

## **COURSE OF STUDY**

### **LANGUAGE ARTS DEPARTMENT**

#### **I. LANGUAGE ARTS**

##### **A. COURSES OFFERED**

1. Language Arts Early Education – 6<sup>th</sup> Grades
2. English 7
3. English 8
4. English I (9<sup>th</sup> grade)
5. English II (10<sup>th</sup> grade)
6. English III (11<sup>th</sup> grade)
7. English IV (12<sup>th</sup> grade)
8. Basic Composition (ENG 101, PSO)
9. Composition and Literature (ENG 114, PSO)
10. Advanced Composition (ENG 201, PSO)

##### **B. COURSES TO BE DEVELOPED**

1. Creative Writing and Publishing
2. Exploring the Classics
3. Journalism
4. Speech: Writing, Evaluating, and Speaking to an audience

#### **II. PHILOSOPHY OF LANGUAGE ARTS**

In John 1:1, the importance of the concept “word” is evident: “In the beginning was the Word, and the Word was with God, and the Word was God.” In fact, the creation of life on earth began with a word: “and God *said*, ‘Let there be light,’ and there was light” (Genesis 1:1). God communicates to mankind with words in the Scriptures. He expects us to likewise communicate with Him and with others. With the Bible as the model for communication, both written and spoken, man has the perfect resource to provide direction, truth, knowledge, and wisdom. As imitators of God, man has the gifting to find understanding and wisdom (Proverbs 3:13), to prepare himself to serve others (II Timothy 2:15), and to glorify the Lord in all he does and says (Colossians 3:17).

#### **III. MAJOR OBJECTIVES OF THE LANGUAGE ARTS PROGRAM**

The language arts program helps students...

- A. Develop literacy skills associated with reading in all its developmental phases because God has provided the written word as a means of communication (II Timothy 3:16, 17).
- B. Develop literacy skills associated with writing, including its many forms and necessary conventions, because God models writing as a tool to fulfill His purposes (Exodus 32:16; Daniel 5:5, 25-28).
- C. Develop research skills that prepare students to investigate a topic and communicate their findings. The biblical model for the rigors of this process may be found in Solomon’s work (Ecclesiastes 12:9-12).
- D. Develop fluency in oral communication, both in listening and speaking, as man has been given the ability to speak (Genesis 1:27).

**Mansfield Christian School**  
**Early Education**  
**Language Arts Curriculum Guide**

<b><u>Performance Scale Key</u></b>		<b><u>Instructional Method Key</u></b>					
Introduced Developed Reinforced Not Addressed		Circle Time Experiment Centers Daily Calendar	Resource Person Flannel Graph Whole Group Homework	Presentation Field Trip Service Project Dramatic Play	Individual Book Story Time Show N' Tell Class Tour	Recess Snack time Small Group Work	
<b>Standard</b>	<b>Indicator/ Objective</b>	<b>Performance Scale</b>	<b>Time Frame</b>	<b>Instructional Method</b>	<b>Instructional/ Activities &amp; Resources</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Phonemic Awareness, Word Recognition and Fluency</b>	1. Identify matching sounds and recognize rhymes in familiar stories, poems, songs and words (e.g., cat/hat, dog/frog).	Introduced	Week 5	Center	Students turn over two picture cards and determine if they rhyme - add a whisker to the cat if they are successful	Teacher observation of student's cat	It is God's plan that people be able to read well.  Revelation 1:3 "Blessed is the one who reads...and keep what is written in it."
		Introduced	Week 10	Center/ Worksheet	Rhyming Rita – Cut and paste rhyming pictures on Grandma Rita	Teacher Observation	
		Introduced	Week 16	Center/ Worksheet	Pile of Presents – Cut and paste rhyming pictures on pile of gifts	Teacher Observation	
		Introduced	Week 19	Whole Group	<u>Look Book</u> Students read together the book containing many rhyming words with the assistance	Student Participation	

		Introduced	Week 20	Circle Time/ Oral Recitation	of pictures <u>Miss Mary Mack</u> – Student partners with another to recite and enjoy hand clap	Student Participation	
		Introduced	Week 21	Circle Time/ Nursery Rhyme Stories/Christian Mother Goose	Students listen to nursery rhymes and listen for rhyming words	Student Reaction	God keeps His promises
		Introduced	Week 21	Whole Group	Read together <u>Noodle Book</u> with the assistance of pictures	Student Participation	There is order in reading books and order with God
		Introduced	Week 22	Circle Time/ Poem	Teacher reads poem and students insert rhyming word with the assistance of the object – <u>Ox in a Box</u>	Student Participation	
		Introduced	Week 26	Circle Time/ Rhyme Game	Teacher states word student answers with rhyming word	Student Participation	
		Introduced	Week 30	Center/ Manipulatives (Easter Eggs)	Build words in word family by combining two halves of eggs (t – in, f – in, p – in)	Student Participation	

	2. Hear sounds in words by isolating the syllables of a word using snapping, clapping or rhythmic movement (e.g., cat apple).	Introduced	Week 21	Whole Group	Teacher claps the syllable and students guess the possible name	Student Participation	
	3. Differentiate between sounds that are the same and different (e.g., environmental sounds, animal sounds, phonemes).	Introduced	Weeks 1-38	Individual Center	Students paint the pictures with the beginning sound of the letter of the week	Teacher Observation	God made many sounds for us to enjoy
		Introduced	Week 19	Whole Group Activity	Class goes on a listening walk and return to class and discuss what sounds were heard	Student Participation	
		Introduced	Week 20	Partner Activity	Students learn the hand clap and recite the poem <u>Miss Mary Mack</u>	Student Participation	
		Introduced	Week 21	Whole Group Activity	Student close their eyes and teacher makes a sound and the students determines the source	Student Participation	God gave us ears to hear
		Introduced	Week 24	Whole Group Activity	Student pass a purse and retrieve an item and determine its	Student Participation	

	4. Recognize when words share phonemes (sounds) and repeat the common phoneme (e.g., /b/ as in Bob, ball, baby; /t/ as in Matt, kite, boat).	Introduced	Weeks 1-38	Individual Center	beginning letter Students paint the pictures with the common letter sound for the week	Teacher Observation	Jesus is the best gift
		Introduced	Weeks 1-38	Individual Worksheet	Students are a “detective” and find the letter of the week among other letters	Teacher Observation	
		Introduced	Week 4	Individual Activity	Students receive a Brown, Buddy, Button Bear	Student Participation	
		Introduced	Week 5	Individual Center	Students add to the caterpillar the pictures of the beginning sound of C	Teacher Observation	
		Introduced	Week 11	Center	H is for House Students cut and paste the pictures beginning with letter H	Teacher Observation	
		Introduced	Week 11	Center	Students use a paper punch to punch holes in letter Hh	Student Participation	
		Introduced	Week 17	Individual Center	Students cut and paste pictures beginning with the letter G and place them in the gift box	Teacher Observation	

		Introduced	Week 21	Individual Center	Students cut and paste and place pictures beginning with letter N in the nut	Teacher Observation	
		Introduced	Week 24	Whole Group Activity	Students pass the purse and retrieve an item and determine the beginning letter	Student Participation	
		Introduced	Week 25	Whole Group Activity	Students ask the “Queen” a Question	Student Participation	
	5. Identify own name in print.	Introduced	Week 1	Whole Group Games	Many name games and songs the first week of school to get to know one another	Student Participation	Jesus cares so much for us that He even knows our name
		Introduced	Week 3	Whole Group Activity	Students pin the apple on the tree Apple has the student’s name	Student Participation	
		Introduced	Week 9	Individual Activity	Student traces and writes their name on paper decorated with a pumpkin	Teacher Observation	
		Introduced	Week 13	Individual Activity	Student traces and writes their name on paper decorated with a turkey	Teacher Observation	

	6. Recognize and name some upper and lowercase letters in addition to those in first name.	Introduced	Week 18	Individual Activity	Student traces and writes their name on paper decorated with a snowman	Teacher Observation	We cannot hide from God
		Introduced	Week 21	Whole Group Activity	Students recognize their name from stick, then stand and count to 9 and say their name	Student Participation	
		Introduced	Weeks 1-38	Whole Group Activity	Teacher chooses “helper” by picking a stick with the name, child must recognize their name	Student Participation	
		Introduced	Weeks 1-38	Centers	Students use manipulatives such as magna doodles, white boards, and magnet letters to write/spell their name	Teacher Observation	
		Introduced	Week 1	Individual Worksheet	Students find and color the hidden letters of the alphabet on the school bus	Teacher Observation	
		Introduced	Week 5	Individual Worksheet	Students find, cut, and paste letter Cc, not Oo and Gg	Teacher Observation	
		Introduced	Week 5	Individual Worksheet	Students put cotton on letter Cc	Student Participation	

	7. Recognize that words are made up of letters (e.g., c-a-t).	Introduced	Week 11	Individual Worksheet	Students paper punch Hh	Student Participation	God made all the Fall colors  Jesus is the best Friend
		Introduced	Week 19	Individual Worksheet	Students are “quizzed” on their recognition of letter A-L	Teacher Observation	
		Introduced	Weeks 1-38	Individual Worksheets/ Circle time	Each week a letter is emphasized, sung about, detective work, etc.	Student Participation/ Teacher Observation	
		Introduced	Weeks 1-38	Manipulatives	Word building puzzles, letter cubes, magnet letters, magna doodle, flannel letters, alphabet puppets, etc	Student Participation	
		Introduced	Weeks 1-38	Whole Group Game	Alphabet Bingo	Student Participation	
		Introduced	Week 8	Individual Book	Student learns to “read” their own E Book	Student Participation	
		Introduced	Week 9	Individual Book	Student learns to “read” their own Fall Book	Student Participation	
		Introduced	Week 15	Circle Time Song	<u>I Have a Friend</u> <u>Who Loves me So</u> <u>J-E-S-U-S</u>	Student Participation	



		Introduced	Week 18	Center	Student matches the penguin hat marked with color word to the appropriate colored penguin	Teacher Observation	
		Introduced	Week 19	Circle Time Song	Students sing: <u>L-O-V-E, Love That's Why</u>	Student Observation	Jesus died for you
		Introduced	Week 21	Individual Book	Student learns to "read" their own individual noodle book	Student Participation	
		Introduced	Week 22	Circle Time Song	<u>O-B-E-Y, Obey Your Mom and Dad</u>	Student Participation	If you love God, you will obey
		Introduced	Week 23	Whole Group Game	Student finds the match to the word on his/her heart with the heart of another student	Student Participation	
		Introduced	Week 25	Circle Time Song	<u>Q-U-I-L-T</u> song	Student Participation	
		Introduced	Week 27	Individual Worksheet	Students match the parts of a flower with the name	Teacher Observation	
		Introduced	Week 29	Individual Art Activity	USA – Uncle Sam	Student Participation	
		Introduced	Week 30	Center	Students match eggs to make word from	Teacher Observation	

	<p>8. Recognize and “read” familiar words or environmental print (e.g., McDonalds, Bob Evans).</p> <p>9. Demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading (e.g., <i>Brown Bear, Brown Bear</i>).</p>	Introduced	Week 30	Individual Worksheet	word families Students color according to the color word	Teacher Observation	<p>God gives us friends</p> <p>Worshipping God is a freedom we enjoy God is Love</p>
		Introduced	Weeks 1-38	Book Center	Students can “read” the environmental book during any free time	Student Participation	
		Introduced	Week 1	Class Book	Students “read” the Who Do You See Book	Student Participation	
		Introduced	Week 2	Story Time	Student share in the reading of <u>In a Cabin in A Wood</u>	Student Participation	
		Introduced	Week 8	Individual Book	Students “read” the Ee Book	Student Participation	
		Introduced	Week 9	Individual Book	Students “read” the Fall Book	Student Participation	
		Introduced	Week 13	Individual Book	Students “read” the Thanksgiving Book	Student Participation	
		Introduced	Week 17	Individual Book	Students “read” God’s Love Book	Student Participation	
		Introduced	Week 19	Individual Book	Students “read” the Look Book	Student Participation	
		Introduced	Week	Individual	Students “read” the	Student	

		Introduced	21 Week 24	Book Individual Book	Noodle Book Students “read” the Pet and Pond Book	Participation Student Participation	
<b>Acquisition of Vocabulary</b>	1. Understand the meaning of new words from context of conversations, the use of pictures that accompany text or the use of concrete objects.	Introduced	Week 8	Individual Book	Students “read” the Letter Ee book by looking at context clues (pictures)	Student Participation	God’s plan is that people read well.
		Introduced	Week 13	Individual Book	Students “read” the Thanksgiving Book by looking at pictures for reminders	Student Participation	I Timothy 4:13 “Give your attention to public reading, exhortation, and teaching.”
		Introduced	Week 17	Individual Book	Students “read” the God’s Love Book by looking at pictures as clues	Student Participation	
		Introduced	Week 19	Story Time	Teacher reads <u>The Lamb Who Loved to Laugh</u> as students predict outcomes	Student Participation	Treat others the way you want to be treated
		Introduced	Week 27	Story Time	Students determine the meaning of the word “scrumptious” from the reading of the book <u>Seal’s Silly Sandwich</u>	Student Participation	
		Introduced	Week 28	Story Time	Students learn what a taxi is by the reading of the book <u>Tilly Turtle Came to Tea</u>	Student Participation	Be helpful to others

	2. Recognize and demonstrate an understanding of environmental print (e.g., STOP on stop sign).	Introduced	Week 8	Whole Group Activity	The class explores the school building looking for EXIT signs	Student Participation	Your body is the temple of the Holy Spirit
		Introduced	Week 33	Individual Activity	Students read their own Exit Book	Student Participation	
	3. Name items in common categories (e.g., animals, food, clothing, transportation).	Introduced	Week 9	Small Group Activity	Students work in groups to create a Junk Food/Healthy Food Poster by using cut outs from magazines	Student Participation	
		Introduced	Week 15	Learning Center	Students make a necklace putting on paper cuts out of means of transportation	Student Participation	God created all animals
		Introduced	Week 24	Learning Center	Students sort pets from other animals	Teacher Observation	
		Introduced	Week 28	Whole Group Activity	Students graph foods according to sweet, salty, and sour	Student Participation	
	4. Demonstrate or orally communicate position and directional words (e.g., inside,	Introduced	Weeks 1-38	Learning Center	Students experience the classifying cards	Student Participation	
		Introduced	Week	Circle Time	Sing and act out the	Student	

5. Determine the meaning of unknown words with assistance or cues from an adult (e.g., providing a frame of reference,	outside, in front of, behind).	Introduced	1-38 Week 4	Circle Time	Letter Hokey Pokey Students act out the Teddy Bear, Teddy Bear... Poem	Participation Student Participation	God made the Fall colors
		Introduced	Week 9	Circle Time	Students sing and act out the Fall song "Put your ____ leaf in"	Student Participation	
		Introduced	Week 18	Learning Center	Students place the fish cracker next to the penguin as directed by the teacher's position word	Teacher Observation	
		Introduced	Week 29	Circle Time	Students act out the "mail" for the week of up and under	Student Participation	Sin caused wormy apples
		Introduced	Week 32	Learning Center	Students learn in and out with worm and apple	Teacher Observation	
		Introduced	Week 33	Learning Center/Game	Students play Tic-Tac-Toe with a partner (practice with X)	Student Participation	God doesn't reveal everything to us
		Introduced	Week 19	Story Time	Students determine meanings of unknown words like "mane" by using pictures in the book <u>The Lamb Who Loved To Laugh</u>	Student Participation	

	context or comparison).	Introduced	Week 25	Story Time	Students determine what a quill is in the book <u>The Quiet Quail</u>	Student Participation	
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	1. Understand that print has meaning by demonstrating the functions of print through play activities (e.g., orders from a menu in pretend play).	Introduced	Week 5	Free Play	Students use a cookbook in the play kitchen	Student Participation	Truth: Reading the Bible is important to growth in knowledge and understanding of our life and the responsibilities in it. The results of such reading can be obtained in no other way. Deuteronomy 17: 19-20
		Introduced	Week 26	Free Play	Students “write” a recipe while playing restaurant	Student Participation	
		Introduced	Week 29	Field Trip	The class will go to the United States Post Office to see the process of mail and then “play” post office in the classroom	Student Participation	
	2. Hold books right side up; know that people read pages from front to back, top to bottom and read words from left to right.	Introduced	Week 1-38	Reading Center	Students can choose to look at books for center choice	Student Participation	Reading and writing is important – That is how God communicates to us
		Introduced	Week 9	Individual Activity	Students read their own Fall Book that they made	Student Participation	
		Introduced	Week 13	Individual Activity	Students read their own individual Thanksgiving book	Student Participation	
		Introduced	Week 17	Individual Activity	Students read their own individual God’s Love book	Student Participation	

	3. Begin to distinguish print from pictures.	Introduced	Week 19	Individual Activity	Students read their own individual Look Book	Student Participation	God's love is great!
		Introduced	Week 21	Individual Activity	Students read their own individual Noodle Book	Student Participation	
		Introduced	Week 24	Individual Activity	Students read their own individual Pet and Pond Book	Student Participation	
		Introduced	Week 30	Individual Activity	Student read their own individual Easter Book	Student Participation	
		Introduced	Week 32	Individual Activity	Students read their own individual Exit Book	Student Participation	
		Introduced	Week 1-38	Reading Center	Students can choose to look at books for center choice	Student Participation	Reading and writing is important – That is how God communicates to us
		Introduced	Week 8	Individual Activity	Students read their own individual Ee Book	Student Participation	
		Introduced	Week 9	Individual Activity	Students read their own Fall Book that they made	Student Participation	
		Introduced	Week 13	Individual Activity	Students read their own individual Thanksgiving book	Student Participation	

	4. Begin to visualize, represent and sequence an understanding of text through a variety of media and play.	Introduced	Week 17	Individual Activity	Students read their own individual God's Love book	Student Participation	Jesus died and rose for us  Tell others what you know about Jesus  Jesus likes order – there is to be order in everything  God is in charge of creation
		Introduced	Week 19	Individual Activity	Students read their own individual Look Book	Student Participation	
		Introduced	Week 21	Individual Activity	Students read their own individual Noodle Book	Student Participation	
		Introduced	Week 30	Individual Activity	Student read their own individual Easter Book	Student Participation	
		Introduced	Weeks 1-38	Reading/Story Center	Students can choose to look at books for center choice or tell stories with flannel	Student Participation	
		Introduced	Week 4	Story Time/ Learning Center	Students listen to the story of Corduroy and put the story cards in sequential order	Teacher Observation	
		Introduced	Week 9	Learning Center	Students put the growth of a pumpkin and raking leavings in sequential events	Teacher Observation	
		Introduced	Week	Learning	Students put the	Teacher	



	5. Predict what might happen next during reading of text.	Introduced	13 Week 21	Center  Learning Center	Pilgrim mouse eating a turkey leg in sequential order Students tell the Bible story of Noah's Ark with flannel board	Observation  Student Participation	
		Introduced	Week 30	Learning Center/ Individual Activity	Students tell the Easter story with flannel board and sequence the events	Student Participation and Teacher Observation	Jesus died and rose again
		Introduced	Week 2	Story Time	Students predict what will happen when the skunk enters the cabin in the book <u>In A Cabin In A Wood</u>	Student Participation	God causes animals to be able to protect themselves
		Introduced	Week 6	Story Time	Students predict what happened to the disappearing donuts in the book <u>Detective Dog and the Disappearing Donuts</u>	Student Participation	
		Introduced	Week 19	Story Time	Students predict what will happen to the lamb when he is scared by lion and also how lamb's friends felt at being laughed at in the book <u>The Lamb Who</u>	Student Participation	Treat others the way you want to be treated

	6. Connect information or ideas in text to prior knowledge and experience (e.g., “I have a new puppy at home too.”).	Introduced	Week 24	Story Time	<u>Loved to Laugh</u> Students predict what will happen to the pantry when the pigs sample the variety of foods to determine which should be taken to the picnic in the book <u>The Pig’s Picnic</u>	Student Participation	We are all created different
		Introduced	Week 29	Story Time	Students predict if it will rain in the book <u>Umbrellabird’s Umbrella</u>	Student Participation	
		Introduced	Week 4	Story Time	Students talk about their experiences with being made fun of and how they handled it.	Student Participation	Take care of God’s creation
		Introduced	Week 6	Circle Time	Students learn and connect learning of dog safety	Student Participation	
		Introduced	Week 9	Individual Work/Book	Students recall the fun during the season of Fall	Student Participation	God made the earth for us to enjoy
		Introduced	Week 19	Story Time	Students relate the proper treatment of friends in the book <u>The Lamb Who Loved to Laugh</u>	Student Participation	Treat others the way you want to be treated

	7. Answer literal questions to demonstrate comprehension of orally read age-appropriate texts.	Introduced	Week 1-38	Story Time	Students discuss actions of others and comprehension of the many books read during Story Time at the end of each day.	Student Participation	God cares and provides for the animals
		Introduced	Week 19	Story Time	The teacher purposefully “quizzes” the student for comprehension	Student Evaluation	
		Introduced	Week 24	Individual Work	Students through their own individual books (Pet and Pond Books)	Student Participation	
	8. Respond to oral reading by commenting or questioning (e.g., “That would taste yucky.”).	Introduced	Week 2	Story Time	Students respond to many books throughout the year during Story Time, but particularly concerning the skunk in the book <u>In A Cabin in the Wood</u>	Student Participation	
	9. Select favorite books and poems and participate in shared oral reading and discussions.	Introduced	Week 10	Story Time	This happens throughout our year, but particularly in the story of the <u>Gingerbread Man</u>	Student Participation	
<b>Reading Applications:</b>	1. Use pictures and illustrations to aid	Introduced	Week 1-38	Story Time	This happens daily in the reading of the	Student Participation	Listening is basic to

