how to use it between day and year when writing a date, and between city and state in an address.</li> <li>• Students will recognize the apostrophe and how it is used in common contractions (for example, isn't, aren't, can't, don't, I'm, you're).</li> <li>• Students will recognize common abbreviations (for example, St., Rd., Mr., Mrs., Ms., Dr.).</li> <li>• Students will understand what synonyms and antonyms are, and provide synonyms or antonyms for given words (for example, happy, glad; hot, cold).</li> </ul> | <p>25<br/>min/day<br/>5<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Guided worksheet practice</li> <li>• Guided practice on the board</li> <li>• Choral reading of grammar jingles</li> </ul> | <ul style="list-style-type: none"> <li>• Core Knowledge Teacher Handbook, Grade 2</li> <li>• Holy Bible (NIV)</li> <li>• SRA Open Court Reading Series, Level 2               <ul style="list-style-type: none"> <li>• The Shurley Method, Level 2</li> </ul> </li> <li>• Saxon Phonics, Grade Level 2</li> <li>• Novel Studies</li> <li>• Leveled Readers</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Observation</li> <li>• Rubrics</li> <li>• Quizzes</li> <li>• Tests</li> </ul> |

Second Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>  | <i>Time</i>  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>  |
|---|--|--|--|---|
| <p><b>Penmanship</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate legible manuscript using correct size, shape, spacing.</li> <li>• Students will slant on grade appropriate ruled notebook paper.</li> <li>• Students will use correct size, shape, space and slant of cursive letters after being introduced to cursive in the second semester of 2nd Grade.</li> </ul> | <p>15<br/>min/day<br/>3<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Guided worksheet practice</li> <li>• Practical applications of daily writing</li> </ul> | <ul style="list-style-type: none"> <li>• Zaner-Bloser Handwriting, Grade 2</li> <li>• Teacher-made Handwriting worksheets</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Evaluation</li> <li>• Student Evaluation</li> <li>• Peer Evaluation</li> </ul> |

Second Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>  | <i>Time</i>                                  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>  |
|---|--|--|---|---|
| <p><b>Reading, Decoding, Word Recognition, And Oral Reading</b></p> <ul style="list-style-type: none"> <li>• Students will accurately decode phonetically regular two-syllable words (for example, basket, and rabbit).</li> <li>• Students will use knowledge of letter-sound patterns to sound out unfamiliar multi-syllable words when reading (for example, caterpillar, and motorcycle).</li> <li>• Students will recognize and compare the sounds that make up words, and segment and blend a variety of sounds in words.</li> <li>• Students will accurately read single-syllable words and most two-syllable words, including irregularly spelled words (for example, tough, through);</li> <li>• Students will accurately read words with diphthongs (for example the oy sound in boy);</li> <li>• Students will accurately read words with special vowel spellings (for example, the ow sound in now and clown, the long i sound in night); and</li> <li>• Students will accurately read words with common beginnings and endings (for example, the spr beginning in spring, the le ending in apple and riddle).</li> </ul> | <p>30 min/day<br/>5 days/wk<br/>36 Weeks</p> | <ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Guided practice on decoding</li> <li>• Flash cards</li> <li>• Homework</li> <li>• DEAR reading time in class</li> <li>• Monitored practice at home</li> </ul> | <ul style="list-style-type: none"> <li>• Open Court Decodable Books</li> <li>• Teacher Made Spelling Lists</li> <li>• Word Wall Words And Activities</li> <li>• Open Court Reading Series, Level 2</li> <li>• Leveled Readers</li> <li>• Scholastic Folktale And Fairytale Plays</li> <li>• Core Knowledge Teacher Handbook, Grade 2</li> <li>• Saxon Phonics, Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Benchmark Kits</li> <li>• Teacher Evaluation</li> <li>• Open Court Textbook Tests</li> <li>• Student Performances</li> <li>• Star Reading Test</li> <li>• Novel Studies' Unit Tests</li> </ul> |