<b>Informational, Technical and Persuasive Text</b>	comprehension (e.g., talks about picture when sharing a story in a book).	Introduced	Week 13	Individual Book	many books during Story Time  This particularly happens in the student's individual Thanksgiving book	Student Participation	learning and awareness.
		Introduced	Week 19	Story Time	This happens purposefully in the book <u>The Lamb Who Loved to Laugh</u>	Student Participation	Psalm 34:11 "Come little children listen to me. I will teach you the fear of the Lord."
		Introduced	Week 6	Circle Time/ Individual Book	Students recite back what they learned about dog safety	Student Participation	
	2. Retell information from informational text.	Introduced	Week 11	Circle Time	Students learn how to say "hello" in other languages	Student Participation	Tower of Babel – God caused confusion
		Introduced	Week 13-14	Circle Time/ Individual Book	Students learn and recite back what they learned about the First Thanksgiving	Student Participation	Worshipping God is a wonderful freedom
		Introduced	Week 16	Circle Time	Students learn about the kangaroo	Student Attentiveness	
		Introduced	Week 18	Circle Time/ Learning	Through books and the teacher students	Student Participation	

				Centers	learn about winter animals such as: Polar bears, penguins and whales		
		Introduced	Week 21	Bible Story/ Center	Students “tell” the story of Noah’s Ark through flannel graph	Student Participation	God promises are sure
		Introduced	Week 22	Circle Time/ Learning Center	Students learn all about the octopus	Student Participation	
		Introduced	Week 24	Individual Book	Students learn how to best care for pets.	Student Participation	Care for God’s creation (animals)
		Introduced	Week 1-38	Story Time	Daily as the teacher reads books to the students, topics are discussed	Student Participation	
	3. Tell the topic of a selection that has been read aloud (e.g., What is the book about?).	Introduced	Week 7	Circle Time/ Story Time	Students learn about fire safety through books and posters	Student Participation	
	4. Gain text information from pictures, photos, simple charts and labels.	Introduced	Week 18	Story Time/ Learning Centers	Students learn about penguins, polar bears, and other winter animals through books.  Children’s encyclopedias, and	Student Participation	



					yum and yuck		dislikes
<b>Reading Applications: Literary Text</b>	1. Identify characters in favorite books and stories.	Introduced	Week 1-38	Story Time	Daily as the teachers reads to the class characters are identified in the books read recognizing proper and improper behavior, etc.	Student Participation	Bible in its use of many styles and types of writing provides patterns and furnishes the criteria by which we judge literature and writing.
	2. Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story).	Introduced	Week 5	Learning Center	Students retell the creation story with the flannel graph story	Student Participation	I Timothy 3: 16-17
		Introduced	Week 10	Learning Center	Students retell the story of David and Goliath using flannel graph	Student Participation	All scripture is given by inspiration of God.
		Introduced	Week 17	Learning Center	Students retell the Christmas story using puppets	Student Participation	Jesus came to earth
		Introduced	Week 20	Learning Center	Students retell the story of Moses in the bulrushes with flannel graph	Student Participation	Jesus will protect us
		Introduced	Week 21	Learning Center	Students retell the story of Noah's Ark with the flannel graph	Student Participation	God's promises are sure

	3. Begin to demonstrate an understanding of the differences between fantasy and reality (e.g., talking flowers and animals).	Introduced	Week 30	Learning Center	Students retell the Easter story using flannel graph	Student Participation	Jesus died and rose again
		Introduced	Week 10	Story Time	Students compare the stories of the Gingerbread Man and David and Goliath and determine reality and fantasy and the truth of the Bible	Student Participation	The Bible can only be trusted as truth
		Introduced	Week 21	Circle Time	As a class we talk about nursery rhymes and the reality of them	Student Participation	The Bible can only be trusted as truth
		Introduced	Weeks 1-38	Devotions	As the devotional/Bible story is presented the absolute and continuous truth is emphasized	Student Participation	The Bible can only be trusted as truth
	4. Participate in shared reading of repetitious or predictable text.	Introduced	Week 2	Circle Time	Students help in the recitation of the “Help me...” phrase in the book <u>In A Cabin in the Wood</u>	Student Participation	
		Introduced	Week 5	Circle Time	Students help with the chant <u>Who Stole the Cookies From the Cookie Jar</u>	Student Participation	



		Introduced	Week 10	Story Time	Students help in the story by reciting “Run, run as fast as you can...” in the book <u>The Gingerbread Man</u>	Student Participation	
		Introduced	Week 17	Story Time	Students recite their own individual Christmas book ( <u>God’s Love</u> ) “Yellow star, yellow star...”	Student Participation	Jesus was born at Christmas
		Introduced	Week 20	Story Time	Students repeat “miserable Monday” in the book <u>Miserable Monday</u>	Student Participation	Be happy everyday God gives us
		Introduced	Week 30	Story Time	Students recite their own individual Easter book “Brown donkey, brown donkey...”	Student Participation	Jesus died and rose again
<b>Writing Processes</b>	1. Generate ideas for a story or shared writing with assistance.	Introduced	Week 1-38	Homework	Students complete their book page according to the letter of the week to be included in the class book for distribution	Student Participation	The Bible exhibits styles of writing to express the message of God.
	2. Choose a topic for writing related to shared or personal	Introduced	Week 1-38	Homework	Students document personal responses to the book page (i.e. “My mom was	Student Participation	Though the Bible expresses the message of

	experience.				crazy when _____”) for the class book		God without error the Scriptures do show the personalities of the human writers.
	3. Begin to determine purpose for writing (e.g., writing invitations to a birthday party).	Introduced	Week 5	Class Project	The class made a card for the custodian to thank him for his work	Student Participation	II Timothy 3: 16-17
		Introduced	Week 23	Class Project	Students make Valentine cards to give to other classmates	Student Participation	God recognizes writing as a powerful tool to influence people. (Letters that Paul wrote to churches in Galatians and Philippians.)
		Introduced	Week 26	Class Project	Students make cards of encouragement for adopted soldier, Jordan	Student Participation	Deuteronomy 6: 6-9
	4. Generate related ideas with assistance.	Introduced	Week 5,23, 26,30	Class Project	Teacher helps prompt ideas for cards, and thoughts for mom interview, etc.	Student Participation	
	5. Dictate or produce “writing” to express thoughts.	Introduced	Week 5	Class Project	Students express thanks to the Custodian by making a card	Student Participation	Be thankful for others

	6. Repeat message conveyed through dictation or “writing,” (e.g., retell what was written).	Introduced	Week 22	Individual Work	Students express what they want to be when they grow up (occupation)	Student Participation	We are all part of God’s family, doing God’s work for the Kingdom
		Introduced	Week 34	Class Book	Student produce a <u>My School Year</u> book	Student Participation	
		Introduced	Weeks 1-38	Class Project	Throughout the year cards, letters, etc. are produced (mail to Mr. Misener, thank you cards, get well cards, or cards of appreciation)	Student Participation	
	7. Begin to use resources (e.g., labels, books, adults, word walls, computer) to convey meaning.	Introduced	Week 1-38	Class Project	Students take turns taking home the class books to “read”	Student Participation	It’s important to care for others
		Introduced	Week 9	Individual Book	Students copy color words in the Fall Leaf Book	Teacher Observation	
		Introduced	Week 19	Learning Activity	Students find words around the room and copy and “write” words with magnets	Student Participation	
		Introduced	Week 23	Learning Center	Students copy Valentine words on hearts onto their board with magnets	Student Participation	

	8. Display or share writing samples, illustrations and dictated stories with others.	Introduced	Week 37	Learning Center	Students use the child's dictionary to write words with magnets with chalk, etc.	Student Participation	God made us all unique and we like different things
		Introduced	Week 1-38	Class Book	Student contribute to the class book by completing a page in each letter book and then take turns taking it home to "read"	Student Participation	
		Introduced	Week 16	Class Book	Together the class completes the book <u>I Like Ketchup</u> to place on the class book shelf by cutting out magazine pictures	Student Participation	
		Introduced	Week 21	Class Book	Together the class completes the book _____ <u>is Nuts about</u> _____ to place on the class book shelf by cutting out magazines	Student Participation	
<b>Writing Applications</b>	1. Dictate stories or produce simple stories using pictures, mock letters or words.	Introduced	Week 1-38	Homework	Students complete their letter book page by writing or drawing pictures	Student Participation	Many kinds of writing are used by God for his purpose.

	2. Name objects and label with assistance from adult cues (e.g., table, door).	Introduced	Week 16	Class Book	Students complete their page in the <u>We Like Ketchup</u> book by cutting out pictures in magazines	Student Participation	Historical writing (historical books, Gospels, Acts)
		Introduced	Week 21	Class Book	Together the class completes the book _____ is Nuts about _____ to place on the class book shelf by cutting out magazines	Student Participation	Lists and records (Genesis 10, Numbers 1-10, Matthew 1)
		Introduced	Week 1-38	Learning Activity	Students name the word that is labeling objects around the room	Teacher Evaluation	Poetry and Proverbs (Psalms and Proverbs)
	3. Play at writing from top to bottom, horizontal rows as format.	Introduced	Weeks 1-38	Dramatic Play	Students “write” letters and mail them in the post office box, “write” an order at the “restaurant”, “write” a prescription as a doctor or vet, etc.	Student Participation	Letters (Epistles, Revelation 2,3)
	4. Dictate words or produce writing approximations for a variety of purposes (e.g., menus in dramatic	Introduced	Week 1-38	Dramatic Play	Students “write” letters and mail them in the post office	Student Participation	

	play, note to friend).	Introduced	Weeks 1-38	Class Project	box, “write” an order at the “restaurant”, “write” a prescription as a doctor or vet, etc.  Throughout the year cards, letters, etc. are produced (mail to Mr. Misener, thank you cards, get well cards, or cards of appreciation)	Student Participation	It’s important to show care and concern for others and thank others
<b>Writing Conventions</b>	1. Print letters of own name and other meaningful words with assistance using mock letters and/or conventional print.	Introduced	Week 3	Learning Center	Students trace several times and then write their name on an apple shaped paper	Teacher Observation	Writing that follows God’s plan makes use of numerous techniques.
		Introduced	Week 9	Learning Center	Students trace several times and then write their name on a pumpkin shaped paper	Teacher Observation	Things that are alike Jeremiah 1:18
		Introduced	Week 13	Learning Center	Students trace several times and then write their name on a turkey shaped paper	Teacher Observation	Things that contrast Jeremiah 2: 32-36
		Introduced	Week 18	Learning Center	Students trace several times and then write their name on a snowman shaped paper	Teacher Observation	Parables and stories Luke 10:30-37 The Good Samaritan
		Introduced	Week	Learning	Students trace	Teacher	

	2. Begin to demonstrate letter formation in “writing.”  3. Scribble familiar words with mock letters and some actual letters (e.g., love, mom, child’s name).	Introduced	23	Center	several times and then write their name on a heart shaped paper	Observation	
		Introduced	Week 24	Learning Center	Student practice writing their name on a pencil shaped paper	Teacher Observation	
		Introduced	Week 30	Learning Center	Students form words of word families by putting together two plastic egg halves each half with a letter or group of letters	Teacher Observation	
		Introduced	Week 1-38	Learning Center	Students form each letter of the alphabet at the bottom of each letter detective paper	Teacher Observation	
		Introduced	Week 27	Individual Work	Students copy/write the parts of a flower	Student Participation	
		Introduced	Week 30	Learning Center	Student write word families present to the class	Student Participation	
		Introduced	Week 1-38	Learning Center	Students have a choice to go to the magnet letter center and “write” words	Student Participation	

	4. Indicate an awareness of letters that cluster as words, words in phrases or sentences by use of spacing, symbols or marks.	Introduced	Week 1-38	Homework	Students read family words by repetition in the weekly alphabet books that they are able to take home	Student Participation	
		Introduced	Week 19	Individual Book	Students read as a class <u>The Look Book</u> noting/pointing to each word	Student Participation	
		Introduced	Week 21	Individual Book	Students read as a class <u>The Noodle Book</u> noting/pointing to each word	Student Participation	
<b>Research</b>	1. Ask questions about experiences, areas of interest, pictures, letters, words, logos or icons (e.g., EXIT on a sign in the grocery store).	Introduced	Week 1-38	Free Play/ Learning Centers/Class Walk	This happens throughout the day with purposeful and non-purposeful activities during Free Play, learning centers, and on the EXIT sign walk	Student Participation	Effective writing demands careful research, documentation, and wise expression.
	2. Use a variety of resources to gather information with assistance (e.g., picture games, informational picture books).	Introduced	Week 3	Learning Center	Students learn about astronauts through books and toys	Student Participation	Ecclesiastes 12: 9-12
		Introduced	Week 9	Learning Center	Students learn about the names and types of leaves from	Student Participation	



		Introduced	Week 12	Learning Center	children's identification books  Students learn about insects through children's informational books, plastic toy bugs, magnifying glasses, etc.	Student Participation	
		Introduced	Week 14	Field Trip	Students learn about the turkey by going on a field trip to Gorman Nature Center	Student Participation	
		Introduced	Week 37	Learning Center	Students learn about animals through the children's encyclopedia	Student Participation	
	3. Recall information about a topic dictated or constructed by child.	Introduced	Week 27	Learning Center	Students tell the parts of a flower by referring to the words printed and the pictures	Student Participation	
	. Share findings of information through retelling, media and play (e.g., draw a picture of the	Introduced	Week 2	Nature Walk	After walking the school grounds as a class, students dictate, draw, and tell what they saw	Student Participation	

	desert).						
<b>Communication: Oral and Visual</b>	1. Attend to speakers, stories, poems and songs.	Introduced	Week 1-38	Chapel/ Show N' Tell/ Story Time/ Circle Time	Students practice being attentive, having appropriate manners, to speakers	Student Attentiveness	I Corinthians 14: 40 "Be sure that everything is done properly and in order."
		Introduced	Week 6	Class Activity	Students are attentive as dads come in to read	Student Attentiveness	
		Introduced	Week 9	Field Trip	Students are attentive to the speakers in learning about activities of Fall at Wayne's Country Market	Student Attentiveness	
		Introduced	Week 14	Field Trip	Students are attentive to the speakers in learning about turkeys at Gorman Nature Center	Student Attentiveness	We must speak clearly, both in enunciation and explanation and use variety when we speak.
		Introduced	Week 26	Resource Person	Students are attentive as Lucky the Ladybug visits the classroom to talk about Planting Pride, Not Litter	Student Attentiveness	I Corinthians 14:15-19
		Introduced	Week 27	Story Time	Students are attentive as surprise readers come into the room to read	Student Attentiveness	

	2. Connect information and events to personal experiences by sharing or commenting.	Introduced	Week 31	Resource Person	Students are attentive as they learn from a visit from a local veterinarian	Student Participation	<p>God made the seasons to change</p> <p>It's important to always listen and obey</p>
	3. Follow simple oral directions.	Introduced	Week 6	Circle Time	Students comment on what they learn about dog safety and relate it to personal experiences	Student Participation	
		Introduced	Week 9	Circle Time	Students comment on fun fall activities that they enjoy and participate in	Student Participation	
		Introduced	Week 6	Whole Group Activity	Students follow the direction on the tooth in the Dentist Game	Student Participation	
		Introduced	Week 15	Individual Activity	Students follow oral direction with 2-3 steps in making a jellyfish (where, what color, and how many)	Teacher Observation	
		Introduced	Week 19	Individual Activity	Students follow oral direction with 2-3 steps in making a lollipop (where, what color, and how many)	Teacher Observation	

	4. Speak clearly and understandably to express ideas, feelings and needs.	Introduced	Week 29	Individual Activity	Students follow oral direction with 2-3 steps in making a umbrella (where, what color, and how many)	Teacher Observation	God wants us to share and take turns
	5. Initiate and sustain a conversation through turn-taking.	Introduced	Week 1-38	Show N' Tell	Students speak individually and to tell the class what they have to share that begins with the letter of the week	Student Participation	Our body is the temple of the Holy Spirit. We must take care of it
		Introduced	Week 1-38	Circle Time/ Show N' Tell	Students take turns to talk and get a turn at Show N' Tell	Student Participation	
	6. Present own experiences, products, creations or writing through the use of language (e.g., share and talk about a drawing with others).	Introduced	Week 36-37	Whole Group Activity	Students take turns individually presenting their alphabet review poster	Student Participation	
		Introduced	Week 1-38	Whole Group Activity	Students tell what they dictated in each alphabet book page	Student Participation	
		Introduced	Week 11	Whole Group Activity	Students display their unique hats in a hat parade	Student Participation	
		Introduced	Week 15	Group Work	Students work in pairs to make a junk	Student Participation	

					food/healthy food poster by cutting out pictures from magazines and then present it to the class		
	7. Participate in the recitation of books, poems, chants, songs and nursery rhymes (e.g., <i>Little Miss Muffet</i> ).	Introduced	Week 19	Group Work	Students work in partners to make a living/non-living thing poster by cutting out pictures from magazines and present it to the class	Student Participation	God gave us a wonderful school
		Introduced	Week 28	Group Work	Students work together to make a salty/sweet poster by cutting out pictures from magazines and present it to the class	Student Participation	Tower of Babel and God confused the languages
		Introduced	Week 34	Individual Activity	Students create a <u>My School Year Book</u> and presents it to the class	Student Participation	
		Introduced	Week 9	Circle Time	Students recite together Humpty Dumpty	Student Participation	God has great love for His children
		Introduced	Week 11	Circle Time	Students recite words for “hello” in other languages	Student Participation	
		Introduced	Week 16	Circle Time Songs	Students sing <u>The King is in the</u>	Student Participation	God keeps His promises

		Introduced	Week 19	Circle Time Songs	<u>Kitchen</u> song together Students sing <u>L-O-V-E Love That's Why</u> song	Student Participation	Jesus loves us most of all
		Introduced	Week 20	Circle Time Handclap	Students clap hands with a partner reciting <u>Miss Mary Mack</u>	Student Participation	
		Introduced	Week 21	Circle Time	Students recite various nursery rhymes both traditional and Christian from the Marjorie Decker's book <u>The Christian Mother Goose Book of Nursery Rhymes</u>	Student Participation	
		Introduced	Week 24	Circle Time	Students recite Peas Porridge Hot and Mom Loves Me Lots	Student Participation	
		Introduced	Week 27	Circle Time Song	Students sing together Plant a Seed Song	Student Participation	
		Introduced	Week 32	Circle Time	Students sing <u>Wheels on the Bus</u>	Student Participation	
		Introduced	Weeks 1-38	Circle Time/ Chapel	Singing is incorporated in daily activities in chapel	Student Participation	

					and Circle Time for enjoyment and learning		
--	--	--	--	--	--	--	--

**Mansfield Christian School  
Kindergarten  
Language Arts Curriculum Guide**

<b><u>Performance Scale Key</u></b> Introduced Developed Reinforced Not Addressed		<b><u>Instructional Method Key</u></b> AR= Accelerated Reader      IRA= Interactive Read Aloud      SR= Shared Reading GR= Guided Reading      IR= Independent Reading      GrW= Group Writing GW= Guided Writing      IW= Independent Writing      WS= Word Study SW= Shared Writing      MIL= Managed Independent Learning					
<b>Standard</b>	<b>Indicator/ Objective</b>	<b>Performance Scale</b>	<b>Time Frame</b>	<b>Instructional Method</b>	<b>Instructional Activity &amp; Resources</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Phonemic Awareness, Word Recognition and Fluency</b>	1. Read own first and last name.	Introduced, Developed, Reinforced	Week 1-38	SW, IW,	Name Games, Name Chart, Describe person and guess who, trace name, write name	Observation, Checklists	It is God's plan that people should be able to read well.  Revelation 1:3
	2. Identify and complete rhyming words and patterns.	Introduced, Developed, Reinforced	Week 5-38	IRA, SR, WS, SW, MIL	Read rhyming books {Cat & the Hat}, word families creating words, rhyming matching game	Observation, checklists	
	3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting.	Introduced, Developed	Week 22-38	SR, GR, WS, MIL	Clap names when saying them, clap objects when saying them, sort words depending on number of syllables, grocery sorting game,	Observation, Checklists, Anecdotal Notes	
	4. Distinguish and name all upper- and lower-case letters.	Introduced, Developed	Week 1-38	IRA, SR, GR, IR, WS, MIL	Chicka Chicka Boom Boom story, name letters as they come up the tree, ABC Tree overhead and fill in the	Checklists, Flashcards, Picture matching with letter	



	5. Recognize, say and write the common sounds of letters.	Introduced	Week 1-38	IRA, SR, GR, MIL	missing letters, matching games for upper case to upper case, lower case to lower case, and capital to lower case  Study each letter per week, show n'tell for each letter, read letter sound books, use letter sound boxes, write list of words that start with each letter, highlight letter in poems, journaling about letter of the week	Observation, Checklists, Flashcards	
	6. Distinguish letters from words by recognizing that words are separated by spaces.	Introduced, Developed	Week 7-38	IRA, SR, IR, WS, GR, MIL	During morning messages, read alouds (big books), poetry, charts, students point to certain words, letters and spaces. Students highlight certain words and notice spaces in sight word books	Observation	
	7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend phonemes to say words.	Introduced	Week 22-38	GrW, GW, IW, SW, MIL	Students write in journals, create words using word families and chunks to blend words together. Beginning sound and ending sound matching, Beginning sound and ending sound writing for conferences.	Observation, Flash cards of sounds of letters	
			Week				

	8. Read one-syllable and often-heard words by sight.	Introduced, Developed	3-38	IRA, SR, GR, MIL	Weekly sight words, read sight word books, sight word sentences, write sight words, use word wall and flash light game, word wall hunt, sight word around the world, memory, matching, highlight sight words, cut out sight words from newspapers and magazines, starfall.com, sight word Bingo	Observation, Flashcard checklist	
	9. Reread stories independently or as a group, modeling patterns of changes in timing, voice and expression.	Introduced	Week 20, 26-38	IRA, SR, GR, IR, MIL	Book study of The Mitten by Jan Brett, read the book every day of the week and pretend to be characters, reread favorite stories as a whole group with students joining in on known parts, read Drat that Fat Cat with students joining in with expression, read questions appropriately, read exclamation point appropriately	Observation, Guided Reading running records	
<b>Acquisition of Vocabulary</b>	<b>Contextual Understanding</b> 1. Understand new words from the context of conversations or from the use of pictures within	Introduced	Week 5-38	IRA, SR, GR, IR	Continual noticing during read alouds and guided reading, students use the pictures to make sense of the words. Take picture walks before reading stories to talk about what words	Observation	It is God's plan that people should be able to read well.  I Timothy 4:13

	a text.				we may see or hear. Students make sentences to understand new words.		
		Introduced	Week 1, 3, 10, 16, ongoing for year	WS, SW, MIL	Gingerbread search to see signs and places around school, environmental print: students put together sentences _____ likes {picture of what they like such as yogo box }, read books showing road signs and community signs.	Observation	
	<b>Conceptual Understanding</b> 2. Recognize and understand words, signs and symbols seen in everyday life.	Introduced	Weeks 5-17	SW, GW, WS, MIL	Make color word book with each color having its own page (Ex: Red, red, I like red.), Making counting coconut book, Number center time games match number with word, color	Observation, Checklist	
	3. Identify words in common categories such as color words, number words and directional words.		Weeks 28-38	GR, WS	Use dictionary to find word meanings and teacher models how to use students can use dictionaries on own to experiment with how it works	Observation	

	<b>Tools and Resources</b> 4. Determine the meaning of unknown words, with assistance, using a beginner's dictionary.						
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	<b>Concepts of Print</b> 1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.	Introduced	Week 1-38	IRA, SR, GR, MIL	Read alouds several times a day, individual guided reading groups, sequencing and retelling with felt board. Ask questions about topics or subjects and use books to find the answers. Use KWL charts to find information.	Observation, Rereading	Reading of the Bible is important to growth in knowledge and understanding of life and our responsibilities in it. The results of such reading can be obtained in no other way.
	2. Hold books right side up, know that people read pages from front to back and read words from left to right.	Introduced, Developed, Reinforced	Week 1-38	IRA, SR, GR, IR, MIL	Demonstrate how books work when reading aloud, students can experiment with how books work during the library center, students demonstrate how books work during the listening center. {They have to follow along with the tape and turn pages.} Students point to charts as class follows along reading. Book Box reading and buddy reading	Observation	Deuteronomy 17: 19-20

	3. Know the differences between illustrations and print.	Introduced, Developed	Week 1-38	IRA, SR, GR, IR	Talk about the difference between words and pictures when reading aloud. Have students point to words on the page when reading at the carpet.	Observation, Checklist	
	<b>Comprehension Strategies</b> 4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.	Introduced	Week 1-38	IRA, SR, GR, MIL	Picture walks before read alouds, illustrator studies, draw what you see, draw the beginning picture, middle picture, and ending picture	Observation, Checklists, Running records	
	5. Predict what will happen next, using pictures and content as a guide.	Introduced	Week 1-38	IRA, SR, GR, MIL	Picture walks before read alouds, retelling stories, sequencing center	Observation	
	6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.	Introduced	Week 24-38	IRA, SR, GR	Use Venn Diagram to compare different versions of stories,	Observation	

	7. Recall information from a story by sequencing pictures and events.	Introduced, Developed	Week 9, 12, 16, 21, 33	IRA, SR, MIL	Sequence story events with flannel graph, sequence popular nursery rhymes with file folder game	Participation	
	8. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.	Introduced, Developed	Week 1-38	IRA, SR, GR, MIL	Answer questions during guided reading, read alouds, and content lessons	Participation	
	<b>Self-Monitoring Strategies</b> 9. Monitor comprehension of orally read texts by asking and answering questions.	Introduced	Week 1-38	IRA, SR, GR	Read Alouds, guided reading groups	Observation	
	<b>Independent Reading</b> 10. Identify favorite books and stories and participate in shared oral reading.	Introduced, Developed	Week 1-38	IRA, SR, MIL	Library Center, Book Box Center, Buddy Reading, Big Books, Read Alouds, Bring Favorite Book to School	Participation	
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	1. Use pictures and illustrations to aid comprehension.	Introduced	Weeks 1-38	IRA, SR, GR	Picture walks before read alouds, while reading students will look at pictures to discover unknown words or	Observation	Listening is basic to much of learning and awareness.  Psalm 34:11

	2. Identify and discuss the sequence of events in informational text.	Introduced	Ongoing throughout the year during different weeks of study Weeks 5-38  Weeks 22-38	IRA, GR	comprehension, use context clues to figure out missing words  Use books to sequence events learned through units of study	Participation	
	3. Tell the main idea of a selection that has been read aloud.	Introduced		IRA, SR,GR, GrW, GW, SW	Discuss the main idea after read alouds, draw pictures of the main idea, write a sentence about the main idea	Participation	
	4. Identify and discuss simple maps, charts and graphs.	Introduced	Weeks 30-38	SR	Use globe, look at United States map and find Ohio	Observation	
	5. Follow simple directions.	Introduced, Developed	Weeks 1-38	MIL	Whole group art projects, complete math pages together one problem at a time, Thanksgiving Book, center activities can be completed on their own, students self-monitor	Observation	
<b>Reading Applications: Literary Text</b>	1. Identify favorite books and	Introduced, Developed	Weeks 1-38	IRA, SR, IR, MIL	Library Center, Book Box Center, Buddy Reading, Big Books,	Participation	The Bible in its use of many styles and types

	stories.				Read Alouds, Bring Favorite Book to School	Participation	of writing provides patterns and furnishes the criteria by which we judge literature and writing.
	2. Identify the characters and setting in a story.	Introduced	Weeks 10-38	AR, IRA, SR, GR, IR, MIL	Read alouds (who are the characters and where does this story take place), accelerated reader books, draw pictures of the characters in the stories	Participation	II Timothy 3:16-17
	3. Retell or re-enact a story that has been heard.	Introduced	Weeks 22-38	IRA, SR, GR, MIL	Sequencing game at center (fairy tales), Reader's Theatre <i>Owen</i> by Kevin Henkes and <i>Cat and Dog</i>	Observation	
	4. Distinguish between fantasy and reality.	Introduced	Weeks 11-38	IRA, SR, GR	During Read Alouds talk about if the book is fantasy or reality, distinguish between fiction and non-fiction books	Participation	
	5. Recognize predictable patterns in stories.	Introduced, Developed	Weeks 1-38	IRA, SR, GR, MIL	Read familiar pattern stories { <i>Brown Bear, Brown Bear, I Went Walking, etc.</i> },		
<b>Writing Processes</b>	<b>Prewriting</b> 1. Generate writing ideas through	Introduced	Weeks 10-35	GW, SW, WS, MIL	Talk about possible ideas to write about then write and share	Participation	The Bible exhibits styles of writing which



	discussions with others.	Introduced, Developed	Weeks 10-38	GW, SW, MIL	Daily journaling time	Participation	though they express the message of God without error they show personalities of the human writers.
	2. Choose a topic for writing.	Introduced	Weeks 30-38	GW, SW, MIL	Writing cards for classmates and community members and family members	Participation	II Timothy 3:16-17
	3. Determine audience.	Introduced, Developed	Weeks 1-38	IRA, SR, GR, MIL	Compare similarities of different versions of the Gingerbread Man story	Participation	God recognizes as a powerful tool to influence people. *Letters to churches that Paul wrote
	<b>Drafting, Revising and Editing</b> 4. Organize and group related ideas.	Introduced, Developed, Reinforced	Weeks 1-38	SW, GrW, GW, MIL, SW	Find similarities between different stories/words/names/etc.	Participation	Deuteronomy 6:6-9
	5. Write from left to right and top to bottom.	Introduced, Developed	Weeks 1-38	Group sharing	Journal writing time  Sentence writing/Handwriting for each letter	Participation	
		Introduced, Developed	Weeks 1-38		Show N'Tell → share 2 things about your object	Participation	

	6. Use correct sentence structures when expressing thoughts and ideas.	Introduced, Developed, Reinforced	Weeks 1-38	Group sharing	Journaling Sharing Time	Participation	
	7. Reread own writing.	Introduced, Developed	Weeks 5-38	MIL, WS,	Word Wall Flash Light Game	Participation	
	8. Use resources (e.g., a word wall) to enhance vocabulary.				Journal writing sentences		
	<b>Publishing</b> 9. Rewrite and illustrate writing samples for display and for sharing with others.	Introduced, Developed, Reinforced	Weeks 10-38	MIL	Journaling and publishing books to read to others	Participation	
<b>Writing Applications</b>	1. Dictate or write simple stories, using letters, words or pictures.	Introduced, Developed	Weeks 20-38	GW, IW, GrW, SW, MIL	Daily news...write 3 sentences together about our day  Write a simple story about a day at school	Participation	Many kinds of writing are used by God for His purpose.
	2. Name or label objects or places.	Introduced, Developed	Weeks 1-15	SW, GrW, GW	Label cubbies, classroom spaces, and centers	Observation	
	3. Write from left to right and from top to bottom.	Introduced, Developed, Reinforced	Weeks 1-38	GrW, GW, IW, WS, SW, MIL	Daily journal time, handwriting, sight word sentence writing	Participation	

	4. Dictate or write informal writings for various purposes.	Introduced, Developed	Weeks 5-38	GrW, GW, IW, WS, SW, MIL	Daily journal writing, shared writing, daily news writing with teacher and classmates	Participation	
<b>Writing Conventions</b>	<b>Handwriting</b> 1. Print capital and lowercase letters, correctly spacing the letters.	Introduced, Developed, Reinforced	Weeks 1-38	GrW, GW, IW, SW, MIL	Weekly handwriting, journaling time, name writing	Observation	Writing that follows God's plan makes use of numerous techniques.
	2. Leave spaces between words when writing.	Introduced, Developed, Reinforced	Weeks 1-38	SR, GW, IW, GrW, SW, MIL	Journaling time, using space markers (space man), point out spaces between words when using big books	Observation	
	<b>Spelling</b> 3. Show characteristics of early letter name-alphabetic spelling. (beginning sounds)	Introduced, Developed, Reinforced	Weeks 1-10	IRA, SR, GR, GrW, GW, WS, MIL	Reading Theme 1, daily journal writing, morning work,	Observation	
	4. Use some end consonant sounds when writing.	Introduced, Developed, Reinforced	Weeks 15-38	SR, IRA, GrW, SW, MIL	Voices Truth Theme __, daily journal writing, morning work	Observation	
	<b>Punctuation and Capitalization</b> 5. Place punctuation marks at the end of sentences.	Introduced, Developed	Weeks 15-38	SR, GrW, SW, MIL	Daily journal writing, daily news, morning messages, sight word sentences,	Observation	

<b>Research</b>	1. Ask questions about a topic being studied or an area of interest.	Introduced, Developed	Week 23-25 & 31-32 & 10-38	SR, GR, GrW, GW, WS, SW, MIL	Use KWL chart for a study on penguins, Use a KWL chart for a study on farms. Use KWL to focus units on what children want to know.	Participation	Effective writing demands careful research, documentation, and wise expression.
	2. Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.	Introduced, Developed	Weeks 23-25 & 31-32 & 10-38	SR, GW, GrW, IRA, MIL	Use books to answer the questions we created from KWL charts, write a fact from a book we've read and share with the class, library center to explore books of a certain topic	Participation	Ecclesiastes 12:9-12
	3. Recall information about a topic, with teacher assistance.	Introduced, Developed	Weeks 23-25 & 31-32 & 10-38	GrW, GW, WS, SW, MIL	Shared writing for KWL chart to write what we've learned from our topic,	Participation	
	4. Share findings visually or orally.	Introduced, Developed	Weeks 23-25 & 31-32 & 10-38	GrW, GW, IW, SW, MIL	Write about something they have learned from our books, and then share with the class. Write a sentence and draw a picture about their findings.	Participation	
<b>Communication: Oral and Visual</b>	<b>Listening and Viewing</b> 1. Listen attentively to speakers, stories, poems and songs.	Introduced, Developed	Weeks 1-38	IRA, SR, GR, WS, MIL	Circle time, read alouds, weekly chapels, share time,	Observation	We must speak clearly both in enunciation and explanation and use variety when we speak.  I Corinthians 14:15-19

	2. Connect what is heard with prior knowledge and experience.	Introduced, Developed	Weeks 1-38	IRA, SR, GR, MIL	Share when you felt the same as a character,	Participation	I Corinthians 14:40
	3. Follow simple oral directions.	Introduced, Reinforced, Developed	Weeks 1-38	GrW, GW, WS, SW, MIL	Creating simple crafts as a class, whole group instruction, recess, hallway behavior	Participation	
	<b>Speaking Skills and Strategies</b> 4. Speak clearly and understandably.	Introduced, Developed, Reinforced	Week 1-38	Group Sharing	Weekly Show N'Tell, circle time, sharing from journals with the class, student of the week interview	Participation	
	<b>Speaking Applications</b> 5. Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning middle and end.	Introduced	Weeks 18, 21, 25, 30, 31-38	GW, IW, MIL, Group sharing	Share weekend news with class, talk about activities done over Christmas break & Spring break, talk about what you did on snow days	Participation	
	6. Recite short poems, songs and nursery rhymes.	Introduced, Developed, Reinforced	Weeks 1-38	IRA, SR, GR, GrW, GW, MIL	Circle time, days of the week song, months of the year song, season song, month song, poems for certain themes, Bible songs, pocket chart center	Participation	

**Mansfield Christian School**  
**First Grade**  
**Language Arts Curriculum Guide**

<b><u>Performance Scale Key</u></b>		<b><u>Instructional Method Key</u></b>					
I=Introduced D=Developed R=Reinforced NA=Not Addressed		AR=Accelerated Reader    IRA=Interactive Read Aloud    SR=Shared Reading GR=Guided Reading    IR=Independent Reading    GrW=Group Writing GW=Guided Writing    IW=Independent Writing    WS=Word Study MIL=Managed Independent Level					
<b>Standard</b>	<b>Indicator</b>	<b>Performance Scale</b>	<b>Time Frame</b>	<b>Instructional Method</b>	<b>Instructional Resources/Activities</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Phonemic Awareness, Word Recognition, and Fluency</b>	1. Identify and distinguish between letters, words and sentences.	D	Week 1-38	1. Hands on activity	1. The students will identify letter names and letter shapes.	1. Observation and oral assessment	It's God's plan that people should be able to read well. (2 Timothy 3:16-17)
		D		2. Interactive writing	2. Students will form letters, words, and sentences from left to right and top to bottom.	2. Written assessment	
		D		3. Guided Writing	3. Students will use proper spacing between words, sequencing of word order.	3. Written Assessment	
	2. Identify and say the beginning and ending sounds in words.	I and D	Week 1-38	1. Teacher Directed	1. Students will use the See Say and Spell cards to identify beginning and ending sounds.	1. Dictation	
	3. Demonstrate an	D	Week	1. Whole	1. Students will	1. Oral reading,	

	understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.		1-38	group and guided reading.	listen to, blend, and distinguish between consonant sounds and long and short vowel patterns.	dictation	
	4. Decode by using letter-sound matches.	I and D	Week 1-38	Guided Reading and Interactive reading	Students will use their decoding skills to read leveled books. Students will use letter cards to create new word family words	Oral assessment	It is God's plan that people should be able to read well. (2 Timothy 3:16-17)
	5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	D	Week 1-38	Word Study		Dictation, check list	
	6. Blend two to four phonemes (sounds) into words.	D	Week 1-38	Word Study	Students will use letter cards to blend phonemes into words. Students will use magnetic letters to create new words by	Dictation	
	7. Add, delete or change sounds in a	D	Week 1-38	Word Study		Written assessment	

	<p>given word to create new or rhyming words.</p> <p>8. Demonstrate a growing stock of sight words.</p> <p>9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.</p> <p>10. Read aloud with changes in emphasis, voice, timing and expression that show recognition of punctuation and an understanding of meaning.</p>	<p>D</p> <p>D</p> <p>I and D</p>	<p>Week 1-38</p> <p>Week 1-38</p> <p>Week 1-38</p>	<p>Share reading, guided reading, read a loud</p> <p>Guided reading</p> <p>Shared reading</p>	<p>changing exciting words</p> <p>Students will instantly recall common sight words. Students will demonstrate their knowledge of decoding skills while reading leveled books.</p> <p>Students will read aloud poems and Bible passages with fluency and expression.</p>	<p>Oral assessment and check list</p> <p>Running Record</p> <p>Oral assessment</p>	<p>It is God's plan that people should be able to read well. (2 Timothy 3:16-17)</p>
<b>Acquisition of Vocabulary</b>	1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.	I and D	Week 1-38	Guided Reading	While reading leveled readers students will use context clues to decode unknown words.	Running Records	It is God's plan that people should be able to read well. (Joshua 1:8)
	2. Identify words that have similar meanings (synonyms) and	D and R	Week 18	Shared and guided writing	Students will collaborate with each to create word webs	Written assessment	



	words that have opposite meanings (antonyms).						
	3. Classify words into categories (e.g., colors, fruits, vegetables).	I and D	Week 2	Whole Group	Students will match pairs of antonyms.	Observation	
	4. Recognize common sight words.	D	Week 1-38	Word Study	Students will identify words according to different categories.	Written	
	5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).	D	Week 1-38	Shared reading and guided reading	Students will use sight word cards to create sentences.	Observation and written	To be effective, reading must include understanding. (Psalm 119:27) (Psalm 119:34)
	6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).	I and D	Week 21	Whole Group	Students will match pairs of homophones.	Observation and written	
	7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).	I and D	Week 11	Small Group	Students will create non-sense compound words to gain understanding of word meaning. Students will then	Observation and written	

	8. Read root words and their inflectional endings (e.g., walk, walked, walking).	I and D	Week 27	Hands on	move to creating real compound words.  Students will work with a partner to match two words to their contraction.	Observation	
	9. Determine the meaning of unknown words using a beginner's dictionary.	D and R	Week 14	Word Study	Students will use word ending cards and root word cards to create new words.	Written and observation	
		D and R	Week 12	Interactive writing	Students will look for unknown words on the word wall, books, and dictionaries.	Observation	
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	1. Describe the role of authors and illustrators.	R	Week 1-38	Read Aloud	Students will discuss the role of authors and illustrators.	Observation	Reading of the Bible is important to growth in knowledge and understanding of life and our responsibilities in it. The results of such reading can be obtained in no other way. (Deuteronomy 17:19-20)
	2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	R	Week 1-38	Read Aloud	Students will discuss their purpose for reading before read alouds.	Observation	
	3. Visualize the information in texts and demonstrate this by drawing pictures, discussing	R	Week 1-38	Whole Group	Students will make connections with read alouds through journaling.	Written	

	images in texts or writing simple descriptions.						
	4. Make predictions while reading and support predictions with information from the text or prior experience.	R	Week 1-38	Read Aloud Guided Reading	Students will make predictions through discussions and looking at book covers.	Oral	
	5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.	R	Week 1-38	Read Aloud Guided Reading	Students will make text to self connections through discussion, journaling and story writing.	Written	
	6. Recall the important ideas in fictional and non-fictional texts.	R	Week 1-38	Read Aloud Guided Reading Accelerated Reader	Students will demonstrate their knowledge of important ideas from a text by participating in discussions, taking AR test, and by retelling the story.	Written	
	7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.	R	Week 1-38	Interactive Read Aloud Guided Reading	Students will demonstrate comprehension by creating graphic organizers.	Written	

	8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	I and D	Week 1-38	Guided Reading Accelerated Reader	Students will complete worksheets and AR test to demonstrate their comprehension of a story.	Written	
	9. Monitor comprehension of independently- or group-read texts by asking and answering questions.	I and D	Week 1-38	Accelerated Reader Group Work	Students will read a story independently and take an AR test or complete a worksheet.	Written	
	10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	R	Week 1-38	Silent Reading	Students will choose reading material based on personal interest or teacher recommendations during independent silent reading time.	Observation	
	11. Independently	R	Week	Silent Reading	Students will choose	Observation	Christ expected

	read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).		1-38	Accelerated Reading	and read books independently.		people to read and understand the Scriptures. (Mark 11:17) (Mark 12:24)
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.	R	Week 1-38	Whole Group	Students will learn how to use titles, subtitles, and visual aids to make predictions and build knowledge.	Observation	Reading (or hearing) God's Word requires obedience; therefore our attitude toward it must be distinctive. (Deuteronomy 28:1-2,15)
	2. Identify the sequence of events in informational text.	D and R	Week 17-38	Whole Group	Students will use their knowledge of text to organize content information.	Observation Written	
	3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).	D and R	Week 1-38	Guided Reading	Students will learn to analyze text to identify essential elements of the text.	Oral	
	4. Identify central ideas and supporting details of informational text with teacher assistance.	D and R	Week 1-38	Shared Reading Read Alouds	Students will demonstrate their comprehension by describing and discussing elements of the text.	Oral	

	5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.	D and R	Week 12-38	Shared Reading	Students will learn to read diagrams, charts, graphs, maps, and displays in text as sources of information.	Observation	what He said. (Jeremiah 36:2-3, 23, 28-32)
	6. Follow multiple-step directions.	D and R	Week 1-38	Whole Group	Students will practice their listening and comprehension by following multi-step directions.	Observation and check list	
<b>Reading Applications: Literary Text</b>	1. Provide own interpretation of story, using information from the text.	D and R	Week 1-38	Read Aloud Shared Reading Guided Reading	Students will demonstrate their comprehension by describing and discussion the story elements.	Observation	Christ expected people to read and understand the Scriptures (Mark 12:24)
	2. Identify characters, setting and events in a story.	D and R	Week 1-38	Read Aloud Shared Reading Guided Reading	Students will read for the purpose of identifying characters, setting and events in a story.	Written Oral	
	3. Retell the beginning, middle and ending of a story, including its important events.	D and R	Week 20-38	Read Aloud Shared Reading Guided Reading	After reading a story the students will be able to sequence the important events.	Written	
	4. Identify differences between stories, poems and plays.	I and D	Week 1-38	Shared Reading	Students will apply the reading process to differentiate between various forms	Observation	