Second Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>  |
|--|--|--|--|---|
| <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Students will reread sentences when he or she does not understand the text.</li> <li>• Students will recall incidents, characters, facts, and details of stories and other texts.</li> <li>• Students will discuss similarities in characters and events across stories.</li> <li>• Students will gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.</li> <li>• Students will pose plausible answers to how, why and what-if questions in interpreting texts, both fiction and nonfiction.</li> <li>• Students will explain and describe new concepts and information in his or her own words.</li> <li>• Students will understand vocabulary appropriate and included in 2nd grade reading text.</li> </ul> | <p>25<br/>min/day<br/>5<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Guided class discussions</li> <li>• Teacher modeling of comprehension strategies</li> <li>• Shared reading</li> <li>• Silent reading</li> </ul> | <ul style="list-style-type: none"> <li>• Holy Bible (NIV)</li> <li>• Core Knowledge Teacher Handbook, Grade 2</li> <li>• Core Knowledge Text Resource Masters</li> <li>• Open Court Reading Series, Level 2</li> <li>• Trade Books</li> <li>• Accelerated Reading Books And Tests</li> <li>• Novel Studies</li> <li>• Various Teacher Resources And Publications                             <ul style="list-style-type: none"> <li>• Student Dictionaries</li> </ul> </li> <li>• Leveled Readers</li> </ul> | <ul style="list-style-type: none"> <li>• Open Court Textbook Tests                             <ul style="list-style-type: none"> <li>• Book Reports</li> <li>• Rubrics</li> <li>• Reading Response Logs</li> <li>• Projects</li> </ul> </li> </ul> |

Second Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>  | <i>Time</i>  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>   |
|---|--|--|--|--|
| <p><b>Reading Literature</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings. American folk heroes and tall tales, Greek mythology, classic fiction, biographies, nonfiction prose, and books on science, history, art and music will be included.</li> <li>• Students will be exposed to a wide variety of poetry.</li> <li>• Students will learn the following literary terms: myth, tall tale and limerick.</li> <li>• Students will learn some “sayings” and “phrases” that are a part of the American English culture.</li> </ul> | <p>20<br/>min/day<br/>5<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Shared reading</li> <li>• Listening to tapes, DVDs, and videos</li> <li>• Performing plays</li> <li>• Guided discussions</li> <li>• Silent reading</li> </ul> | <ul style="list-style-type: none"> <li>• Core Knowledge Teacher Handbook, Grade 2</li> <li>• Holy Bible (NIV)</li> <li>• Core Knowledge Text Resource Masters</li> <li>• Open Court Reading Series, Level 2</li> <li>• Trade Books</li> <li>• Various Teacher Resources And Publication</li> </ul> | <ul style="list-style-type: none"> <li>• Class Participation</li> <li>• Grade Level Celebrations</li> <li>• Teacher Observation</li> <li>• Quizzes</li> <li>• Student Creative Writings</li> <li>• Projects</li> </ul> |

Second Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>                                  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>   |
|--|--|--|---|--|
| <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Students will represent all the sounds of a word, writing each sound as a letter or combination of letters when spelling independently.</li> <li>• Students will correctly spell any word that contains spelling patterns he or she has been taught so far.</li> <li>• Students will begin to use a student dictionary to check and correct spelling in his or her own writing.</li> <li>• Students will form regular plural nouns by adding s.</li> <li>• Students will know to add es to nouns ending in s, ss, sh, ch or x.</li> <li>• Students will know that some nouns change their spelling in plural form (for example, man, men; woman, women; child, children; tooth, teeth; foot, feet).</li> <li>• Students will know how to correctly change and spell regular verbs from simple present to past tense by adding ed.</li> <li>• Students will apply spelling rules that have been taught to 2nd grade list words.</li> <li>• Students will apply capitalization rules that have been taught to list words.</li> </ul> | <p>25 min/day<br/>5 days/wk<br/>36 Weeks</p> | <ul style="list-style-type: none"> <li>• Daily introduction and review of spelling phonemes                             <ul style="list-style-type: none"> <li>• Sight word recognition games</li> </ul> </li> <li>• Guided practice on spelling worksheets                             <ul style="list-style-type: none"> <li>• Homework</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Saxon Phonics and Spelling For Second Grade</li> <li>• Teacher made word lists</li> <li>• Core Knowledge Teacher Handbook, Level 2</li> <li>• SRA Reading Series, Level 2</li> </ul> | <ul style="list-style-type: none"> <li>• Weekly Spelling Tests                             <ul style="list-style-type: none"> <li>• Teacher Evaluation Of Student's Writing Portfolio</li> </ul> </li> <li>• Spelling Activities And Worksheets</li> </ul> |