	5. Organize writing to include a beginning, middle and end.	I and D	Week 18-38	Writer's Workshop	Students will use a sequence of pictures to produce a writing that comprises of a beginning, middle and end.	Written	(Ecc. 12:9-12)
	6. Construct complete sentences with subjects and verbs.	I and D	Week 1-38	Shared Writing and Journaling	Given a picture or writing prompt the student will create a complete sentence with a subject and verb.	Written	
	7. Mimic language from literature when appropriate.	D and R	Week 1-38	Writer's Workshop	After a read-aloud the students will create their own version of the story.	Written	
	8. Use available technology to compose text.	D and R	Week 35-38	Writer's Workshop	Students will complete an animal report using the computer.	Written	
		I and D I and D	Week 1-38	Shared Writing, Writer's Workshop and Journaling	Students will develop revision strategies with teacher's assistance to improve the content and language of their writing.	Written	
	9. Reread own	D and R	Week	Journaling,	Using a list of	Written	



	writing for clarity.		19-38	Writer's Workshop and Shared Writing	descriptive words students will appropriately enhance their written work.		
	10. Add descriptive words and details.	I and D	Week 1-38	Journaling, Writer's Workshop and Shared Writing	Students will use the word wall, beginner's dictionary and etc. to enhance their writing.	Written	
	11. Use resources (e.g., a word wall, beginner's dictionary, word bank) to select effective vocabulary.	I and D	Week 18-38	Journaling, Writer's Workshop and Shared Writing	Students will work with a partner to proofread each other's work.	Written	
	12. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).	I and D	Week 18-38	Journaling, Writer's Workshop and Shared Writing	Students will use rubric to assess their own writing.	Written	
	13. Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing. Rewrite and illustrate.		Week 18-38	Journaling, Writer's Workshop and Shared Writing	Students will publish their writing.	Written	
<b>Writing Applications</b>	1. Write simple stories with a beginning, middle and end that include	I and D	Week 20-38	Writer's Workshop and Shared Writing	Students will produce their own story that includes a beginning, middle and end.	Written	Many kinds of writing are used by God for His purposes.

	descriptive words and details.						(Epistles Letters)
	2. Write responses to stories that include simple judgments about the text.	I and D	Week 1-38	Journaling	Students will complete a journal prompt based on a read-aloud.	Written	
	3. Write friendly letters or invitations that follow a simple letter format.	I and D	Week 20-38	Writer's Workshop and Shared Writing	Students will write a letter that includes a greeting, body, and closing.	Written	
	4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.	D and R	Week 1-38	Journaling	Given a prompt or free writing time the students will create informal writings.	Written	Written doctrine and standards make consistency possible from person to person and from generation to generation. (Exodus 24:3-4, 7, 12).
<b>Writing Conventions</b>	1. Print legibly and space letters, words and sentences appropriately.	D	Week 1-38	Group and Individual writing	Students will use proper handwriting skills.	Written	Writing should be clear and legible. (Deuteronomy

	2. Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).	I and D	Week 20-38	Individual writing	Using their phonetic skills students will produce writing.	Written	27:8)
	3. Spell high-frequency words correctly.	I and D	Week 1-38	Individual writing	Students will use the word wall to be able to spell high-frequency words correctly.	Written	
	4. Create phonetically-spelled written work that can usually be read by the writer and others.						
	5. Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts.	D and R	Week 1-38	Journaling, Writer's Workshop and Shared Writing	Students will use inventive spelling when they are writing.	Written	
	6. Use end punctuation correctly, including question marks, exclamation points						

	and periods. 7. Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I).	D and R	Week 1-38	Journaling, Writer's Workshop and Shared Writing	Students will use spelling strategies to spell unfamiliar words while they are writing.	Written	
	8. Use nouns, verbs and adjectives (descriptive words).	D and R	Week 5-38	Journaling, Writer's Workshop and Shared Writing	Students will use correct punctuation in their writing.	Written	
		D and R	Week 5-38	Journaling, Writer's Workshop and Shared Writing	Students will use correct capitalization in their writing.	Written	
		I and R	Week 19-38	Journaling, Writer's Workshop and Shared Writing	Students will write a complete sentence using nouns, verbs, and adjectives.	Written	
<b>Research</b>	1. Discuss ideas for investigation about a topic or area of personal interest.	I	Week 30-38	Writer's Workshop and Shared Writing	Students will brainstorm ideas for research topic.	Written	Effective writing demands careful research, documentation. (Ecclesiastes 12:9-12)

	2. Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources).	I	Week 30-38	Writer's Workshop and Shared Writing	Students will utilize various locations to find information for their topic.	Observation	
	3. Use books or observations to gather information to explain a topic or unit of study with teacher assistance.	I	Week 30-38	Writer's Workshop and Shared Writing	Students will locate, select and make use of information from a variety of media and technological sources.	Observation	
	4. Recall important information about a topic with teacher assistance.	I	Week 30-38	Writer's Workshop and Shared Writing	With teacher assistance the student will paraphrase his or her selected reading.	Observation	
	5. Report information to others.	I	Week 30-38	Writer's Workshop and Shared Writing	Students will give oral reports to the class.	Observation	

<b>Communication: Oral and Visual</b>	1. Use active listening skills, such as making eye contact or asking questions.	D and R	Week 1-38	Whole group	Students will be respectful listener during teaching and student share time.	Observation	God speaks by the actions which He performs—by the things He does to show truth. (Exodus 11:7)
	2. Compare what is heard with prior knowledge and experience.	D and R	Week 1-38	Whole group	During discussions students will share their prior knowledge and experiences.	Observation	
	3. Follow simple oral directions. 4. Speak clearly and understandably.	D and R	Week 1-38	Whole group	Upon a teacher's directions student will follow through.	Observation	
	5. Deliver brief informational presentations that: a. demonstrate an understanding of the topic; b. include and sort relevant information	D and R	Week 1-38	Whole group Small group	After being exposed to good role models and opportunities for practice students will communicate efficiently	Observation	
		I	Week 30-38	Whole Group time	Students will deliver a brief informational	Observation	God controls mans ability to speak and be understood. (1 Corinthians 12:4-11) We must speak, clearly both in

	<p>and details to develop topic; c. organize information with a clear beginning and ending; and d. express opinions.</p> <p>6. Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p> <p>7. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).</p>	I	Week 1-38	Show and Tell Time	<p>presentation about an animal.</p> <p>Students will share a personal experience with the class.</p>	Check list	<p>enunciation and explanation. (Nehemiah 8:5-13)</p>
		I	Week 19-38	Speech Meet	<p>Students will recite and Bible passage and poem using proper language and voice control.</p>	Rubric	

**Mansfield Christian School**  
**2<sup>nd</sup> Grade Language Arts**  
**Curriculum Guide**

<b><u>Performance Scale Key</u></b> I = Introduced D = Developed R = Reinforced NA = Not Addressed		<b><u>Instructional Method Key</u></b> AR = Accelerated Reader      IR = Independent Reading      GW = Group Writing GR = Guided Reading      IW = Independent Writing      WS = Word Study GW = Guided Writing      SR = Shared Reading      IRA = Interactive Read Aloud MIL = Managed Independent Learning      PW=Phonics Worksheet					
<b>Standard</b>	<b>Indicator</b>	<b>Performance Scale</b>	<b>Dates</b>	<b>Instructional Method</b>	<b>Instructional Resources</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Phonemic Awareness, Word Recognition and Fluency</b>	1. Identify rhyming words with the same or different spelling patterns.	R	Weeks 1 through 38	WS PW IRA	Poetry Books Phonics Worksheet Poetry Unit in English book Songs and finding the rhyming words Making Words with word families	Observation of seeing them make new words by changing an initial sound Writing a couplet Participation in seat work and class discussion	God uses many types of writing for His purposes Psalms Exodus 15 2 Samuel 22
	2. Read regularly spelled multi-syllable words by sight.	D	Weeks 1 through 38	SR IR IW GR	Writing out the words Reading the words within the text and out of text	Read through a select list of multi-syllable words without needing to sound them out	It is God's plan that people should be able to read well.
	3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.	D	Weeks 1 through 38	IRA PW GR	Clapping syllables Phonics Book Unit 1 and 4 Reading groups individually, small groups, and large group	Listening to them read Charting and observing progress of reading unknown words	2 Timothy 3:16-17



	4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	R	Weeks 1-38	WS GrW IW	Making word families and charts Review rhyming Writing stories or poetry to use and apply these specific word families	Chart and observe students ability to rhyme and spell words within the word family  Oral evaluation of skills	Deuteronomy 6:9 and 11:20
	5. Segment letter, letter blends and syllable sounds in words.	D	Weeks 25-27	PW WS IRA GR IR	Phonics Book Unit 4 Read in our individual text and group books Make words using our blends	Spelling Tests Word Games Completed seatwork	Deuteronomy 6:9 and 11:20
	6. Distinguish and identify the beginning, middle and ending sounds in words.	D	Weeks 1-5	WS PW	Phonics Book Unit 1	Completed Seatwork	Deuteronomy 6:9 and 11:20
	7. Identify words as having either short- or long-vowel sounds.	R	Weeks 10-20	IR IRA SR PW	Phonics book unit 2 and 3 Word sort of long and short vowels	Observation of making words and sorting them into the correct categories	By reading well we can understand the Scriptures.
	8. Demonstrate a growing stock of sight words.	D	Weeks 1-38	IR SR IRA GR	Phonics book every unit has high frequency words Vocabulary words from reading in small groups	Observe students reading sight words	Mark 10:19

	9. Read text using fluid and automatic decoding skills.	D	Weeks 1-38	SR IRA GR	2 <sup>nd</sup> grade Dolch list words  Model in story reading strategies and techniques Small Reading group books Providing students with opportunities to read Ex: Accelerated Reader	Observation and charting of the skills observed in a shared reading time  Increase in AR level and individual reading level	Mark 12:24  Mark 12:24
	10. Read passages fluently with appropriate changes in voice, timing and expression.	D	Weeks 1-38	IRA GR SR	Teacher models technique Provide students with opportunities to read aloud to teacher and peers *small groups	Increase in comprehension Observed in reading with students out loud	
<b>Acquisition of Vocabulary</b>	1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.	D	Weeks 1-38	IRA GR SR	Model strategies for using context clues in a read aloud Using prompts, questions, class discussion in small & whole group reading time Visual cues Small group reading sets and AR books English book using thesaurus and dictionary Ch.	Class discussions  Growth in students comprehension and AR level  Increase in a reader's decoding skills	To be effective reading must include understanding  Psalm 119:27
	2. Identify words	D	Weeks	IRA		Reading our	Psalm 119:34

	that have similar meanings (synonyms) and words that have opposite meanings (antonyms).		34-37	PW IR	2, 4, and 7 Phonics book unit 7 Thesaurus Dictionary	students writing  Grading seatwork and observing participation and completion of tasks	
	3. Classify words into categories (e.g., colors, fruits, vegetables).	R	Weeks 1-38	MIL IR	Review and reinforce days of the week, months of the year using calendar time	Participation Group discussion Observing students writing the date and completing their calendar jobs	Writing that follows God's plan makes use of numerous techniques
	4. Read accurately high-frequency sight words.	D	Weeks 1-38	PW IR GR SR IRA	Read alouds Words Walls Group book sets AR books All Phonics Chapter Spelling List	Spelling tests General writing Increased independent reading level Completion of seatwork	Jeremiah 1:18
	5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.	D	Weeks 13 & 36	IRA PW IW	Phonics Book Unit 7 English ch. 5 Read alouds ex. Fred Gwyne Writing creative sentences with silly pictures Word Games- Internet	Completion of seatwork  Completed creative writing  Participation and observation	Writing that follows God's plan makes use of numerous techniques  Jeremiah 1:18
	6. Determine the meaning of	D	Weeks 9, &	IW GrW	Phonics book Unit 4	Completion of seatwork	Writing that follows God's

	common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.		20-21	IRA PW	English Ch. 3 Creative writing Matching games	Completed creative writing  Participation and observation	plan makes use of numerous techniques  Jeremiah 1:18
	7. Identify contractions and common abbreviations and connect them to whole words.	I	Weeks 18-21, & 25	GW IW Hands on Math	Spelling Word lists Word Walls English book ch. 9, 10, & 11 Phonics ch. 5 Calendar time Math metric/standard measurement	Completion of seatwork Use of abbreviations in letter writing and writing the date on papers Participation and observation	Writing that follows God's plan makes use of numerous techniques  Jeremiah 1:18
	8. Determine the meaning of prefixes, including un-,re-, pre-, and suffixes, including -er, -est, -ful, -less.	D	Weeks 27-28 & 35	PW WS IR Creative Writing	Phonics Unit 5 & 7 Spelling Lists English ch. 13	Participation and observation Completion of seatwork and creative writing Spelling tests	Writing that follows God's plan makes use of numerous techniques Jeremiah 1:18
	9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.	D	Weeks 26-28	PW WS GW IW IRA Creative Writing Making words	Phonics Unit 5 English Ch. 5	Participation and observation Completion of seatwork and creative writing Spelling tests Written and oral evaluation	Writing that follows God's plan makes use of numerous techniques  Jeremiah 1:18

	10. Determine the meaning and pronunciations of unknown words using a beginner's dictionary, glossaries and technology.	I	Weeks 18-19	Look up spelling words or high frequency words Creative Writing IR	English Ch. 7 Beginner Dictionaries	Participation  Observation of dictionary techniques	Our speech must be consistent if we are to be believed by others. Psalm 15:26 Titus 2:6-7
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	D	Numbers 1-4 are taught throughout the school year,	Modeling Questioning Small Groups IR IRA	Read Aloud books Small group reading book Short passages	Participation  Observation and questioning	God is a communicating God. He wants us to know His thoughts through His Written Word.
	2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.	D	Weeks 1-38	Modeling Questioning Small Groups IR IRA	Read Aloud books Small Group reading books Short passages AR books	Participation  Observation	Hebrews 1:1-2 Nehemiah 8:8
	3. Compare and contrast information in texts with prior	D	Weeks 1-38	Modeling Questioning Small Groups IR	Read Aloud books Small Group reading books Short passages	Participation  Observation	Reading is important to growth in knowledge and

<p>knowledge and experience.</p> <p>4. Summarize text by recalling main ideas and some supporting details.</p> <p>5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.</p> <p>6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and</p>				IRA Categorizing past experiences and prior knowledge Creating a KWL	AR books		understanding of life and our responsibilities in it.
	D		Weeks 1-38	Small Groups IRA Modeling Writing and orally summarizing Write a book Report	Read Aloud books Small Group reading books Short passages AR books English ch. 8	Orally and written evaluation of written or communicated summaries Evaluating book report	Deuteronomy 17:19-20
	D		Weeks 10-11, & 25-26	IRA Modeling Creative Writing Small Groups Getting to know each other Story Map End of book activity Planning stages of writing	English Ch. 2 & 12 Read aloud books Small Group Books	Participation  Evaluation of webs, diagrams, and organizers  Evaluation of writing  Observation	God designed man to be creative in his understanding  Exodus 31:1-6
	D		Weeks 1-38	AR Small Group Reading Using pictures to infer how characters feel	Small Group books Read aloud books Pictures from various materials-including internet	Observation  Evaluation of writing Class Discussion AR comprehension	The use of written materials in teaching makes it possible for learners to review what has been presented

	electronic and visual media.			IRA Model strategies Discuss Use pictures and write how characters feel Small Group instruction			in other ways, and to study it more deeply
	7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.	D	Weeks 1-38	AR Testing Modeling and question and answer IRA IR	Small Group books Read aloud books AR books	Increased AR Comprehension Students are reading for understanding Growth in independent reading level	Luke 1:1-4
	8. Monitor reading comprehension by identifying word errors and self-correcting.	D	Weeks 1-38	Teacher Modeling and questioning	Library AR Classroom Resources Read-in	Increased desire to read Internal motivation	Luke 1:1-4
	9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	D	Weeks 1-38	Peer interaction Free choice in reading material Book Share times	Library AR Classroom Resources Read-in Wide variety of topics of books in classroom	Observe students reading many different choices of book	Many kinds of writing are used by God for His purposes.
	10. Independently	D	Weeks	Teacher	Library	Students are	Historical,

	read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).		1-38	Modeling and questioning Peer interaction Book Share times	Classroom Resources Read-in  AR	eager to share books with others	poetry, proverbs, letters, oral discourses, exhortations such as in the Epistles, the Pentateuch, Acts.
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.	D	Weeks 1-38	IR SR IRA Modeling Discussion	English book Ch. 7 Small Group Text Read aloud Text	Written Evaluation Participation	Reading is important to growth in knowledge and understanding of life and our responsibilities in it.
	2. Arrange events from informational text in sequential order.	D	Weeks 11-12	IRA GW GR IR IW	English Book Ch. 4 Small Group Text Read Aloud Text Social Studies Timelines	Writing Assessment Written Evaluation Participation	Deuteronomy 17:19-20
	3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers.	D	Weeks 18-19 25-26	IRA GR SR AR Modeling	<i>Social Studies and Science Textbooks</i> <i>Read Aloud Text</i>	Observation Participation Completed planning webs and organizational tools	Deuteronomy 17:19-20
	4. Classify ideas from informational texts as main ideas	I	Weeks 18-19	IRA GR SR	English Book Ch. 14 Read Aloud Text	Completed Worksheets Observation of	God designed man to be creative in his



	or supporting details.			IR Modeling	Small Group Text	participation	understanding
	5. Identify information in diagrams, charts, graphs and maps.	D	Weeks 11-30	GW IRA Lecture Discussion Power Point	<i>Social Studies, Math and Science Textbooks</i> <i>Read alouds</i> <i>Small Group Tex</i>	Completed maps Observation of skills	Exodus 31:1-6
	6. Analyze a set of directions for proper sequencing.	I	Weeks 10-11	IRA GW GR IR IW	English Book Ch. 4 Small Group Text Read Aloud Text Social Studies Timelines	Completed time order chart Observations	Exodus 31:1-6
<b>Reading Applications: Literary Text</b>	1. Compare and contrast different versions of the same story.	I	Weeks 18-19	IRA Modeling Class Discussion GR	Read Aloud Text Small Group Text	Completed comparison charts Observations Participation	Comparing various stories of the life of Christ in the 4 Gospels.
	2. Describe characters and setting.	D	Weeks 18-19	IRA GR IR	Read Aloud Text Small Group Text Individual Text	Completed Worksheets Observation and Discussion	Comparing various stories of the life of Christ in the 4 Gospels.
	3. Retell the plot of a story.	D	Weeks 18-19	IRA GR IR	Read Aloud Text Small Group Text Individual Text English Ch. 8	Completed Worksheets Observation and Discussion	Many kinds of writing are used by God for His purposes.
	4. Distinguish between stories, poems, plays, fairy tales and fables.	D	Weeks 14-17 18-19 25-26	IRA Class Discussion GR	Read Aloud Text Small Group Text Individual Text Writing Activities	Completed Worksheets Observation and Discussion	

	5. Identify words from texts that appeal to the senses.	D	Week 27	IW IRA GR IW IR	Reader's Theater English Ch. 13 Read Aloud Text Small Group Text Writing Prompts	Writing prompts Completed worksheets and descriptive writing Observation	Historical, poetry, proverbs, letters, oral discourses, exhortations such as in the Epistles, the Pentateuch, Acts.
	6. Identify the theme of a text.	I	Weeks 18-19	IRA GR Modeling Discussion	Read Aloud Text Small Group Text Short passage worksheets	Oral Participation Written Observation	
<b>Writing Processes</b>	1. Generate writing ideas through discussions with others.	D	Weeks 4-36	Group Writing Modeling Group Work Discussion Think, Pair, Share	Writing Prompts English Ch. 2,4,6,8,10,12,14, &16 (planning stage) Read aloud text	Oral Participation Observation Completed evidence of the planning stage in their writing	God has used many different types of writings and writers to accomplish His purposes, meeting the needs of different people and generations. Such writers as Moses, David, Solomon, and the Apostles.
	2. Develop a main idea for writing.	I	Weeks 4-5 18-19 25-26	Group Writing Modeling Group Work Discussion Think, Pair, Share	Writing Prompts Student Journals Writing Samples English Book Ch. 2	Oral and written participation Student will be able to write and identify the main idea in a paragraph	
	3. Develop a purpose and audience for writing.	D	Weeks 18-19 35-36	IRA Modeling Group Work Group Writing Journal Writing Class Discussion	Writing Prompts Student Journals Writing Samples English Ch. 10	Oral Participation Completed writing with a purpose and audience	
	4. Use organizational	D	Weeks 4-5	IRA Modeling	English CH. 2, 4, 6, 8, 10, 12, 14, &	Oral Participation Completed	God is the Alpha and the

	strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.		18-19 35-36	Group Writing Journaling IW	16 Math Textbook (Graphing) Writing Prompts	Writing Completed organizational tools	Omega, beginning with Genesis and ending with Revelation.
	5. Organize writing with a developed beginning, middle and end.	I	Weeks 4-5 21-22 25-26	IRA Modeling Group Writing Journaling IW	English ch. 12 Student Journals Writing Samples Creative Prompts	Oral Participation Completed writing with a beginning, middle, and end	Many kinds of writing are used by God for His purposes.
	6. Use a range of complete sentences, including declarative, interrogative and exclamatory.	D New Terms Introduced	Weeks 1-38	Modeling Lecture Question and Answer Power point IW	English ch. 1 Journal Writing Creative Prompts	Observation and assessment of completed work Completed worksheets and sentence writing activities	Historical, poetry, proverbs, letters, oral discourses, exhortations such as in the Epistles, the Pentateuch, Acts.
	7. Include transitional words and phrases.	I	Weeks 1-38	Modeling IRA GW IW	English Ch. 4 Student Journals Writing Samples	Reading and assessing written work in journals and writing examples	
	8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.	I	Weeks 1-38	IRA GW IW Modeling Create mini books	Small Group Text Read Aloud Books Creative Prompts	Assessing book comparisons Reading and sharing writing of different styles	
	9. Use available	D	Weeks	Participate in	Student Journals	Oral participation	We are

	technology to compose text.		34-37	using the computer lab Type written work Modeling Direct Instruction	Written Text Computer lab (or Mobile lab) Writing Prompt	Observation in computer lab Completed type written work	commanded to do our best, not to please man, but to please God. 2 Timothy 2:15 1 Thess. 2:4
	10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).	D	Weeks 4-5 35-37	Modeling GW Group Work Share Time IW	Student Journal Writing Prompts Writing Samples Writing Process	Observation of students taking part in an author's chair and writer's circle Participation Completion of work	
	11. Add descriptive words and details and delete extraneous information.	D	Weeks 1-38	Modeling GW Group Work Share Time IW Shared Writing	English Ch. 13, 14 Creative Pictures (ex: calendar Pages) Writing prompts Word Journals Proofreading Marks	Completed writing pieces with descriptive words Participation Oral Participation Observation	
	2. Use resources (e.g., word wall, beginner's dictionary and word bank) to select effective vocabulary.	D	Weeks 1-38	Modeling Direct Instruction IW Group Work	Word Walls Dictionaries Thesaurus Vocabulary Worksheets	Observation and participation using resources Demonstrates increased vocabulary	
	13. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and	I	Weeks 1-38	Modeling Group Work GW IW Partner Direct	English Ch. 1, 2, 4, 6, 8, 10, 12, 14, & 16 Writing process Student Journals Writing Samples	Completed written work with few to no mistakes Observation of the writing	

	capitalization).			Instruction Mimio Board	Visual Aides	process and the development of the student's writing	
	14. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	I	Weeks 1-38	Modeling Class Example GW IW Mimio Board	English Ch. 1, 2, 4, 6, 8, 10, 12, 14, & 16 Writing process Student Journals Writing Samples Visual Aides	Assessing students work using rubrics Individual assessments and checklists completed along with the writing process	
	15. Rewrite and illustrate writing samples for display and for sharing with others.	I	Weeks 1-38	Modeling Class Example GW IW Mimio Board	Writing Prompts Writing Samples English Ch. 1, 2, 4, 6, 8, 10, 12, 14, & 16	Displayed writing samples Shared writing Observation of participation	
<b>Writing Applications</b>	1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.	D	Weeks 4-5 25-26	Modeled Class Writing Shared Writing IW	Writing Samples English Ch. 2, 4, 6, 8, 10, 12, 14, & 16 Student Journals Student examples Author studies	Written Evaluation of students writing Reading students work and assessing for logical sequence	Effective writing demands careful research, documentation, and wise expression.
	2. Write responses to stories by comparing text to other texts, or to people or events in their own lives.	I	Weeks 1-38	Modeling Class Writing Shared Writing IR Book Comparisons	Writing Samples Small Group books Pictures Journals Non-Fiction Text	Written Completion of comparison work Oral and written participation	Ecclesiastes 12:9-12

	<p>3. Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature).</p> <p>4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.</p>	I	Weeks 21-22	Teacher Modeling Class writing example Shared Writing IR	<p>Fiction books ex: <u>If You Give a Mouse a Cookie</u></p> <p>Writing samples English Ch. 10 Posters Visual examples</p>	<p>Written completion of a letter in correct format-which will be sent in the mail Star of the week letter written to each student</p> <p>Observation of written communication between students Monitoring and responding to journal entries Completed poems and other writings</p>	<p>Many kinds of writing are used by God for His purposes.</p> <p>Historical, poetry, proverbs, letters, oral discourses, exhortations such as in the Epistles, the Pentateuch, Acts.</p>
<b>Writing Conventions</b>	<p>1. Print legibly, and space letters, words and sentences appropriately.</p> <p>2. Spell words with consonant blends and digraphs.</p>	D	Weeks 1-38	Modeling Independent Writing	<p>Journals Handwriting books Charts Any written activity</p>	<p>Observation of writing technique Providing feedback about the student's form and spacing</p>	<p>We are commanded to do our best, not to please man, but to please God.</p>
		D	Weeks 20-25	Modeling Independent practice PW	<p>Spelling Word lists Phonics Ch. 4 &amp; 6 Writing activities</p>	<p>Spelling Tests Completed Phonics Worksheets Demonstrates correct spelling in</p>	<p>2 Timothy 2:15 1 Thessalonians 2:4</p>

	3. Spell regularly used and high-frequency words correctly.	D	Weeks 1-38	Modeling Independent Practice PW	Word Walls Spelling Word Lists Phonics Ch. 1-6 Writing Activities	student writings  Spelling Tests Completed Phonics Worksheets Demonstrates correct spelling in student writings	Our writing should be clear and legible.
	4. Spell words studied (e.g., word lists, text words) correctly.	D	Weeks 1-38	Modeling Independent Practice PW	Word Walls Spelling Word Lists Phonics Ch. 1-6 Writing Activities	Spelling Tests Completed Phonics Worksheets Demonstrates correct spelling in writing	Deuteronomy 27:8  Habakkuk 2:2
	5. Spell plurals and verb tenses correctly.	I	Weeks 1-38	Modeling Independent Practice	Word Walls Spelling Word Lists, Phonics Ch. 5 English Ch. 3, 5, & 11	Spelling Tests Completed Phonics and English Worksheets Demonstrates correct spelling and verb tense in their writing	Our writing should be clear and legible.  Deuteronomy 27:8
	6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding -ing).	I	Weeks 1-38	Modeling Independent Practice Writing activities	Word Walls Spelling Word Lists Phonics Ch. 5 Writing Journals Spelling Worksheets	Spelling Tests Completed Phonics and spelling worksheets Observation of student's writing	Habakkuk 2:2

	7. Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes).	D	Weeks 1-38	Modeling Independent Practice Writing Activities Spelling Practice	Word Walls Spelling Word Lists Phonics Ch. 5 Writing Journals	Spelling Tests Completed Phonics and spelling worksheets Observation of student's writing	Our writing should be clear and legible.
	8. Use periods, question marks and exclamation points as endpoints correctly.	D	Weeks 1-38	Modeling Shared writing Independent Writing Proofreading Detective game	Writing Journals English Ch. 1 Writing samples with mistakes Daily Grams	Completed work Observation and evaluation of student's work Demonstrates proper sentence writing	Deuteronomy 27:8
	9. Use quotation marks.	I	Not implemented in 2 <sup>nd</sup> grade Curriculum.	Modeling Shared Writing Independent Writing	Writing Journals Pictures (Students create the conversations) English Ch. 3	Completed Work Observation and evaluation of student's work	Habakkuk 2:2
	10. Use correct punctuation for contractions and abbreviations.	I	Weeks 1-38	Modeling Shared Writing Spelling Practice Contraction games	Writing Journals Phonics Ch. 5 English Ch. 9 & 11 Calendar Time Spelling Word Lists	Completed work Observation and evaluation of student's work Spelling Tests	Our writing should be clear and legible.  Deuteronomy 27:8
	11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).	D	Weeks 1-38	Modeling Shared Writing Proofreading activity Spelling Practice	Daily Gram Spelling Lists Calendar Daily schedule Writing Activities Journals Posters around	Completed work Observation and evaluation of student's work Spelling Tests	Habakkuk 2:2



	12. Use nouns, verbs and adjectives correctly.	D	Weeks 1-38	Modeling Shared Writing Proofreading activity Spelling Practice	room Word Wall English Ch. 1 & 9  Daily Gram Writing Activities English Ch. 3,5, 9, & 11 Writing Samples	Completed work Observation and evaluation of student's work	
	13. Use subjects and verbs that are in agreement.	I	Weeks 1-38	Modeling Shared Writing Proofreading Activity	Daily Gram Writing Activities English Ch. 5 & 11	Completed work Observation and evaluation of student's work	Our writing should be clear and legible.  Deuteronomy 27:8
	14. Use personal pronouns.	D	Weeks 1-38	Modeling Shared Writing	Journals Writing Activities English Ch. 9	Completed work Observation and evaluation of student's work	Habakkuk 2:2
	15. Use past and present verb tenses (e.g., "we were" rather than "we was").	I	Weeks 1-38	IW		Completed work Observation and evaluation of student's work	
	16. Use nouns and pronouns that are in agreement.	I	Weeks 1-38	Modeling Shared Writing Proofreading Activity  Modeling Shared Writing Proofreading Activity	Daily Gram Writing Activities English Ch. 5 & 11  Daily Gram Writing Activities English Ch. 9	Participation Observation and evaluation of student's work	

<b>Research</b>	1. Create questions for investigations, assigned topic or personal area of interest.	I	Weeks 34-37	Modeling Shared Writing Independent Writing Planning stage of the writing process	Writing Circle Research books on areas of interest English Ch. 16 Science Inquiry Shared planning	Participation Observation and evaluation of student's work	Effective writing demands careful research, documentation, and wise expression. Such writings as Jeremiah and Ezekiel.
	2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).	D	Weeks 34-37	Field Trips Modeling Hands-on opportunity of using it to gather materials	Public and school Library Internet and computer lab	Observation of the student's ability to use these resources Participation	Ecclesiastes 12:9-12
	3. Acquire information, with	D	Weeks 34-37	Modeling Shared	Guest Speakers Library	Observation of the student's	Effective writing demands

	teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.			Researching Listening IR Shared Reading	Resource books Research Circles Internet and computer lab English Ch. 16	ability to use these resources Participation	careful research, documentation, and wise expression. Such writings as Jeremiah and Ezekiel.
	4. Identify important information and write brief notes about the information.	I	Weeks 34-37	Modeling Shared Researching Listening IR Shared Reading	Guest Speakers Library Resource books Research Circles Internet and computer lab English Ch. 16	Observation of the student's ability to use these resources Participation	Ecclesiastes 12:9-12
	5. Sort relevant information about the topic into categories with teacher assistance.	I	Weeks 34-37	Modeling Shared Researching Listening IR Shared Reading	Guest Speakers Library Resource books Research Circles Internet and computer lab English Ch. 16	Observation of the student's ability to use these resources Participation	
	6. Report important findings to others.	I	Weeks 36-37	Modeling Shared Researching Listening IR	Share Chair Group work Presentations	Participation Observation of the student working with others Evaluating the students findings	

				Shared Reading			
<b>Communication: Oral and Visual</b>	1. Use active listening strategies, such as making eye contact and asking for clarification and explanation.	D	Weeks 1-38	Modeling Consistent interaction Set clear expectations GW	English Ch. 7 Classroom rules or guidelines Poster/visuals	Participation Observation of behavior and following class guidelines Constructive feedback Monitoring progress	Listening is basic to much of learning and awareness. Psalm 34:11 Psalm 44:1
	2. Compare what is heard with prior knowledge and experience.	D	Weeks 1-38  Weeks 1-38	Modeling Class Discussion Group Share time Comparison Charts Written work	Visuals Circle Time Literature to discuss Venn diagram Planning stages of writing	Participation Observation of understanding Evaluate student written work	Our ability to hear and understand depends on our previous attention to truth Matthew 13:15-16 Listening demands a response. Exodus 24:7
	3. Identify the main idea of oral presentations and visual media.	I	Weeks 1-38	Modeling Class Discussion Written Work Group Sharing	English Ch. 7 Visual presentations Building Listening skills	Participation Observation of understanding Evaluate student written work	
	4. Follow two- and three-step oral directions. /	D	Weeks 1-38	Modeling Consistent interaction Set clear expectations GW IW	Classroom rules or guidelines Poster/visuals	Participation Observation of understanding Evaluate student written work	Nehemiah 9:13
	5. Demonstrate an understanding of the rules of the English language.	I	Weeks 1-38	Modeling Consistent interaction Set clear	All of the English Book Posters/visuals Classroom	Participation Observation of understanding Evaluate student	We must speak with authority, being sure of what we say,

	6. Select language appropriate to purpose and use clear diction and tone.	I	Weeks 1-38	expectations GW IW  Modeling Consistent interaction Set clear expectations GW IW	guidelines  All of the English Book Posters/visuals Classroom guidelines Speech Meet Speech Meet Classroom Guidelines Posters/Visuals	written and oral work  Participation and scoring of speech meet Observation Provide feedback  Participation and scoring of speech meet Observation Provide feedback	following the example of Christ. Matthew 7:28-29
	7. Adjust volume to stress important ideas.	I	With regards To Standard #8 a-f this is covered in weeks 34-37	Modeling Consistent interaction Set clear expectations GW IW	English Ch. 16 Visuals Worksheets Computers Power point Research Materials Organizational tools Examples Partners	Participation in research Observation of teamwork Evaluation of power point, note cards, and presentation	We must speak appropriately, according to the situation and the persons involved.  Ecclesiastes 9:17  We must speak clearly, both in enunciation and in explanation.  Nehemiah 8:5-13
	8. Deliver informational presentations that: <b>a.</b> present events or ideas in logical sequence and maintain a clear focus; <b>b.</b> demonstrate an understanding of the topic; <b>c.</b> include relevant facts and details to develop a topic;	I		Modeling Provide Examples Hands-on research Power point Research Materials Clear guidelines and expectations Rubric GW IW Collect Data			
		I					
		I					

	<p><b>d.</b> organize information with a clear beginning and ending;</p> <p><b>e.</b> include diagrams, charts or illustrations as appropriate; and</p> <p><b>f.</b> identify sources.</p>	I  I	Weeks 1-38	<p>Construct multiple paragraphs</p> <p>Create Power point</p> <p>Provide opportunities to practice presentation</p> <p> *Research project on Animals and Biomes</p>			
	9. Deliver formal and informal descriptive presentations recalling an event or personal experience that conveys relevant information and descriptive details.	D	Weeks 14-22 25-26 36-37	<p>Circle Time</p> <p>*Sharing about weekend or special events</p> <p>Shared Writing</p> <p>Shared Reading</p> <p>IW</p> <p>IR</p>	Author's chair Time to share Provide positive feedback	Participation Observation Evaluation of description	When speaking we must use variety.
	10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).	D		<p>Modeling</p> <p>Demonstration of acting</p> <p>Participate in Reader's Theater and other plays</p> <p>Singing in class</p>	Reader's Theater plays Field Trip to play Watching classmates act out plays Posters with ideas for encouragement	Participation Observation Provide feedback to actors Evaluate presentation	Matthew 5:6-7 Sermon the Mount: The Lord used a variety of techniques as He Spoke.

**Mansfield Christian School**  
**3<sup>rd</sup> Grade**  
**English Curriculum Guide**

<b><u>Performance Scale Key</u></b>		<b><u>Instructional Method Key</u></b>					
		AR—Accelerated Reader		A—Assemble		BD—Build & Describe	
		Cl—Classification		C—Construct		CC—Compare & Contrast	
		Co—Collaboration		Col—Collect		Com—Complete	
		Cr—Create		D—Drama		Dem—Demonstration	
		Dis—Discuss		DP—Descriptive Presentation		Dr—Draw	
		E—Experiment		FT—Field Trip		G—Games	
		GR—Guided Reading		GS—Guest Speaker		GW—Group Work	
		GWr—Group Writing		ID—Identification		I—Illustration	
		In—Investigation		IW—Independent Writing		IR—Independent Reading	
		IRA—Interactive Read Aloud		L--Lecture		M—Manipulative	
		MI—Managed Independent		MM—Multi Media (Video, Audio)		NC—Number Cards	
		Pa—Participation		P—Prediction		PR—Peer Review	
		PP—Power Point		R—Read		Re—Recreation	
		S—Songs		So—Sort		SR—Shared Reading	
		SRT—Star Reading Test		TM—Teacher Modeling		VE—Verbal Explanation	
		V—View		WP—Written Practice		WS—Word Study	
<b>Standard</b>	<b>Indicator</b>	<b>Performance Scale</b>	<b>Time Frame</b>	<b>Instructional Method</b>	<b>Instructional Activities and Resources</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Phonemic Awareness, Word Recognition and Fluency</b>	1. Identify rhyming words with the same or different spelling patterns.	Reinforced	Wk. 3-4	Sort, Teacher Modeling, Group Work, investigation	Unit 2: Lesson 13, 18	Students will use written practice and oral practice to identify rhyming words.	To be effective, reading must include understanding (Mark 7: 14-18; Psalm 119:27)

	2. Use letter-sound knowledge and structural analysis to decode words.	Reinforced/Developed	Wk. 1-38	Teacher modeling, guided reading, word study	Year long activities (Phonics book Unit 3, 5, 6 daily reading, spelling words)	Students will work with teacher during guided reading and in-class activities.	
	3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words.	Developed	Wk. 19	Sort, group work, learning center, written practice	Unit 4,5, 6	Students will create words using familiar word families by using base word techniques and in-class practice.	
	Demonstrate a growing stock of sight words.	Reinforced	Wk. 1-38	Read	Spelling lists, reading	Students will practice their sight words by written and oral practice during in-class activities.	It is God's plan that people should be able to read well (II Timothy 3:16-17; Deut. 6:9, 11:20)
	5. Read text using fluid and automatic decoding skills.	Introduced/Developed	Wk. 1-38	Read, guided reading, interactive read aloud	Reading Novels (Boxcar Children, Best Christmas Pageant Ever, Little House in the Big Woods, These are My People	Students will practice fluency by oral reading during guided reading, in-class reading time, and one-on-one conferencing.	Christ expected people to read and understand the Scriptures. (Matt. 12:3-8, Psalm 19:7-8
	6. Read passages fluently with changes in tone, voice, timing and	Developed	Wk. 1-38	Read, guided reading, interactive read aloud, shared	Reading Novels (Boxcar Children, Best Christmas Pageant Ever,	Students will practice fluency by oral reading during guided	Public reading must be done well to be effective.



	expression to demonstrate meaningful comprehension.			reading, teacher modeling, drama	Little House in the Big Woods, These are My People), Reader's Theater productions	reading, in-class reading time, and one-on-one conferencing.	(Neh. 8:1-18)
<b>Acquisition of Vocabulary</b>	1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues	Developed/Reinforced	Wk. 1-17	Read, reading groups, teacher modeling	Reading Novels	Students will use in-class worksheets, vocabulary practice, and dictionaries.	Man's writings reflect his inner thoughts and desires; therefore we study literature to understand people. (Proverbs 18:4; Matt. 15:18-20)
	2. Use context clues to determine the meaning of homophones, homonyms and homographs	Developed	Wk. 33-34	Read, reading groups, teacher modeling, writing practice	Unit 7 (phonics), Dear Deer book	Students will find and determine homophones using comparison worksheets, and search/find reading activity (Dear Deer book)	
	3. Apply the meaning of the terms synonyms and antonyms.	Reinforced	Wk. 6	Written practice	Unit 7 (phonics),	Students will practice antonyms/synonyms using reading worksheets, in-class discussion	
	4. Read accurately high-frequency sight words.	Reinforced	Wk. 1-38	Read	Spelling lists, Reading novels, AR	Students will practice and read high-frequency words during	

						spelling practice (wordsearches, phonics worksheets, spelling tests, etc.)	
	5. Apply knowledge of individual words in unknown compound words to determine their meanings.	Developed	Wk. 1-17	Reading groups, teacher modeling, construct	Unit 3 (phonics)	Students will use base word activity sheets/compound word practice sheets, and spelling tests.	
	6. Use knowledge of contractions and common abbreviations to identify whole words.	Reinforced/Developed	Wk. 3, 15, 18	Written practice, teacher modeling, independent writing	Unit 4 (phonics)	Students will practice contractions using in-class contraction building worksheets and Spelling tests.	
	7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.	Developed	Wk. 20, 21	Written practice, teacher modeling, build and describe	Unit 4, Unit 6 (phonics) End of Chapter 5 (English)	English worksheets (circle the prefix/identify the prefix), Phonics worksheets (spell the word with the prefix/suffix), spelling tests	
	8. Decode and determine the	Developed		Teacher modeling,	Unit 6 (phonics)	Phonics worksheets,	

	meaning of words by using knowledge of root words and their various inflections			written practice, construct		reading worksheets, break word apart exercises (write word on strip and circle base word to determine meaning).	
	9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Developed	Wk. 16-17	Manipulative, multi media	Chapter 7 (English)	Dictionary practice, English worksheets, Bible reading (recognize that some words in the Bible can have different or double meanings)	Man's writings reflect his inner thoughts and desires; therefore we study literature to understand people. (Proverbs 18:4; Matt. 15:18-20)
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).	Reinforced	Wk. 1-38	Independent reading	Reading novels, AR, daily reading	AR (reading grade) In-class reading worksheets (What did we learn from this chapter?)	To be effective, reading must include understanding. (Mark 7: 14-18; Psalm 119:27)
	2. Predict content, events and outcomes by using chapter	Developed	Wk. 1-38	Teacher modeling, group work, managed	Predicting worksheets, comprehension activities (AR,	In-class discussions about foreshadowing and the use of	Christ expected people to read and understand

	titles, section headers, illustrations and story topics, and support those predictions with examples from the text.			independent, collaboration, draw	reading worksheets from in-class novels)	title to predict events, predicting worksheets, AR quizzes	the Scriptures. (Matt. 12:3-8; Psalm 19:7-8;
	3. Compare and contrast information between texts and across subject areas.	Reinforced/Developed	Wk. 1-38	Compare and contrast, teacher modeling, written practice, shared reading	Chapter 16 (English)	Venn Diagram (How does this book compare to the one we just read), KWL charts (What do we know about this book based on other books we have read?), fiction/non-fiction identification	Reading of the Bible is important to growth and knowledge in understanding of life and the responsibilities in it. (Deut. 17:19-20; Psalm 119:92-95; Psalm 119:42, Psalm 119:130)
	4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate.	Developed	Wk. 1-38	Written practice, teacher modeling, prediction, independent writing, collect, discuss	AR/Reading novel activities, Chapter 10 (English – book report), Author's read, in-class observation, reading projects	Point of View project and notes, Fictional writing for Author's Read (rubric), Comprehension worksheets.	