Second Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>  |
|--|--|--|---|---|
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Students will produce a variety of types of writing—such as stories, reports, letters, poems and descriptions.</li> <li>• Students will use correct form in writing a 2 point expository paragraph.</li> <li>• Students will make reasonable judgments about what to include in written works based on the purpose and type of composition.</li> <li>• Students will produce written work with a beginning, middle, and end with assistance.</li> <li>• Students will with assistance, revise and edit to clarify and refine his or her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.</li> </ul> | <p>30<br/>min/day<br/>5<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Journaling</li> <li>• Writing workshop</li> <li>• Guided writing</li> <li>• Portfolios</li> <li>• Writing projects</li> </ul> | <ul style="list-style-type: none"> <li>• The Shurley Method, Level 2</li> <li>• SRA Open Court Reading Series, Level 2</li> <li>• Core Knowledge Teacher Handbook, Grade 2</li> <li>• Various Teacher Resources And Publications</li> <li>• Core Knowledge Text Resource Masters</li> <li>• Student Portfolios</li> </ul> | <ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Self Evaluation</li> <li>• Peer Evaluation</li> <li>• Student Projects</li> </ul> |

Third Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>                                  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>  |
|--|--|--|---|---|
| <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Students will identify and write a complete sentence</li> <li>• Students will identify and use correct subject/verb agreement</li> <li>• Students will identify and use the eight parts of speech</li> <li>• Students will identify and use end punctuation, commas, and quotation marks</li> <li>• Students will identify the four types of sentences: declarative, exclamatory, imperative and interrogative</li> <li>• Students will identify and know the meaning of root words, prefixes, and suffixes</li> <li>• Students will identify and use antonyms, synonyms and homonyms</li> <li>• Students will identify and use capital letters at the beginning of sentences, for proper nouns and for names of God</li> <li>• Students will identify and use correct forms of singular and plural possessives</li> <li>• Students will identify and use correct common and proper nouns in a sentence</li> <li>• Students will identify and use correct forms of singular and plural nouns</li> </ul> | <p>30 min/day<br/>4 days/wk<br/>36 Weeks</p> | <ul style="list-style-type: none"> <li>• Singing jingles</li> <li>• Classifying sentences</li> <li>• Daily oral language activities</li> <li>• Editing</li> <li>• Games</li> <li>• Word card drills</li> </ul> | <ul style="list-style-type: none"> <li>• The Shurley Method Level 3</li> <li>• Core Knowledge Teacher Handbook, Level 3</li> <li>• Open Court Textbook Level 3</li> </ul> | <ul style="list-style-type: none"> <li>• Shurley quizzes and tests</li> <li>• Teacher made rubrics</li> <li>• Teacher evaluation</li> </ul> |

Third Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>  | <i>Time</i>                                  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>  |
|---|--|--|---|---|
| <p><b>Penmanship</b></p> <ul style="list-style-type: none"> <li>• Students will form letters correctly in manuscript</li> <li>• Students will form letters correctly in cursive</li> <li>• Students will use cursive on all work after the first semester of school</li> <li>• Students will copy and transfer manuscript writing to cursive writing</li> </ul> | <p>15 min/day<br/>5 days/wk<br/>36 Weeks</p> | <ul style="list-style-type: none"> <li>• Sky writing</li> <li>• Tracing</li> <li>• Repetitive writing</li> <li>• Copying poems and Bible verses</li> </ul> | <ul style="list-style-type: none"> <li>• Zaner-Bloser Handwriting Grade 3</li> <li>• Contemporary Cursive</li> <li>• Additional handwriting worksheets</li> </ul> | <ul style="list-style-type: none"> <li>• Student evaluation</li> <li>• Peer evaluation</li> <li>• Teacher evaluation</li> </ul> |