	5. Make inferences regarding events and possible outcomes from information in text.	Developed	Wk. 1-38	Prediction, Compare and Contrast, teacher modeling	AR/Reading novel activities (comprehension questions), Chapter 8 (English – writing a story)	Comprehension worksheets, In-class discussions (What does this title tell us?), Fictional writing (rubric)	
	6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.	Developed	Wk. 1-38	Multimedia, teacher modeling, demonstrate, draw, collaboration	Reading novel activities, Chapter 16 (English-writing a compare-contrast essay), reading groups	Whole class discussions (Venn Diagram using mimio), KWL chart (science solar system – begin before unit and finish after unit; reading novel KWL charts), word web individual c	The use of written materials in teaching makes it possible for learners to review what has been presented in other ways, and to study it more deeply. (Eph. 3:3-4; II Peter 3: 1-2)
	7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Developed/Reinforced	Wk. 1-38	Written practice, discussion,	AR/ Reading novel activities	AR quizzes, Reading worksheets, Webquest for reading novels (Little House Day)	
	8. Monitor own comprehension by adjusting speed to fit the	Reinforced	Wk. 1-38	Independent reading, guided reading, partner reading	AR/Reading novels (individual reading time)	AR quizzes, Teacher evaluation during guided reading,	

	purpose, or by skimming, scanning, reading on or looking back.					one-on-one conference and assessment	
	9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Reinforced	Wk. 1-38	Independent reading	Chapter 10 & 14 (English), AR, library time	AR time/quizzes, In-class discussion and identification of fiction, non-fiction, mystery, adventure, etc.	
	10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Reinforced	Wk. 1-38	Independent reading, shared reading	AR, In-class reading time, Chapter 10 (English- book report)	AR time/quizzes, Reading novel worksheets, Little House Day (experiencing what it would be like to live during the late 1800s)	Knowledge of non-Christian literature may be used by God in his service. (Phil. 4:8; Acts 17:28)
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and	Developed	Wk. 16-17	Teacher modeling, group/partner work,	Chapter 7 (English)	Reading worksheets, These Are My People (glossary worksheets and activities)	

	comprehend texts.						
	2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers.	Developed	Wk. 1-38	Discussion, guided reading, shared reading, demonstration, teacher modeling	AR/Reading novels, projects	Who, what, why, where, when worksheets, discussions, reading novel worksheets and discussions	To be effective, reading must include understanding. (Mark 7: 14-18; Psalm 119:27)
	3. Identify and list the important central ideas and supporting details of informational text.  4. Draw conclusions from information in maps, charts, graphs and diagrams.	Developed  Reinforced	Wk. 1-38	Written practice, teacher modeling, peer review, descriptive presentation  Discussion , written practice	Chapter 1 (History-Constitution) Animal Unit (Science activities)  Chapter 16 (English- writing a compare-contrast essay), Geography Unit	Constitution activities/Constitution Day (Branch summaries, Favorite Founding Father), Animal Scrapbook (rubric) Geography Worksheets, Compare-contrast charts, in-class discussions Map/Chart worksheets, teacher observation	The use of written materials in teaching makes it possible for learners to review what has been presented in other ways, and to study it more deeply. (Eph. 3:3-4;

							II Peter 3: 1-2)
	5. Analyze a set of directions for proper sequencing, clarity and completeness	Developed	Wk. 4	create	Chapter 2 (English-writing game instructions), Reading novels (Best Christmas Pageant Ever)	Sequencing worksheets, What comes first, next, etc. activities, Whole group instruction,	
<b>Reading Applications: Literary Text</b>	1. Recognize and describe similarities and differences of plot across literary works.	Introduced	Wk. 1-38	Compare and contrast, illustrate, group work	Reading novel activities	Creative writing story (what is plot and what do we know about it), Reading worksheets, In-class discussion, Venn Diagrams (comparing/contrasting stories)	Many different kinds of writing are used by God for His purposes. (Historical (Pentateuch); Poetry (Psalm, Proverbs); Letters (Gal, Eph, etc.); Sermons (Matt. 24-25; Acts 2)
	2. Use concrete details from the text to describe characters and setting.	Developed	Wk. 1-38	Written practice, discussion, teacher modeling, charts	Reading novel activities	Story pyramids (character, setting, plot, ending),	Effective writing demands careful research, documentation, and wise expression. (Eccl. 12: 9-12)



	3. Retell the plot sequence.	Developed	Wk. 10	Create, discussion	Reading novel activities	Comprehension worksheets, teacher observation during reading groups	
	4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction	Not Addressed	Wk. 7-8	Discussion, read alouds	Chapter 12 (English – poetry), Reading novel activities, fairy tale unit	Rubric for fairy tale unit, teacher observation during reading groups, poetry projects	
	5. Explain how an author's choice of words appeals to the senses.	Developed	Wk. 20-24, 25-28	Discussion, create	Chapter 13 (English - Adjectives & Adverbs), Reading Novels, Polar Express Unit, Author's Read	Colorful words/Adjectives chart, plain language vs. colorful language chart, Story writing rubric (adjectives included in fictional story)	
	6. Identify stated and implied themes.	Introduced	Wk. 18	Discussion	Reading novels	Teacher observation and discussion in reading groups, Comprehension worksheets/questions	
	7. Describe methods authors use to influence	Introduced	Wk. 18, 23-26	Discussion, teacher modeling,	AR, Reading novels, Author's Read/Story unit	Writing process during story unit (developing of	There are times when writing is

	readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language).			creation, independent writing, guided reading		characters), Reading questions/worksh eets, teacher observation and discussion during reading groups	better than speaking. (Acts 15:20)
<b>Writing Processes</b>	1. Generate writing ideas through discussions with others and from printed material	Reinforced	Wk. 18-19	Diagram, discussion, create	Story writing Unit, Chapter 8 (English)	Writing process (beginning, middle, end), Story writing rubric, Teacher observation during writing groups	
	2. Develop a clear main idea for writing.	Developed	Wk. 18-19	Teacher modeling, discussion	Story Writing Unit, Chapter 8, 10, 14 English	Writing process (students explain the main idea of their story/writing), Writing rubric	Many kinds of writing are used by God for His purposes. (Historical (Pentateuch); Poetry (Psalm, Proverbs); Letters (Gal, Eph, etc.); Sermons (Matt. 24-25; Acts 2)
	3. Develop a purpose and audience for writing	Developed	Wk. 18-19	Teacher modeling, discussion	Story Writing Unit, Chapter 8, 10, 14 English	Writing process (students understand the difference between fictional writing and informational	God has used writers down through history to accomplish His purposes. (Moses, David, Solomon,

						writing – book reports, research paper), Teacher observation during writing groups	Gospel writers)
	4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.	Reinforced/Developed	Wk. 18-19	Create, sort, teacher/student conferencing	All in class writing projects, Story Writing Unit, Chapter 8 English	Web/Diagram practice (using created templates or student created diagrams) ,teacher observation	
	5. Organize writing by providing a simple introduction, body and a clear sense of closure.	Developed	Wk. 18-24	Conferencing with writing groups, independent writing, teacher modeling	Story Writing Unit, Chapter 4, 6, 8, 10	Writing process (students illustrate through written form and discussion about beginning, middle, and end), Writing rubric, teacher observation	Effective writing demands careful research, documentation, and wise expression. (Ecc. 12:9-12)
	6. Use a wide range of simple, compound and complex sentences.	Developed	Wk 1-38	Teacher modeling, independent writing, peer review, conferencing	All in class writing, Reading response activities (comprehension questions)	Teacher observation, English worksheets on simple and complex sentences, Reading worksheets	
	7. Create paragraphs with topic sentences and supporting	Introduced/Developed	Wk. 4, 18-24	Teacher modeling, independent writing, peer	Story writing unit, in class writing	Writing process (beginning paragraph, body paragraphs,	

	sentences that are marked by indentation and are linked by transitional words and phrases			review, conferencing, demonstration,		ending paragraphs), Writing rubric (story, research, etc.), Teacher observation	
	8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.	Introduced	Wk. 15, 22, 7-8	Teacher modeling, peer review, create, group writing	Creative writing projects, Fairy Tale and Animal Units	Project rubrics, teacher observation during writing groups and in-class work, student/teacher conferencing	
	9. Use available technology to compose text	Developed	Wk. 23-24	Multimedia	Story Writing Unit	Teacher observation, writing rubric, student/teacher conferencing	
	10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).	Developed	Wk. 22-24	Peer review, conferencing, shared writing	Story Writing Unit, Author's Read, in-class writing, writer's workshop	Teacher observation during writing groups, student/teacher conferencing	
	11. Add descriptive words Introduced/Developed and details and delete extraneous information.	Introduced/Developed	Wk. 18-24, 25-28	Peer review, conferencing	Story Writing Unit, writer's workshop	Teacher observation during writing groups, student/teacher conferencing	

	12. Rearrange words, sentences and paragraphs to clarify meaning	Introduced/ Developed	Wk. 22-24	Conferencing, independent writing	In class writing, writer's workshop, story writing unit	Teacher observation during writing groups, student/teacher conferencing	
	13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.	Introduced/ Developed	Wk. 16-17	Conferencing, independent writing	Writer's workshop	Dictionary worksheets, Teacher observation during writing groups, student/teacher conferencing	
	14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Introduced/ Developed Reinforced	Wk. 1-4	Conferencing, peer review	Novel response (comprehension questions), in class writing, Story Writing Unit, Chapter 1 English	Reading/Comprehension worksheets, Writing rubric, Teacher observation, student/teacher conferencing	Effective writing demands careful research, documentation, and wise expression. (Eccl. 12:9-12)
	15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Developed/ Reinforced	Wk. 23-24	Peer review	Story Writing Unit, History Unit 1 (constitution), Animal Unit, Chapter 4, 8, 10, 14 (English)	Completed self checklist, teacher observation, writing rubric, student/teacher conferencing	
	16. Rewrite and illustrate writing samples for	Developed	Wk. 18-24	Shared writing, complete, multimedia,	Author's Read	Writing rubric (self-checklist) teacher	

	display and for sharing with others.			description presentation		observation, student/teacher conferencing	
<b>Writing Applications</b>	1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.	Introduced/Developed	Wk. 18-24	Creative writing, group writing, independent writing, teacher modeling	Author's read, creative writing time Ch. 8 English	Teacher observation during writing groups, student/teacher conferencing, writing process worksheets (time-order chart), writing rubric	
	2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.	Introduced	Wk. 7-8	Class discussion, independent writing, peer review	Book report, Fairy Tale Unit, Ch. 10 English	Fairy Tale Unit rubric, writing process worksheets, Book report rubric, Teacher observation during writing groups, student/teacher conferencing	
	3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and	Reinforced/Developed	Wk. 5-7	Creative writing, teacher modeling, independent writing, peer review	Ch. 4 English, Fairy Tale Unit, Pen Pal letters, letters to local government officials (social studies activity)	Letter writing rubric, letter checklist, chapter 4 English writing process worksheets, teacher observation during writing groups, student/teacher	

	signature.					conferencing	
	4. Write informational reports that include the main ideas and significant details from the text.	Introduced	Wk 28-30	Independent writing	Ch. 10 English, Animal project (Science)	Animal project rubric, teacher observation during independent writing time, student/teacher conferencing	
	5. Produce informal writings (e.g., messages, journals, note and, poems) for various purposes	Developed	Wk. 1-38	Independent writing, creative writing, group writing	Creative writing time, Story writing unit	Story writing rubric, teacher observation during writing time, student/teacher conferencing	
<b>Writing Conventions</b>	1. Write legibly in cursive, spacing letters, words and sentences appropriately.	Developed	Wk. 20-38	Independent writing, teacher modeling	Board/Mimio work	Teacher observation of writing, handwriting/cursive work	Writing should be clear and legible (Deut. 27:8; Habakkuk 2:2)
	2. Spell multi-syllabic words correctly.	Developed	Wk. 1-38	Manipulative, assemble, construct, word study	Spelling tests, Rainbow words, Unit 6 Phonics	Spelling assessments, practice worksheets	
	3. Spell all familiar high-frequency words, words with short vowels and common endings correctly.	Reinforced	Wk. 1-38	Manipulative, assemble, construct, word study	Teacher conferencing time, Guided reading groups	Teacher observation during class-time/reading groups, phonics worksheets, student/teacher conferencing	Written doctrine and standards make consistency possible from generation to generation (Ex. 24:3-4,7, 12)
	4. Spell contractions,	Developed	Wk. 25-26	Word study, group work,	Spelling tests, Unit 7 Phonics	Spelling assessments,	

	compounds and homonyms (e.g., hair and hare) correctly.			compare/contrast		Phonics worksheets from Unit 7, Teacher observation, student/teacher conferencing	
	5. Use correct spelling of words with common suffixes such as -ion, -ment and -ly.	Developed	Wk. 27, 28	Word study, group work	Unit 6 Phonics, Spelling tests, Board work	Spelling assessments, teacher observation, phonics worksheets from Unit 6.	
	6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i).	Developed	Wk. 17, 25	Word study, manipulative, build and describe	Unit 2-3 Phonics, Board work, word letter puzzle pieces	Teacher observation, student/teacher conferencing, Phonics worksheets/ practice from Unit 2-3	
	7. Use resources to check spelling (e.g., a dictionary, spell check).	Developed	Wk. 16-17	Word study, manipulative	Work in computer lab, Ch. 7 English	Teacher observation, student/teacher conferencing, Ch. 7 English worksheets/ practice	
	8. Use end punctuation marks correctly	Reinforced/Developed	Wk. 1-4, 1-38	Teacher modeling, independent writing, written practice	Chapter 1 English, Board work, student practice pages	Teacher observation, student/teacher conferencing, practice pages/writing, Chapter 1 English	



						worksheets	
	9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives.	Introduced/Developed	Wk. 18, 29-31, 8-11	Teacher modeling, independent writing, written practice	Chapter 3, 8, 9 English, Unit 4 Phonics	Teacher observation, student/teacher conferencing, Story writing rubric, English worksheets/practice, Phonics worksheets/practice	
	10. Use correct capitalization.	Reinforced/Developed	Wk. 1-38	Written practice	Chapter 1 English	Teacher observation, assessing of daily work, student/teacher conferencing, English worksheets/practice	
	11. Use nouns, verbs and adjectives correctly.	Developed	Wk. 8-11, 12-15, 25-26	Written practice, group practice, teacher modeling	Chapter 3, 5, 11, & 13 English	Teacher observation, Story writing rubric, English worksheets/practice, assessing of daily work, chapter formative assessments	
	12. Use subjects and verbs that are in agreement.	Developed	Wk. 1-4, 29-31	Written practice	Chapter 5 English	Teacher observation, English worksheets/practice, chapter formative assessments	

	13. Use irregular plural nouns.	Introduced	Wk. 11	Written practice	Chapter 3 English	Teacher observation, English worksheets/practice, chapter formative assessments	
	14. Use nouns and pronouns that are in agreement.	Introduced	Wk. 8-11, 29-31	Written practice	Chapters 3 & 9 English	Teacher observation, English worksheets/practice, chapter formative assessments	
	15. Use past, present and future verb tenses.	Developed	Wk. 12-15	Written practice Teacher modeling	Chapters 5 & 11 English	Teacher observation, English worksheets/practice, Chapter formative assessments	
	16. Use possessive nouns and pronouns.	Developed	Wk. 8-11, 29-31	Written practice	Chapters 3 & 9 English	Teacher observation, English worksheets/practice, Chapter formative assessments	
	17. Use conjunctions.	Introduced	Wk. 2-3	Written practice	Story Writing, Chapter 1 English	Teacher observation, English worksheets/practice, Chapter formative assessments	

<b>Research</b>	1. Choose a topic for research from a list of questions, assigned topic or personal area of interest.	Introduced	Wk. 29-33	Group work, Managed independent	Chapter 14 English	English writing process practice/worksheets, rubric, Teacher observation Research, student/teacher conferencing	Many kinds of writing are used by God for His purposes. (Pauline letters, genealogies Gen. 10, Poetry, Psalms, Proverbs
	2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).	Introduced	Wk. 29-33	Group work, Field trip, Manipulative, Guest speaker	Animal scrapbook (Science), Webquest for Little House in the Big Woods	Animal scrapbook rubric, Teacher observation, Webquest assessment	Writing that follows God's plan makes use of numerous techniques. Jeremiah 2:18
	3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments,	Introduced	Wk. 29-31	Multi Media, Guest Speaker	Animal Scrapbook, Little House in the Big Woods day (webquest, guest speaker)	Teacher observation, Webquest assessment, Lewis and Clark assessment, Animal Scrapbook rubric	

	observations or surveys) about the topic.						
	4. Identify important information found in the sources and summarize the important findings.	Introduced	Wk. 29-31	Teacher modeling, written practice, collect	Animal scrapbook, Chapter 14 English	Teacher observation, Animal scrapbook rubric, English practice/worksheets	There are times when writing is better than speaking. Acts 15:20, 2 Cor. 13:10
	5. Sort relevant information into categories about the topic.	Introduced	Wk. 29-30	Collect, group work	Constitution/Founding Father/Branches of Government projects	Teacher observation, government project rubrics, student/teacher conferencing	Effective writing demands careful research, documentation, and wise expression. Ecc. 12:9-12
	6. Understand the importance of citing sources	Not addressed		Teacher modeling		Teacher observation, practice worksheets	
	7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to	Developed	Wk. 31	Class presentation, multi media, group work	Author's spotlight, Constitution activities, Chapter 14 English, Animal Scrapbook	Teacher observation, constitution assessment, Chapter 14 English worksheets/practice, Animal scrapbook rubric	
<b>Communication: Oral and</b>	1. Ask questions for clarification	Developed	Wk. 1-38	Peer review, group	Story writing unit, peer	Teacher observation,	To be effective,

<b>Visual</b>	and explanation, and respond to others' ideas.			discussion, group work, Teacher/ Student conferencing	conferencing, Chapter 8 English	writing checklist, student/teacher conferencing, Story writing rubric, English worksheets/ practice	reading must include understanding. Ps. 119:27
	2. Identify the main idea, supporting details and purpose of oral presentations and visual media.	Developed	Wk. 22	Group work, Verbal explanation	Little House in the Big Woods day, Chapel speakers, video presentation for Constitution day	Teacher observation, informative assessments, video presentation worksheet, Little House day assessments	Man's writings reflect his inner thoughts and desires; therefore, we study literature to understand people. Prov. 16:23
	3. Identify the difference between facts and opinions in presentations and visual media.	Developed	Wk. 4	Verbal explanation, group work	Video presentation for Constitution day	Teacher observation, video presentation worksheet, informative assessment during class discussion	
	4. Demonstrate an understanding of the rules of the English language.	Developed	Wk. 1-38	Written practice	Creative writing, novel responses, written worksheets	Teacher observation, informative assessments, student/teacher conferencing, writing assessments	Written doctrine and standards make consistency possible from person to person and from generation to generation. Ex. 24:3-4, 7, 12

	5. Select language appropriate to purpose and audience.	Introduced/Developed	Wk. 25-26	Teacher modeling	Author's spotlight	Teacher observation, student/teacher conferencing, Speech Meet assessment	
	6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.	Introduced	Wk. 25-26	Descriptive presentation, multi media	Author's spotlight, Speech Meet	Speech Meet assessment, Teacher observation, student/teacher conferencing	We must speak clearly, both in enunciation and in explanation. 1 Cor. 14:33, 40
	7. Adjust speaking content according to the needs of the audience.	Developed	Wk. 25-26	Descriptive presentation	Author's spotlight, in class presentations, Speech Meet	Teacher observation, student/teacher conferencing, presentation rubric	God will guide even in the choice of words and the organization of what we say, as we permit Him to do so. 1 Cor. 2:1-6
	8. Deliver informational presentations that: a. present events or ideas in logical sequence and maintain a clear focus; b. demonstrate an understanding of the topic; c. include	Developed	Wk. 25-26, 22	Descriptive presentation	Author's spotlight, Speech Meet	Teacher observation, student/teacher conferencing, presentation rubric	We must engage in the kinds of speaking which God commands or encourages in His word. 1 Cor. 14:26, Ps. 77:12  Our speech must be clean and pure.

	relevant facts and details from multiple sources to develop topic; d. organize information, including a clear introduction, body and conclusion; e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and f. identify sources.						<p>Job 27:4-6</p> <p>We must speak appropriately, according to the situation and the persons involved. Prov. 15:1</p> <p>We must use variety when we speak Matt. 5:6-7</p>
	9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	Developed	Wk. 22, 25-26	Descriptive presentations	Author's spotlight, Reading response activities	Teacher observation, Reading assessments/ Worksheets, Presentation rubric	<p>God directs specific persons to speak for Him in particular situations. Ex. 3:1-4:8</p> <p>We must engage in the kinds of speaking which God commands or encourages in His word. Heb. 10:24-25</p>

**Mansfield Christian School**  
**4<sup>th</sup> Grade**  
**Language Arts Curriculum Guide**

<u>Performance Scale Key</u>		<u>Instructional Method Key</u>					
Introduced Developed Reinforced Not Addressed		AR—Accelerated Reader		A—Assemble		BD—Build & Describe	
		CI—Classification		C—Construct		CC—Compare & Contrast	
		Co—Collaboration		Col—Collect		Com—Complete	
		Cr—Create		D—Drama		Dem—Demonstration	
		Dis—Discuss		DP—Descriptive Presentation		Dr—Draw	
		E—Experiment		FT—Field Trip		G—Games	
		GR—Guided Reading		GS—Guest Speaker		GW—Group Work	
		GWr—Group Writing		ID—Identification		I—Illustration	
		In—Investigation		IW—Independent Writing		IR—Independent Reading	
		IRA—Interactive Read Aloud		L--Lecture		M—Manipulative	
		MI—Managed Independent		MM—Multi Media (Video, Audio)		NC—Number Cards	
		Pa—Participation		P—Prediction		PR—Peer Review	
		PP—Power Point		R—Read		Re—Recreation	
		S—Songs		So—Sort		SR—Shared Reading	
		SRT—Star Reading Test		TM—Teacher Modeling		VE—Verbal Explanation	
		V—View		WP—Written Practice		WS—Word Study	
Standard	Indicator	Performance Scale	Time Frame	Instructional Method	Instructional Activities and Resources	Assessment of Learning	Biblical Integration
Acquisition of Vocabulary	1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.	Reinforced	Weeks 9-14	Discussion Guided reading	<i>Charlotte’s Web</i>	Workbook pages  Vocabulary quizzes	To be effective, reading must include understanding (Mark 7: 14-18, Psalm 119:27)
			1-8		<i>Sign of the Beaver</i> - chapters 9-10 WB p. 23-24		
			Weeks 26-38		<i>Little House on the Prairie</i> Chapters 11-15		
			Weeks 21-25 15-20		<i>Song of the Brook and Exploring our Roots</i>		



	2. Use context clues to determine the meaning of: synonyms, antonyms, homophones, homonyms and homographs.	Developed	Week 1-38  Weeks 28-30, 13-15, 16-20	Participation Written practice	Zaner-Bloser Spelling book Synonyms – List 1, 10, and 26 Antonyms – List 14, 15, 22, and 34 Homonyms – List 23 and 24 Bob Jones – p. 23-24 Bob Jones – p. 297-298 Bob Jones <i>English 4</i> – p. 171-172 Bob Jones – p. 169-170	Workbook pages	Writing that follows God's plan makes use of numerous techniques Jeremiah 1:18 Jeremiah chapter 2
	3. Recognize the difference between the meanings of connotation and denotation	Introduced	Weeks 1-8  Weeks 26-38	Participation Written Practice	<i>Sign of the Beaver</i> – WB p. 22  <i>Little House on the Prairie</i> – WB p. 24-25 WB p. 39-40	Workbook pages	
	4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.	Developed	Weeks 1-38  Weeks 26-38 1-8	Discussion Group Work identifying the differences between the different groups of words.	Zaner-Bloser Spelling book Synonyms – List 1, 10, and 26 Antonyms – List 14, 15, 22, and 34 Homonyms – List 23 and 24  <i>Little House</i> - WB p. 15 <i>Sign of the Beaver</i> – WB 21 (syn) WB 33 (ant)	Teacher Observation	Writing that follows God's plan makes use of numerous techniques Jeremiah 1:18 Jeremiah chapter 2