Third Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>  | <i>Time</i>                                  | <i>Activities &amp; Methods</i>   | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>   |
|---|--|---|--|--|
| <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Students will read and understand the elements of stories</li> <li>• Students will identify a story by fiction, non-fiction, biography, poetry, mystery, fantasy/fairy tale and myth</li> <li>• Students will activate prior knowledge</li> <li>• Students will make predictions about a story</li> <li>• Students will understand cause and effect in a story</li> <li>• Students will identify the main idea of a story</li> <li>• Students will distinguish between reality/fantasy, and fact/opinion</li> <li>• Students will understand that stories include characters, dialogue, narration, plot and setting</li> <li>• Students will compare and contrast characters from a story</li> <li>• Students will summarize a story</li> <li>• Students will sequence events of a story</li> <li>• Students will read books from different genres</li> <li>• Students will write and present book reports from different genres</li> <li>• Students will read and understand myths and the relationship they have to the beliefs and values of a particular culture</li> <li>• Students will understand that myths were passed down orally before they were written down</li> <li>• Students will understand myths attempt to explain nature or reasons people act as they do</li> <li>• Students will understand Norse myths originated in Scandinavia</li> <li>• Students will understand Greek myths originated in ancient Greece</li> </ul> | <p>30 min/day<br/>5 days/wk<br/>36 Weeks</p> | <ul style="list-style-type: none"> <li>• Reading stories and novels</li> <li>• Book reports on different genres                             <ul style="list-style-type: none"> <li>• Drama</li> <li>• Literature response activities</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Open Court reading books</li> <li>• Various novels, myths, stories and legends</li> </ul> | <ul style="list-style-type: none"> <li>• Tests, quizzes                             <ul style="list-style-type: none"> <li>• Writing assignments</li> <li>• Teacher rubrics</li> </ul> </li> <li>• Book reports</li> </ul> |

Third Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>  | <i>Time</i>                                  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>   |
|---|--|--|---|--|
| <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Students will recognize and spell regular and irregular patterns</li> <li>• Students will learn and use the rules of spelling for third grade</li> <li>• Students will use accent marks to pronounce words correctly</li> <li>• Students will identify and spell root words</li> <li>• Students will identify and spell commonly misspelled words for third grade</li> <li>• Students will identify and spell correctly plurals, contractions, compound words and homophones:</li> <li>• Students will use a dictionary and a thesaurus to look up words</li> </ul> | <p>15 min/day<br/>4 days/wk<br/>36 Weeks</p> | <ul style="list-style-type: none"> <li>• Alphabetize words</li> <li>• Write sentences</li> <li>• Spelling games                             <ul style="list-style-type: none"> <li>• Kinesthetic rhythm activities</li> <li>• Spelling bees</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Saxon and Phonics and Spelling 3</li> <li>• Spelling Lists for third grade</li> <li>• Core Knowledge Teacher Handbook, Level 3</li> <li>• Student dictionaries</li> <li>• Student thesauruses</li> </ul> | <ul style="list-style-type: none"> <li>• Spelling pretests and tests</li> <li>• Teacher evaluation through student's writing                             <ul style="list-style-type: none"> <li>• Additional worksheets</li> </ul> </li> </ul> |

Third Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>  | <i>Activities &amp; Methods</i>   | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>   |
|--|--|---|---|--|
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate competence in the general skills and strategies of the writing process</li> <li>• Students will uses correct form in writing a friendly letter</li> <li>• Students will writes different kinds of poems using a model</li> <li>• Students will uses correct form in writing a two point expository paragraph</li> <li>• Students will uses correct form to write summaries and descriptions</li> <li>• Students will uses strategies to pre-write, write, edit and publish stories</li> </ul> | <p>20<br/>min/day<br/>3<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Writing letters</li> <li>• Writing different kinds of poems</li> <li>• Writing two point paragraphs</li> <li>• Writing stories</li> <li>• Journal writing</li> </ul> | <ul style="list-style-type: none"> <li>• The Shurley Method Level 3</li> <li>• Core Knowledge Teacher Handbook, Level 3</li> <li>• Open Court Textbook Level 3</li> <li>• Student journals</li> </ul> | <ul style="list-style-type: none"> <li>• Self evaluation</li> <li>• Peer evaluation</li> <li>• Teacher-made rubrics</li> </ul> |

Fourth Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>  | <i>Time</i>  | <i>Activities &amp; Methods</i>   | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>  |
|---|--|---|---|---|
| <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Students will recognize nouns, pronouns, action verbs, auxiliary verbs, adjectives, articles, adverbs, conjunctions, and interjections.</li> <li>• Students will demonstrate proper use of end punctuation and internal punctuation:</li> <li>• Students will use commas, apostrophes, and quotation marks.</li> <li>• Students will use prefixes and suffixes in decoding words to understand their meanings.</li> <li>• Students will use grammar rules to communicate more effectively.</li> <li>• Students will use correct grammar and usage in writing.</li> <li>• Students will use strategies to identify run-on sentences.</li> <li>• Students will use strategies to identify subject-verb agreement.</li> <li>• Students will use proper capitalization.</li> <li>• Students will recognize synonyms, antonyms and homophones.</li> </ul> | <p>20<br/>min/day<br/>3<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Games</li> <li>• Multi-sensory activities</li> <li>• Reader's Theater</li> </ul> | <ul style="list-style-type: none"> <li>• The Shurley Method, Level Four</li> <li>• Scott Foresman Grammar Practice Book, Grade Four</li> <li>• Core Knowledge Teacher Handbook, Grade Four</li> </ul> | <ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Peer Evaluation</li> <li>• Assessments</li> </ul> |

Fourth Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>  | <i>Time</i>  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>  |
|---|--|--|---|---|
| <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Students will identify plot, major characters, outcomes, and lessons from stories.</li> <li>• Students will distinguish that fiction is a narrative that comes from the writer’s imagination.</li> <li>• Students will explain folktales</li> <li>• Students will describe the difference between fantasy and realistic fiction.</li> <li>• Students will explore novels</li> <li>• Students will identify nonfiction</li> <li>• Students will interpret legends</li> <li>• Students will gain appreciation of the past from famous speeches</li> <li>• Students will understand sayings, phrases and abbreviations</li> <li>• Students will relate biographies to positive contributions people have made to society</li> <li>• Students will develop vocabulary</li> <li>• Students will identify literary terms: prose, narration, conflict, dialogue, satire, alliteration, consonance, imagery, metaphor, simile, onomatopoeia, stanza and free verse</li> <li>• Students will develop appreciation for the “classics”</li> <li>• Students will compare and contrast literary characters</li> <li>• Students will develop vocabulary</li> <li>• Students will make inferences and draw conclusions</li> <li>• Students will take notes</li> <li>• Students will summarize</li> <li>• Students will analyze character traits</li> <li>• Students will demonstrate comprehension</li> <li>• Students will identify imagery</li> <li>• Students will interpret text through drama or recitation</li> <li>• Students will make connections between text and graphics</li> <li>• Students will create charts</li> <li>• Students will generate questions for research and inquiry</li> </ul> | <p>45<br/>min/day<br/>5<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Field trips</li> <li>• Reading Buddies</li> <li>• Accelerated Reader</li> <li>• Night to Remember</li> <li>• Research projects</li> <li>• Poetry presentations</li> <li>• Book reports</li> <li>• Reader's Theater</li> </ul> | <ul style="list-style-type: none"> <li>• Robin Hood</li> <li>• Shiloh</li> <li>• Strider</li> <li>• Treasure Island</li> <li>• The Lion, The Witch and The Wardrobe</li> <li>• The Year of The Boar, and Jackie Robinson</li> <li>• George Washington’s Socks</li> <li>• The Mouse and The Motorcycle</li> <li>• Because of Winn-Dixie</li> <li>• George’s Marvelous Medicine</li> <li>• Pearson Learning, Core Knowledge, History &amp; Geography, Grade Four</li> </ul> | <ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Peer Evaluation</li> <li>• Assessments</li> <li>• Research Project</li> <li>• Special Project- “A Night To Remember”</li> </ul> |

Fourth Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>  | <i>Activities &amp; Methods</i>   | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>   |
|--|--|---|--|--|
| <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate mastery with spelling lists (from Wordly Wise)</li> <li>• Students will demonstrate mastery of Homophones</li> <li>• Students will demonstrate mastery of Contractions</li> <li>• Students will demonstrate mastery of Compound words</li> <li>• Students will demonstrate mastery of Synonyms and antonyms</li> <li>• Students will demonstrate mastery of vocabulary</li> <li>• Students will demonstrate mastery of Word meaning</li> <li>• Students will demonstrate mastery of Prefixes and suffixes</li> <li>• Students will demonstrate mastery of Word origins</li> <li>• Students will demonstrate mastery of Pronunciation</li> <li>• Students will memorize unusual spellings</li> <li>• Students will demonstrate spelling techniques in the broader context of writing and reading.</li> <li>• Students will apply proofreading techniques</li> <li>• Students will analyze meaning and spelling of “content” or “challenge” words</li> </ul> | <p>20<br/>min/day<br/>5<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Word find</li> <li>• Crossword puzzles</li> <li>• Games</li> </ul> | <ul style="list-style-type: none"> <li>• Wordly Wise 3000 Grade 4</li> </ul> | <ul style="list-style-type: none"> <li>• Pre tests</li> <li>• Dictation Sentences</li> <li>• Games</li> <li>• Daily Practice</li> <li>• Assessments</li> </ul> |