	5. Identify and understand new uses of words and phrases in text, such as similes and metaphors	Developed	Weeks 26-38	Group work Written Practice	<i>Little House on the Prairie</i> – WB p. 16-17	Workbook pages	Writing that follows God's plan makes use of numerous techniques Jeremiah 1:18 Jeremiah chapter 2
	6. Identify word origins to determine the meaning of unknown words and phrases	Introduced	Weeks 16-20	Collaboration Discuss	<i>Writer's Express</i> – p. 295-304	Observation	God originated languages Genesis 11:1-9
	7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.	Developed	Weeks 26-38  Weeks 16-20	Written Practice	Prefixes - Spelling List 26  Suffixes – Spelling List #27,28, and 33  <i>Writer's Express</i> – p. 295-304	Tests/quizzes Workbook pages	
	8. Identify the meanings of abbreviations.	Developed	Weeks 4-6	Participation	<i>English 4</i> - Bob Jones – Chapter 3 - p. 43-44	Poster showing the different abbreviations and what they mean.	
	9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Developed	Weeks 26-38  Weeks 1-8	Discussion Written Practice	<i>Little House on the Prairie</i> WB p. 31-32; 45-46 (dictionary) WB p. 24-25 (text)  <i>Sign of the Beaver</i> WB p. 23-24 (context) WB . 37 (glossary)	Workbook pages	

			Weeks 15-20		<i>Exploring our Roots</i> (glossary)		
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	Developed	Weeks 15-20	Discussion	<i>Exploring our Roots</i>	Written responses	Christ expected people to read and understand the Scriptures. (Mark 11:17, Mark 12:24)
	2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.	Reinforced	Weeks 9-14	Discussion	<i>Charlotte's Web</i>	Observation	
	3. Compare and contrast information on a single topic or theme across different text and non-text resources	Reinforced	Weeks 1-8 9-14  26-38  15-20  7-9	Compare/contrast Matt and Attean  Compare/contrast Attean's flood story to the Biblical account	<i>Sign of the Beaver</i>  <i>Charlotte's Web</i> WB p. 37  <i>Little House</i> WB p. 27 <i>Exploring our Roots</i> p. 74-77  <i>English 4 – Bob Jones – chapter 6</i>	Written report Venn Diagram	Writing that follows God's plan makes use of numerous techniques  Jeremiah 2
	4. Summarize important information in texts to demonstrate comprehension	Reinforced	Weeks 9-14 26-28	Make a newspaper summarizing chapters	<i>Charlotte's Web</i>  <i>Little House on the Prairie</i> WB p. 17-18; 25-	Finished newspaper	To be effective, reading must include understanding

			Weeks 1-8		26; 33-34  <i>Sign of the Beaver</i> WB p. 15		Psalms 119:27, 73, 125, 34 Nehemiah 8:8
	5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.	Developed	Weeks 15-20  1-8  26-38	Discussion	<i>Exploring Our Roots</i> – p. 84; 138  <i>Sign of the Beaver</i> WB p. 19-20  <i>Little House</i> “Dig Deeper” concepts on WB pages	Observation	
	6. Select, create and use graphic organizers to interpret textual information.	Developed	Weeks 16-20  1-8  26-38   Weeks 15-20	Venn Diagram for compare/contrast – Matt/Attean  Outline – “Meet Laura”  Food Pyramid Poster	<i>Writer’s Express</i> p. 333-337  <i>Sign of the Beaver</i>  <i>Little House</i>  <i>Bob Jones Science</i> 4 – Chapter 11  <i>Exploring Our Roots</i> – p. 38-43	Observation	
	7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Developed	Weeks 1-38	Silent Reading	Accelerated Reader program  <i>Little House</i> <i>Sign of the Beaver</i> <i>Charlotte’s Web</i> <i>Song of the Brook</i> <i>Exploring Our Roots</i>	Star Reading Test	To be effective, reading must include understanding Psalms 119:27 Psalms 119:73 Psalms 119:34 Matthew 12:3-

							7 Mark 7:14-18
	8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.	Reinforced	Weeks 1-38	Silent Reading	Accelerated Reader program	AR quizzes	Reading is important to growth in knowledge and understanding life and our responsibilities in it. Deut. 17:19-20 Psalm 19:7-8 Psalm 119:92-95 Prov. 22:20-21
	9. List questions and search for answers within the text to construct meaning.	Reinforced	Weeks 21-25	Group work Each group will design questions and vocabulary for a given chapter	<i>Song of the Brook</i> Chapters 6-10	Written responses	
	10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Reinforced	Weeks 1-38	Accelerated Reader	Accelerated Reader	AR quizzes	Excessive devotion to books is futile as well as tiresome. We cannot know it all; we must be selective in what we read Eccl. 12:12 John 21:25 John 20:30-31 Luke 1:1-4
	11. Independently read books for various	Reinforced	Weeks 1-38	Accelerated Reader	Accelerated Reader	AR Quizzes	The Bible appeals to the

	purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).						emotions and the imagination as well as the intellect Psalm 1:1-2 Psalm 119:103 Psalm 19:8-10
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	1. Make inferences about informational text from the title page, table of contents and chapter headings.	Developed	Weeks 1-38	Discussion	Introductions to new chapters in history, science, and reading books	Observations	
	2. Summarize main ideas in informational text, using supporting details as appropriate	Developed	Weeks 1-8 9-14	Discussion – conflicts/solutions	<i>Sign of the Beaver</i> WB p. 15-16; 31 <i>Charlotte's Web</i>	Written responses	To be effective, reading must include understanding  Psalm 119:27, 73, 125, 34 Nehemiah 8:8
	3. Locate important details about a topic using different sources of information including books, magazines, newspapers and online resources.	Introduced	Weeks 16-20	Written research report on Tecumseh	<i>Ohio Adventure</i> – Chapter 5  <i>English 4</i> – Bob Jones Chapter 12	Written responses	
	4. Identify examples of cause and effect used in informational text.	Developed	Weeks 26-38	Discussion Group Work	<i>Little House</i>  <i>Ohio Adventure</i> – Chapter 5	Observations Posters showing the different causes/effects	Use Biblical stories  Cain and Abel - Genesis

			Weeks 1-8		<i>Sign of the Beaver</i> WB 26 – chapter 11-12		Joseph - Genesis David and Bathsheba
			Weeks 26-38		<i>Little House</i> WB p. 20		
			15-20		<i>Exploring our Roots</i> – p. 124-127		
	5. Draw conclusions from information in maps, charts, graphs and diagrams.	Developed	Weeks 15-20	Collaboration Participation	<i>Exploring Our Roots</i> p. 18-21 – Map p. 28-33 – graph p. 38-43 – Chart p. 52-55 – Chart p. 102-107 – Chart	Observations Ask Questions	
			Weeks 24-27		<i>English 4</i> – Bob Jones <i>Diagrams adjectives and adverbs</i> <i>Bob Jones Science 4</i> Chapter 11 – Food Pyramid		
	6. Clarify steps in a set of instructions or procedures for completeness.	Developed	Weeks 28-30	Narrative	<i>English 4</i> – Bob Jones Chapter 2	Written response	
			Weeks 15-20		<i>Exploring Our Roots</i>		
	7. Distinguish fact from opinion.	Reinforced	Weeks 1-8	Narrative Written Practice Participation	<i>Ohio Adventure</i> Chapter 5 p. 82 <i>Sign of the Beaver</i>	Observation Written response	We must evaluate the truth of all

			Weeks 15-20		WB p. 16 – chapters 5-6 <i>Exploring our Roots</i> p. 134-137		other communication by the Bible, since it alone is absolute truth  Deut 18:9-14 Isaiah 8:20 II Tim. 3:16-17
<b>Reading Applications: Literary Text</b>	1. Describe the thoughts, words and interactions of characters.	Reinforced	Weeks 1-38	Discussion Participation	<i>Charlotte's Web</i> <i>Sign of the Beaver</i> <i>Song of the Brook</i> <i>Little House on the Prairie</i> <i>Exploring our Roots</i>	Workbook pages	To be effective, reading must include understanding (Mark 7: 14- 18, Psalm 119:27)
	2. Identify the influence of setting on the selection.	Reinforced	Weeks 1-38	Discussion Participation	<i>Charlotte's Web</i> <i>Sign of the Beaver</i> <i>Song of the Brook</i> <i>Little House on the Prairie</i> <i>Exploring our Roots</i>	Workbook pages	
	3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.	Reinforced	Weeks 1-38	Discussion Participation	<i>Charlotte's Web</i> <i>Sign of the Beaver</i> <i>Song of the Brook</i> <i>Little House on the Prairie</i> <i>Exploring our Roots</i>	Observation	
	4. Identify the speaker and recognize the difference between first- and third-person narration.	Introduced	Weeks 15-20	Discussion Participation	<i>Exploring Our Roots</i> 1 <sup>st</sup> person- p. 18-21 p. 22-27	Observation	Biblical celebrations: Matthew 15 Colossians 2:8



					p. 78-79 p. 80-83 p. 128-133 3 <sup>rd</sup> Person- p. 92-97 p. 124-127		
	5. Determine the theme and whether it is implied or stated directly	Introduced		Discussion Participation Written Practice			
	6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.	Introduced	Weeks 15-20	Discussion Participation	<i>Exploring Our Roots</i>	Workbook pages Observation	Many kinds of writing are used by God for His purposes  Poetry – Psalms, Deuteronomy 31 and 32 Proverbs - Eccl., I Kings, and Proverbs
	7. Explain how an author's choice of words appeals to the senses and suggests mood.	Reinforced	Weeks 1-38	Discussion Participation	<i>Charlotte's Web</i> <i>Sign of the Beaver</i> <i>Song of the Brook</i> <i>Little House on the Prairie</i> <i>Exploring our Roots</i>	Written Response	
	8. Identify figurative language in literary works, including idioms, similes and	Introduced	Weeks 26-38	Power point presentation  Discussion	<i>Little House</i> WB p. 16-17; 28	Observation	Many kinds of writing are used by God for His purposes. (Ecc.

	metaphors. ** personification ** alliteration						12:9-12, Matt. 24-25)
<b>Writing Processes</b>	1. Generate writing ideas through discussions with others and from printed material.	Reinforced	Weeks 16-20	Discussion	<i>English 4 – Chapter 12</i>	Observation	Many kinds of writing are used by God for His purposes. (Ecc. 12:9-12, Matt. 24-25)
	2. State and develop a clear main idea for writing.	Reinforced	Weeks 16-20	Teacher directed	<i>English 4 – Chapter 12</i>	Written response	Effective writing demands careful research, documentation, and wise expression  Ecc. 12:9-12
	3. Develop a purpose and audience for writing.	Reinforced	Weeks 16-20	Teacher directed	<i>English 4 – Chapter 12</i>	Written response	
	4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing	Reinforced	Weeks 16-20	Teacher directed	<i>English 4 – Chapter 12</i>  <i>Writer's Express</i> p. 333-337	Observation	
	5. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing	Developed	Weeks 16-20	Teacher directed	<i>English 4 – Chapter 12</i>	Written Responses	Writing should be clear and legible  Deut. 27:8

	statement or a summary of important ideas and details.						
	6. Vary simple, compound and complex sentence structures.	Introduced	Weeks 16-20	Teacher directed	<i>English 4 – Chapter 12</i>	Workbook pages	
	7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation) and are linked by transitional words and phrases.	Introduced and developed	Weeks 16-20	Teacher directed	<i>English 4 – Chapter 12</i>	Workbook pages	
	8. Vary language and style as appropriate to audience and purpose.	Introduced	Weeks 16-20	Teacher directed	<i>English 4 – Chapter 12</i>	Observation	God recognizes writing as a powerful tool to influence people  Ex. 31:18 Ex. 32:16 Ex. 34:1
	9. Use available technology to compose text.	Developed	Weeks 16-20	Teacher directed	<i>English 4 – Chapter 12</i>	Observation	
	10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).	Developed	Weeks 16-20	Partner Work	<i>English 4 – Chapter 12</i>	Written Response	
	11. Add descriptive words and details and	Introduced	Weeks 16-20	Teacher directed	<i>English 4 – Chapter 12</i>	Written Response	

	delete extraneous information.						
	12. Rearrange words, sentences and paragraphs to clarify meaning.	Developed	Weeks 16-20	Teacher directed	<i>English 4 – Chapter 12</i>	Written Response	Writing should be clear and legible  Deut. 27:8
	13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.	Introduced	Weeks 16-20	Teacher directed	<i>English 4 – Chapter 12</i>	Observation	
	14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons	Reinforced	Weeks 16-20	Teacher directed	<i>English 4 – Chapter 12</i>	Written Response	
	15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Developed	Weeks 16-20	demonstration	<i>English 4 – Chapter 12</i>	Rubric	
	16. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose using techniques such as electronic resources and graphics to enhance the final product.	Developed	Weeks 16-20	Discussion Student Interaction	<i>English 4 – Chapter 12</i>	Written response	

<b>Writing Applications</b>	1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.	Introduced	Weeks 15-20 28-30	Discussion Group Writing	<i>Exploring Our Roots</i>  <i>English 4 – Bob Jones</i> Chapter 2	Workbook pages	The Bible is full of narrative stories  Noah – Genesis  Paul - Acts
	2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.	Developed	Weeks 21-25 34-36	Collaboration Written Practice	<i>Song of the Brook</i>  <i>English 4-Bob Jones</i> Chapter 8	Workbook pages	
	3. Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure.	Reinforced	Weeks 37-38	Participation Demonstration	<i>English 4-Bob Jones</i> Chapter 4	Written Response	Many kinds of writings are used by God for His purposes  Epistles Revelation 2-3
	4. Write informational reports that include	Developed		Food Pyramid report/project	<i>Bob Jones Science 4- Chapter 11</i>	Written response	

	facts and examples and present important details in a logical order.						
	5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.	Developed	Weeks 16-20	Weekly journal assignments  Creative Writing	<i>Writer's Express</i> – p. 38	Written response	The Bible is God's letter or message to His people
<b>Writing Conventions</b>	Chapter 11 Write legibly in cursive, spacing letters, words and sentences appropriately.	Developed	Weeks 1-38	Teacher modeling	<i>Spelling Connections</i> – 4  (handwriting moments)	Observation	Writing should be clear and legible. (Deut. 27:8, Hab. 2:2)
	2. Spell high-frequency words correctly.	Reinforced	Weeks 1-38	Written Practice	<i>Spelling Connections</i> – 4	Tests/quizzes	
	3. Spell plurals and inflectional endings correctly.	Developed	Weeks 1-38	Written Practice	<i>Spelling Connections</i> – 4 List #31	Tests/quizzes	
	4. Spell roots, suffixes and prefixes correctly.	Developed	Weeks 1-38	Written Practice	<i>Spelling Connections</i> – 4 List #27, 28, and 33 (suffixes) List #26 (prefix)	Tests/quizzes	
	5. Use commas, end marks, apostrophes and quotation marks correctly	Developed	Weeks 37-38 31-33	Written Practice	<i>English 4-</i> Bob Jones Chapter 4 Chapter 15	Workbook pages	
	6. Use correct capitalization.	Reinforced	Weeks 4-6 37-38	Written Practice	<i>English 4-</i> Bob Jones Chapter 3 Chapter 4	Workbook pages	

	7. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future). ** nouns as subjects, direct objects, indirect objects, object of the preposition ** predicate nominatives ** predicate adjectives ** verbs as linking, helping, action, and being	Reinforced	Weeks 4-6 10-12 13-15 21-23	Written Practice Participation Board Work	<i>English 4</i> – Bob Jones Chapter 3 – nouns Chapter 5 – verbs Chapter 9 – pronouns Chapter 11 – irregular verbs	Verbal Explanation	The use of written materials in teaching makes it possible for learners to review what has been presented in others ways and to study it more deeply  Luke 1:1-4 I Cor 4:14-17 Col. 4:7-9
	8. Use conjunctions and interjections.	Developed	Weeks 1-3	Written Practice	English 4 – Bob Jones Chapter 1	Workbook pages	
	9. Use adverbs. ** adjectives - Articles - Indefinite - Possessives	Developed	Weeks 24-27	Written Practice Participation	<i>English 4</i> – Bob Jones Chapter 13  <i>Easy Grammar-</i> p. 272-327	Workbook pages	
	10. Use prepositions and prepositional phrases.	Developed	Weeks 31-33	Written Practice Participation	<i>English 4-</i> Bob Jones Chapter 15	Tests/quizzes	
	11. Use objective and nominative case pronouns.	Developed	Weeks 13-15	Written Practice Participation	<i>English 4</i> – Bob Jones Chapter 9	Tests/quizzes	
	12. Use subjects and verbs that are in agreement.	Developed	Weeks 4-6 10-12 21-23	Written Practice Participation	<i>English 4</i> – Bob Jones Chapter 3, 5 & Chapter 11	Workbook pages	

	13. Use irregular plural nouns.	Reinforced	Weeks 4-6	Written Practice Participation	Bob Jones Chapter 3	Tests/quizzes	
<b>Research</b>	1. Identify a topic and questions for research and develop a plan for gathering information.	Introduced	Weeks 16-20	Collaboration Teacher Directed	<i>English 4</i> – Bob Jones Chapter 12	Observation	Effective writing demands careful research, documentation, and wise expression. (Ecc. 12: 9-12)
	2. Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Introduced		Teacher Directed	<i>English 4</i> – Bob Jones Chapter 7	Workbook pages	Written records enable us to know the past and learn from past events  Psalm 102:18 Isaiah 30:8-11 Luke 1:1-4
	3. Identify important information found in the sources and summarize important findings.	Introduced	Weeks 16-20	Teacher Directed	<i>English 4</i> – Bob Jones Chapter 12	Verbal Presentation	
	4. Create categories to sort and organize relevant information charts, tables or graphic organizers.	Introduced	Weeks 16-20 7-9	Teacher Directed Participation	<i>English 4</i> – Bob Jones Chapter 12 Chapter 6	Make posters of the information	
	5. Discuss the meaning of plagiarism and create a list of sources.	Introduced	Weeks 16-20	Teacher Directed Participation	<i>English 4</i> – Bob Jones Chapter 12	Written Response	



	6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.	Introduced	Weeks 28-30  Weeks 7-9	Participation	<i>English 4</i> – Bob Jones Chapter 2 – narratives (oral) Chapter 6 – compare and contrast (written)  <i>Bob Jones Science</i> – Chapter 11 Food Pyramid (poster board)	Written response	
<b>Communication: Oral and Visual</b>	1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	Introduced	Weeks 28-30	Recording questions during a presentation	<i>English 4</i> – Bob Jones Chapter 2	Tests/quizzes	Refusal to listen to God's messenger is also refusal to listen to God. (Jer. 44:4-6, Luke 10:16)
	2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.	Developed		Power Point presentation on poisonous plants	<i>Abeka</i> – Chapter 5	Verbal Explanations	Listening is basic to much of learning and awareness  Psalm 34:11 Psalm 44:1 Prov. 8:32-34
	3. Distinguish between a speaker's opinions and verifiable facts.	Introduced	Weeks 28-30	Narrative presentations	<i>English 4</i> – Bob Jones Chapter 2	Verbal Presentations Observations	Our ability to hear and understand depends upon our previous attention to truth

							Gen 22:1-3 Matt. 13:15-16
	4. Demonstrate an understanding of the rules of the English language.	Reinforced	Weeks 1-38	Written Practice	<i>English 4</i>	Writing Novel Responses	
	5. Select language appropriate to purpose and audience.	Reinforced	January	Oral Presentation of a poem, fable, or Bible selection	Speech Meet book Bible	Verbal Presentation	We must speak appropriately according to the situation and persons involved  Prov 15:1 Prov. 25:11;15 Prov. 26:5
	6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.	Reinforced	January	Oral Presentation of a poem, fable, or Bible selection	Speech Meet book Bible	Verbal Presentation	
	7. Adjust speaking content according to the needs of the audience.	Reinforced	January	Oral Presentation of a poem, fable, or Bible selection	Speech Meet book Bible	Verbal Presentation	We must engage in the kinds of speaking which God commands or encourages in His Word Phil 4:8 Prov. 18:24 II Tim. 4:2 Psalm 77:12
	8. Deliver informational presentations (e.g., expository, research)	Developed		Written and model presentation of a wigwam,	<i>Ohio Adventure</i> Chapter 4	Project – written response and model	We must speak clearly, both in enunciation and in

	<p>that:</p> <ul style="list-style-type: none"> <li>a. present events or ideas in a logical sequence and maintain a clear focus;</li> <li>b. demonstrate an understanding of the topic;</li> <li>c. include relevant facts, details, examples, quotations, statistics, stories and anecdotes to clarify and explain information;</li> <li>d. organize information to include a clear introduction, body and conclusion;</li> <li>e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>f. Draw from several sources and identify sources used.</li> </ul>			longhouse, and teepee			<p>explanation</p> <p>Neh. 8:5-13 I Cor. 14:15-19</p>
	9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.	Developed	Weeks 28-30	Oral presentation of narrative	<i>English 4-</i> Bob Jones Chapter 2	Verbal Presentation	