Fourth Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>  | <i>Time</i>                                  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>   |
|---|--|--|--|--|
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate competence in the general skills and strategies of the writing process</li> <li>• Students will use prewriting strategies to plan written work</li> <li>• Students will use strategies to draft and revise written work</li> <li>• Students will use strategies to edit and publish written work</li> <li>• Students will write expository stories and essays for an intended purpose</li> <li>• Students will write narrative stories and essays for an intended purpose</li> <li>• Students will write autobiographical stories and essays for an intended purpose</li> <li>• Students will gather and use information for research purposes</li> <li>• Students will use strategies to identify topics</li> <li>• Students will use a variety of research sources</li> <li>• Students will use graphic organizers to gather and record information</li> <li>• Students will compose stories, poems, letters and reports</li> <li>• Students will compile information</li> </ul> | <p>20 min/day<br/>4 days/wk<br/>36 Weeks</p> | <ul style="list-style-type: none"> <li>• Journal writing</li> <li>• Writing folders                             <ul style="list-style-type: none"> <li>• Reports</li> </ul> </li> <li>• Cross-curricular written expression</li> </ul> | <ul style="list-style-type: none"> <li>• The Shurley Method. Level Four</li> <li>• Core Knowledge Teacher Handbook, Level Four</li> <li>• Six Trait Writing Model</li> </ul> | <ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Peer Evaluation</li> <li>• Teacher-Made Rubrics</li> </ul> |

Fifth Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>  | <i>Time</i>  | <i>Activities &amp; Methods</i>   | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>  |
|---|--|---|--|---|
| <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Students will recognize nouns, pronouns, action verbs, auxiliary verbs, adjectives (including articles), adverbs, conjunctions, and interjections.</li> <li>• Students will identify and write complete sentences.</li> <li>• Students will identify and correct fragments and run-ons.</li> <li>• Students will use strategies to identify subject-verb agreement.</li> <li>• Students will demonstrate proper use of end punctuation and internal punctuation: comma, apostrophe, colon, and quotation marks.</li> <li>• Students will use strategies to identify proper pronoun-antecedent agreement.</li> <li>• Students will use proper capitalization.</li> <li>• Students will identify and know the meaning of root words, prefixes, and suffixes.</li> <li>• Students will use grammar rules to communicate effectively.</li> </ul> | <p>20<br/>min/day<br/>3<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Games</li> <li>• Multi-sensory activities</li> <li>• Reader's Theater</li> </ul> | <ul style="list-style-type: none"> <li>• The Shurley Method, Level Five, Shurley Instructional Materials, 1997</li> <li>• Core Knowledge Teacher Handbook, Grade Five                             <ul style="list-style-type: none"> <li>• Various Teacher Resource Books</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Peer Evaluation</li> <li>• Assessments</li> <li>• Teacher-Made Rubrics</li> </ul> |

Fifth Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>  | <i>Evaluation Techniques</i>  |
|--|--|--|---|---|
| <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Students will identify plot, major characters, outcomes, and lessons from stories, poems, myths, and legends.</li> <li>• Students will appreciate that fiction is a narrative that comes from the writer’s imagination.</li> <li>• Students will understand that stories are fiction pieces that contain characters, a plot, a setting, and dialogue and that they can have magical or realistic characters and events.</li> <li>• Students will understand that novels are fiction pieces that contain chapters, may focus on one or two main characters out of many, and have a more involved plot than short stories.</li> <li>• Students will identify myths, legends, and trickster tales as folktales.</li> <li>• Students will identify literary terms: pseudonym, imagery, metaphor, simile, symbol, personification, alliteration, onomatopoeia, acts, scenes, tragedy, comedy, and lyric and narrative writing.</li> <li>• Students will identify nonfiction.</li> <li>• Students will gain appreciation of the past from famous speeches with special attention to persuasive speeches.</li> <li>• Students will understand saying, phrases, and abbreviations.</li> <li>• Students will explore novels.</li> <li>• Students will develop vocabulary.</li> <li>• Students will identify an autobiography as a work of nonfiction.</li> <li>• Students will develop appreciation for the “classics.”</li> </ul> | <p>30<br/>min/day<br/>5<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Field trips</li> <li>• Reading Buddies</li> <li>• Accelerated Reader</li> <li>• Night to Remember</li> <li>• Research projects</li> <li>• Poetry presentations</li> <li>• Book reports</li> <li>• Reader's Theater</li> </ul> | <ul style="list-style-type: none"> <li>• The Core Knowledge Handbook, Grade Five</li> <li>• Open Court Classics, SRA, 2003</li> <li>• Novel ties (Call it Courage, Missing May, Bridge to Terabithia, Sadako and the Thousand Paper Cranes, Number the Stars)</li> <li>• Open Court Classics</li> </ul> | <ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Peer Evaluation</li> <li>• Assessments</li> <li>• Book Reports</li> <li>• Special Project: “A Night To Remember”</li> </ul> |

Fifth Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>   |
|--|--|--|--|--|
| <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate mastery of spelling lists.</li> <li>• Students will demonstrate mastery of word lists from Wordly Wise</li> <li>• Students will demonstrate mastery of word lists including words from content areas.</li> <li>• Students will demonstrate mastery of word meaning</li> <li>• Students will demonstrate mastery of prefixes and suffixes</li> <li>• Students will demonstrate an understanding of word origins</li> <li>• Students will implement use of spelling rules in the broader context of writing and reading.</li> <li>• Students will use reference materials to check and correct the spelling of unfamiliar words.</li> <li>• Students will correct misspelled words in final writing pieces.</li> <li>• Students will analyze meaning and spelling of “challenge” words.</li> </ul> | <p>20<br/>min/day<br/>5<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Word find</li> <li>• Crossword puzzles</li> <li>• Spelling games</li> </ul> | <ul style="list-style-type: none"> <li>• Wordly Wise 3000 Grade 5, Educators Publishing Service, 2007</li> </ul> | <ul style="list-style-type: none"> <li>• Assessments</li> <li>• Daily Practice</li> <li>• Dictation Sentences                             <ul style="list-style-type: none"> <li>• Games</li> </ul> </li> <li>• Teacher Evaluation Of Student’s Writing</li> </ul> |

Fifth Grade Language Arts

Language Arts Course Outline

| <i>Unit &amp; Content Objectives</i>   | <i>Time</i>  | <i>Activities &amp; Methods</i>  | <i>Books &amp; Materials</i>   | <i>Evaluation Techniques</i>   |
|--|--|--|--|--|
| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate competence in the general skills and strategies of the writing process.</li> <li>• Students will use prewriting strategies to plan written work.</li> <li>• Students will use strategies to draft and revise written work.</li> <li>• Students will use strategies to edit and publish written work.</li> <li>• Students will write expository stories and essays for an intended purpose.</li> <li>• Students will write narrative stories and essays for an intended purpose.</li> <li>• Students will write autobiographical stories and essays for an intended purpose.</li> <li>• Students will gather and use information for research purposes.</li> <li>• Students will use strategies to identify topics.</li> <li>• Students will use a variety of research sources.</li> <li>• Students will use graphic organizers to gather and record information.</li> <li>• Students will gather and organize information from at least three different sources.</li> <li>• Students will support points with specific examples.</li> <li>• Students will compile information into reports and/or summaries.</li> <li>• Students will compose poetry, letters, speeches, summaries and descriptions.</li> </ul> | <p>20<br/>min/day<br/>4<br/>days/wk<br/>36<br/>Weeks</p> | <ul style="list-style-type: none"> <li>• Journal writing</li> <li>• Writing folders                             <ul style="list-style-type: none"> <li>• Reports</li> </ul> </li> <li>• Cross-curricular written expression</li> </ul> | <ul style="list-style-type: none"> <li>• The Shurley Method, Level Five</li> <li>• Core Knowledge Teacher Handbook, Level Five</li> <li>• Six Trait Writing Model</li> </ul> | <ul style="list-style-type: none"> <li>• Self Evaluation</li> <li>• Peer Evaluation</li> <li>• Teacher-Made Rubrics</li> </ul> |