**Mansfield Christian School**  
**5<sup>th</sup> Grade Language Arts**  
**Curriculum Guide**

<b><u>Performance Scale Key</u></b>		<b><u>Instructional Method Key</u></b>					
Introduced Developed Reinforced Not Addressed		Lecture Smartboard Centers G. Reading = Guided Reading Brainstorming Discuss Power Point Group Work In. Reading = Independent Reading					
<b>Standard</b>	<b>Indicator</b>	<b>Performance Scale</b>	<b>Time Frame</b>	<b>Instructional Method</b>	<b>Instructional Activities and Resources</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Acquisition of Vocabulary</b>	1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.	Reinforced	Week 1-37	Lecture Discussion G. Reading	Novels Worksheets Spelling Text Games Dictionary	Test worksheets	Matthew 24:15
	2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	Reinforced	Week 1-37	Lecture Discussion In. Reading	Progeny Press Novels Worksheets Spelling Text Language Text Thesaurus	Test Worksheets	
	3. Identify the connotation and denotation of new words.	Introduced	Week 1-37	Lecture Discussion G. Reading	Portal Manuals Word Games Worksheets Novels	Test Observation Worksheets	
	4. Identify and understand new uses of words and	Reinforced	Week 1-37	Lecture Discussion G. Reading	Novels Magazines Worksheets	Simile/Metaphor posters	Jesus used similes and metaphors to

	phrases in text, such as similes and metaphors.				Poster Board		communicate spiritual truths
	5. Use word origins to determine the meaning of unknown words and phrases	Introduced	Week 1-37	In. Reading Discussion	Novels Dictionary worksheets	Worksheets Test	Jeremiah 1:18, 2:2, 2:13, 2:18, 2:20-24
	6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.	Reinforced	Week 1-37	Discussion G. Reading Smartboard	Novels Dictionary Worksheets English Text Spelling Text	Test worksheets	Pull unknown words from the Bible and determine its origin
	7. Identify the meanings of abbreviations.	Reinforced	Week 1-37	Lecture Smartboard	Spelling Text English Text Math Text Dictionary	Test	Abbreviations of the Books of the Bible
	8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebar	Reinforced	Week 1-37	Lecture Discussion	Reference Materials English Text Tour of Library	Test	Use Bible References to learn unknown words
<b>Reading Process: Concepts of Print, Comprehension Strategies and</b>	1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy	Reinforced	Week 1-37	Discussion	Portal Manuals Worksheets	worksheets	Deuteronomy 17:19-20

<b>Self-Monitoring Strategies</b>	and to solve problems.						
	2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.	Reinforced	Week 1-37	G. Reading Discussion	Novels Portal Manuals worksheets	worksheets	
	3. Make critical comparisons across texts.	Introduced	Week 1-37	Discussion Smartboard	Novels Compare/Contrast Essay Venn Diagram	Observation Essay	
	4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.	Reinforced	Week 1-37	Discussion In. Reading Smartboard	Science Text Social Studies Text Novels Write Summaries	Summary	
	5. Make inferences based on implicit information in texts, and provide justifications for those inferences	Reinforced	Week 1-37	G. Reading In. Reading Discussion	Portal Manuals Novels worksheets	Worksheets tests	
	6. Select, create and use graphic organizers to interpret textual information.	Reinforced	Week 1-37	Discuss Lecture Smartboard	Various Graphic Organizers Novels Science Text Bible	observation	Graph the similarities and differences of the four Gospels
	7. Answer literal,	Reinforced	Week	Discuss	Novels	tests	

	inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.		1-37	In. Reading G. Reading Power Point	Science Text Social Studies Text Worksheets Computer		
	8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.	Reinforced	Week 1-37	Discussion	Science Text Social Studies Text Novels	Tests	Psalms 119:27
	9. List questions and search for answers within the text to construct meaning.	Reinforced	Week 1-37	Discussion Brainstorming Group Work	Posters Paper Various texts	List of questions	Psalms 119:73
	10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Reinforced	Week 1-37	Discussion Lecture	AR Checklist Computer Novels	Checklist AR tests	
	11. Independently read books for various purposes	Reinforced	Week 1-37	Lecture In. Reading	Novels Various Texts	Tests summary	Psalms 119:104

	(e.g., for enjoyment, for literary experience, to gain information or to perform a task).						
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	1. Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and online tools (search engines) to locate information.	Reinforced	Week 1-37	Lecture Group Work Smartboard	Novels Various Texts Computer Worksheets Chapter Outline	Tests Worksheets	
	2. Identify, distinguish between and explain examples of cause and effect in informational text.	Reinforced	Week 1-37	Discuss Lecture Smartboard	Novels Portal Manual Worksheets Cause/Effect Chart	Tests Charts Worksheets	Psalms 119:24
	3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.	Reinforced	Week 20-30	Discussion Group Work	Fishbone Graph Various Reading Sources Bible	Fishbone Graph	
	4. Summarize the main ideas and supporting details	Reinforced	Week 1-37	Discussion Group Work Smartboard	Novels Various Texts Portal Manual Worksheets	Summary Worksheets	



	5. Analyze information found in maps, charts, tables, graphs and diagrams.	Reinforced	Week 4-37	Lecture Discussion Smartboard Group Work	Math Text Worksheets Science Text Computer	Test	
	6. Clarify steps in a set of instructions or procedures for proper sequencing and completeness and revise if necessary.	Reinforced	Week 3-37	Discussion Lecture Powerpoint	Portal Manuals Worksheets  Create a set of instructions to make something	Worksheets Set of instructions	
	7. Analyze the difference between fact and opinion.	Reinforced	Week 1-37	Discussion	Portal Manuals Worksheets Novels	Worksheets tests	
	8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.	Reinforced	Week 1-37	Discussion Lecture Smartboard Group Work	Math Text  Write a paragraph with irrelevant information	Word Problems Paragraph	
	9. Identify and understand an author's purpose for writing, including to explain, to entertain or to inform.	Reinforced	Week 1-37	Discussion Smartboard	Bible Novels Various Texts Portal Manuals English Text	Explanation of purpose of one of books of New Testament	
<b>Reading Applications: Literary Text</b>	1. Explain how a character's thoughts, words and actions reveal his or her motivations.	Reinforced	Week 1-37	Discussion	Novels Bible Write Paragraph	paragraph	Matthew 12:34

	2. Explain the influence of setting on the selection.	Reinforced	Week 3, 8, 13, 18, 23, 28, 33	Discussion	Novels Portal Manuals Journal Writing	Test Journal Entries	
	3. Identify the main incidents of a plot sequence and explain how they influence future action.	Reinforced	Week 7, 12, 17, 22, 27, 32	Discussion	Sequence Chart Novels Buckle Down	Sequence Chart	
	4. Identify the speaker and explain how point of view affects the text.	Introduced	Week 3, 8, 13, 18, 23, 28, 33	Discussion	Novels Portal Manual Worksheet Journal Writing	Worksheets Journal Entry	
	5. Summarize stated and implied themes.	Introduced	Week 7, 12, 17, 22, 27, 32	Discussion	Novels Portal Manual Write Summary	Summary	
	6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.	Reinforced	Week 3, 15	Lecture Discussion Smartboard Power Point	Portal Manuals English Text Bible  Journal Entry of favorite genre	Test Journal Entry	The Bible consists of different types of literature.
	7. Interpret how an author's choice of words appeals to the senses and suggests mood.	Reinforced	Week 3-37	Discussion	Novels Portal Manual Write Paragraph	Paragraph	
	8. Identify and explain the use of	Reinforced	Week 3-37	Discussion	Novels Portal Manual	Project test	Christ used figurative

	figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.				Projects Bible		language to get His point across to the people.	
<b>Writing Processes</b>	1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Reinforced	Week 2-38	Group Work Discussion	List of ideas in journal	observation	Exodus 31:18	
	2. Conduct background reading, interviews or surveys when appropriate. 3. State and develop a clear main idea for writing.	Introduced	Week 20	Lecture Discussion Smartboard	Library Computer Reference Materials Essay	Essay	Ecclesiastes 12:9-12	Eccle 12:9-
		Reinforced	Week 3-4; 18-19; 30-32	Discussion Smartboard Lecture	English Text Portal Manual worksheets Narrative	Worksheets Narrative	Exodus 34:1	
	4. Determine a purpose and audience	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Discussion	English Text Portal Manual	Observation		
	5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-	Discussion Lecture Smartboard	Create organizational strategies to plan writing	Observation	I Corinthians 14:40	

	diagrams) to plan writing.		37				
	6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Discussion Smartboard	English Text Essay	Essay	Colossians 2:5
	7. Vary simple, compound and complex sentence structures.	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Lecture Discussion Smartboard	English Text Writing Assignments Worksheet	Assignments worksheets	
	8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Discussion Lecture Smartboard	Writing Assignment English Text	Writing Assignments	
	9. Vary language and style as appropriate to audience and purpose.	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Discussion Lecture Smartboard	English Text Writing Assignments Bible	Writing Assignments	The Pauline letters were varied in form according to purpose and audience.

	10. Use available technology to compose text.	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Discussion Smartboard	Computer Library Power Point Smartboard Writing Assignments	Assignments	
	11. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Group Work Discussion	Writer's Circle Author's Chair	Observation	
	12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Discussion Group Work	Computer	Observation	
	13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Discussion Group Work	Computer	Observation Writing Assignment	
	14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more	Reinforced	Week 3-37	Discussion	Library Various Resources Reference materials	Writing Assignment	

	effective vocabulary.						
	15. Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization), and identify and correct fragments and run-ons.	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Group Work Discussion	Writing Assignment	Writing Assignment	
	16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Discussion Group Work	Writing Assignment Rubric	Writing Assignment	Psalms 16:1
	17. Prepare for publication (e.g., for display or for sharing with others), writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Discussion Smartboard	Computer Assemble Project Author's Read	Project	
<b>Writing Applications</b>	1. Write narratives with a consistent point of view, using	Reinforced	Week 18-19; 36-38	Discussion Smartboard	Bible Write a Parable	Parable	Nehemiah 8:1-18

	sensory details and dialogue to develop characters and setting.						
	2. Write letters that state the purpose make requests or give compliments and use business letter format.	Reinforced	Week 7-9	Discussion Lecture Smartboard	English Text Write business letter	Business Letter	
	3. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.	Reinforced	Week 3-4; 7-8; 18-19; 23-24; 27-28; 35-37	Discussion Lecture Smartboard	English Text Write essay	Essay	Jeremiah 2:32-36
	4. Produce informal writings (e.g., journals, notes and poems) for various purposes	Reinforced	Week 11-12	Lecture Discuss Smartboard	English Text Journal writing Write poems	Writings	Ecclesiastes 12:9-12

<b>Writing Conventions</b>	1. Spell high-frequency words correctly.	Reinforced	Week 1-37	Lecture	Spelling Text Dictionary	Tests Written Work	
	2. Spell contractions correctly	Reinforced	Week 9-11	Lecture Discussion Smartboard	English Text Spelling Text Dictionary	Tests Written Work Worksheets	
	3. Spell roots, suffixes and prefixes correctly.	Reinforced	Week 1-37	Discussion Smartboard	English Text Spelling Text Dictionary Worksheets	Test Worksheets Written Work	
	4. Use commas, end marks, apostrophes and quotation marks correctly.	Reinforced	Week 1-37	Lecture Smartboard	English Text Spelling Text Worksheets	Tests Worksheets Written Work	Habakkuk 2;2
	5. Use correct capitalization.	Reinforced	Week 1-37	Lecture Smartboard	English Text Spelling Text	Tests Written Work	
	6. Use various parts of speech, such as nouns, pronouns and verbs (regular and irregular).	Reinforced	Week 5-6; 9-10; 17-18; 21-22; 25-26; 32-34;	Lecture Smartboard	English Text Worksheets Verb Song	Tests Worksheets	
	7. Use prepositions and prepositional phrases.	Reinforced	Week 2-3; 32-34	Lecture Smartboard	English Text Preposition Song Worksheets	Tests Worksheets	Deuteronomy 27:8
	8. Use adverbs.	Reinforced	Week 25-26	Lecture Smartboard	English Text Worksheets	Test worksheets	
	9. Use conjunctions and interjections.	Reinforced	Week 1-2	Lecture Smartboard	English Text worksheets	Test Worksheets	
Research	1. Generate a topic, assigned or personal interest,	Reinforced	Week 23	Lecture Discussion Smartboard	English Text Brainstorm topics	Observation	Exodus 17:14



	and open-ended questions for research and develop a plan for gathering information.						
	2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Reinforced	Week 23	Lecture Discussion	Computer lab Library Internet	Observation	Ecclesiastes 12:9-12
	3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).	Reinforced	Week 24	Lecture  Teacher Guidance	Graphic organizers Smartboard Note cards Outline	Evaluate note cards and outline	
	4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.	Reinforced	Week 24-25	Lecture Discussion Smartboard	Venn Diagram T-Graph	Evaluate graphic organizers	

	5. Define plagiarism and acknowledge sources of information.	Reinforced	Week 23-25	Lecture Discussion	Write a bibliography	Evaluate bibliography	Exodus 20:15
	6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.	Reinforced	Week 4-38	Discussion	Power Point Share projects and writings Author Read	Evaluate projects	Many kinds of writing are used by God for His purposes.
<b>Communication: Oral and Visual</b>	1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	Reinforced	Week 16	Discussion	Smartboard  List of different strategies	Observation	Proverbs 18:15
	2. Interpret the main idea and draw conclusions from oral presentations and visual media.	Reinforced	Week 20	Discussion	Write the main idea of ACSI Speeches	Evaluate writing	
	3. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	Reinforced	Week 20	Discussion	Make graph of differing purposes of each ACSI speech	Evaluate graph	Isaiah 50:4
	4. Use clear diction, pitch,	Reinforced	Week 20`	Discussion	Present ACSI speech	Evaluate speech	

	tempo and tone, and adjust volume and tempo to stress important ideas.						
	5. Adjust speaking content according to the needs of the situation, setting and audience.	Reinforced	Week 20	Discussion	Present ACSI speech	Evaluate speech	II Timothy 1:13
	6. Deliver informational presentations (e.g., expository, research) that: a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g.,	Reinforced	Week 25	Lecture Smartboard	Oral presentation of research paper	Evaluate presentation and paper	Psalms 34:11

	cause-effect, compare-contrast); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and e. draw from several sources and identify sources used.						
	7. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details	Reinforced	Week 1	Discussion Lecture	Personal pictures Newspaper template for personal news		
	8. Deliver persuasive presentations that: a. establish a clear position; b. include relevant evidence to support a position and to address potential concerns of listeners; and c. follow common organizational	Introduced	Week 7-9	Discussion	Presentation	Evaluate presentation	Psalms 94:9

	structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).						
--	---	--	--	--	--	--	--

**Mansfield Christian School**  
**6<sup>th</sup> Grade**  
**Language Arts Curriculum Guide**

<b><u>Performance Scale Key</u></b> Introduced Developed Reinforced Not Addressed		<b><u>Instructional Method Key</u></b>  Write Source 2000 English 6 Writing and Grammar—Bob Jones University Press The Study of Novels as a Literary Component					
<b>Standard</b>	<b>Indicator/ Objectives</b>	<b>Performance Scale</b>	<b>Time Frame</b>	<b>Instructional Method</b>	<b>Instructional Activities &amp; Resources</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Vocabulary Acquisition</b>	1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.	1.Developed	1.Week 1-38 vocabulary for reading novels and spelling books	1.Discussion Classification Word Study Identify	1.Spelling books Interactive read aloud Guided reading Independent reading	1.Students create analogies after viewing animals from nature center Create their poems using analogies, synonyms and antonyms	1. The ability to communicate with one another and with God is part of His plan for our lives. Ex. 4:10-12
	2. Apply knowledge of connotation and denotation to determine the meaning of words.	2.Developed	2.Week 1-38 vocabulary for reading novels, terms for history and spelling	2.Interactive read aloud Classification Identify	2.vocabulary activities with novels and Daily Grams Spelling books	2.Daily Grams Spelling book activities Written evaluation	2. God is concerned that communication be clear and easily understood. Ecclesiastes 12:9-11
			3.Week				

3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.	3.Developed	1-38 Spelling books and Daily Grams	3.Classify Identify Managed independent Written practice Guest speaker	3.Daily Grams Spelling books Animals from the nature center Poetry	3.Daily Grams Spelling books Students will be able to create their own poems using synonyms, antonyms and analogies	3. God is concerned that communication be clear and easily understood. Habakkuk 2:2
4. Interpret metaphors and similes to understand new uses of words and phrases in text.	4.Developed	4.Week 3 Introduce Week I-38	4.Word Study Guided reading Whole group Independent Reading Guided Writing Guided Reading Illustrate	4.Spelling activities Novel activities Poetry—students own poems	4.Spelling books Novel activities Written evaluations Poetry notebooks	4. The ability to communicate with one another and with God is part of His plan for our lives. Genesis 2:20-24
5. Recognize and use words from other languages that have been adopted into the English language.	5.Developed	5.Week 19 Week 1-38— Spelling	5.Discuss Classify Identify Demonstrate	5.Spelling activities History activities—unit on Rome—many of our words originate from Latin--etymology	5.Spelling books History activities Reading activities Daily Grams	5.To be effective, reading must include understanding Nehemiah 8:8
6. Apply the knowledge of	6.Developed	6.Week 1-38	6.Classify Identify	6.Spelling activities		6.To be effective, reading must include understanding

	<p>prefixes, suffixes and roots and their various inflections to analyze the meanings of words.</p>		<p>reading Week 1-38 spelling</p>	<p>Discuss Demonstrate Sort</p>	<p>Reading activities Daily Grams</p>	<p>6.Spelling books Reading activities Daily Grams</p>	<p>Jeremiah 36:4-25</p>
	<p>7. Identify symbols and acronyms and connect them to whole words.</p>	<p>7.Introduced Developed</p>	<p>7.Week 2-38</p>	<p>7.Classify Discuss Identify Demonstrate</p>	<p>7.Spelling activities Reading activities Bible prayer acronym</p>	<p>7.Written evaluation Bible activities— Students will be able to share the ACTS acronym and what each part means Reading activities Power Point Presentations</p>	<p>7. God is concerned that communication be clear and easily understood. Nehemiah 8:8</p>
	<p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>8.Introduced Developed</p>	<p>8.Week 3-38</p>	<p>8.Managed independent writing Independent writing Interactive read aloud Group work Guided reading</p>	<p>8.Daily Grams Reading activities Spelling activities Journal writing Creating own poems Writing activities Bible activities</p>	<p>8.Daily Grams Reading activities Spelling books Poetry notebooks Bible books Writing activities</p>	<p>8. God is concerned that communication be clear and easily understood. I Corinthians 14:15-16,19</p>



<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	Developed	Week1-38	Group Work Shared reading Independent reading Interactive read aloud Guided reading	Accelerated Reader Novel activities Science activities History activities	Written evaluation Reaction Oral participation	It is God's plan that people should be able to read well. Deuteronomy 17:18-20
	2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.	2.Developed	2.Week 2-38	2.Shared reading Group work Guided reading Independent reading Discuss	2.Novel activities Accelerated reading History activities Science activities Group work	2.Written evaluation Accelerated reading tests Prediction and Reaction Papers	2. To be effective, reading must include understanding. Psalm 119:27
	3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.	3.Developed	3.Week 2-38	3.Shared reading Group Work Guided reading Independent reading	3.Novel activities Accelerated reading Science activities History activities	3.Written evaluation Projects Participation	3. To be effective, reading must include understanding. Nehemiah 8:8
	4. Summarize the	4.Developed	4.Week	4.Shared	4.Novel	4.Written	4. It is God's plan that

	information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.		2-38	reading Independent reading Guided reading Group writing Discuss	activities Accelerated Reading Science activities History activities Notes for history, math, and science	evaluation Accelerated reading tests Content subject activities Novel activities	people should be able to read well. Isaiah 34:16
	5. Select, create and use graphic organizers to interpret textual information.	5.Developed	5.Week 2-38	5.Group work Independent writing Managed independent Group writing Guided reading Interactive Read aloud	5.Writing activities History activities Science activities Experiments	5.Writing projects Written evaluations for content subjects History activities to interpret textual information—outlining text for example	5. It is God’s plan that people should be able to read well. I Timothy 4:13
	6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.	6.Introduced Developed	6.Week 2-38	6.Group work Shared reading Independent reading Guided reading Interactive reading	6.Novel activities Content subject activities Projects Group work	6.Novel activities Content subject activities Projects Written evaluation	6.To be effective, Reading must include understanding. Psalm 119:27
	7. Monitor own	7.Developed	7.Week	7.Independen	7.Accelerated		7. Christ expected people to

	comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on looking back, note taking or summarizing what has been read so far in text.		2-38	t reading Guided reading	reading Note-taking Group work Content subject activities	7.Accelerated reading tests Written evaluations Reaction	read and understand the Scriptures. Matthew 12:3-8
	8. List questions and search for answers within the text to construct meaning.	8.Developed	8.Week 3-38	8.Independent reading Guided reading Classification Identify	8.Experiments Group work Content subject activities	8.Written evaluation Group work	8. God saw to it that His message was written, so people could read it and know for sure what He said. I Timothy 3:16-17
	9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genre or recommendations from others).	9.Developed	9.Week 3-38	Independent reading	9.Accelerated reading Projects	9.Accelerated reading tests Projects (I.e. country projects and reports) Research papers	9.-10.Reading of the Bible is important to growth in knowledge and understanding of life, and our responsibilities in it. The results of such reading can be obtained in no other way. Deuteronomy 17:19-20
	10. Independently read books for various purposes (e.g., for enjoyment, for	10.Developed	10.Week 1-38	10.Discuss Managed independent Group work Guided	10.Independent reading or writing Projects Accelerated	10.Research papers Projects Accelerated reading tests	

	literary experience, to gain information or to perform a task			reading Identify Classify Collect data	reading Note-taking	Group Work	
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.	1.Introduced Developed	1.Week 2-38	1.Discuss Managed independent reading Independent reading Guided reading	1.Projects Assemble Classify Identify Country reports Taking notes on history and science texts	1.Projects Independent writing Group work	1. Reading of the Bible is important to growth in knowledge and understanding of life, and our responsibilities in it. The results of such reading can be obtained in no other way. Proverbs 22:20-21
	2. Analyze examples of cause and effect and fact and opinion.	2.Developed	2.Week 2-38	2.Guided reading Independent reading Discuss Managed independent reading	2.Novel activities Content subject activities Experiments Power point projects	2.Written evaluation Novel activities Content subject activities	2. To be effective, reading must include understanding. Psalm 119:73
	3. Compare and contrast important details about a topic, using different sources of information including books,	3.Developed	3.Week 2-38	3.Managed independent writing Independent writing Guided reading	3.Writing activities History activities Country reports Tabernacle Projects	3.Country Projects Participation Oral presentation	3. To be effective, reading must include understanding. Matthew 12;3,7

	magazines, newspapers and online resources						
	4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.	4.Developed	4.Week 2-36	4.Shared Reading Guided reading	4.Novel Activities	4.Participation	4. To be effective, reading must include understanding. II Psalm 119:34
	5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.	5.Developed	5.Week 3-32	5.Verbal Explanation Group Work	5.Atlas Activities History Activities Note taking Activities for history and science	5.History Activities Written evaluation	5. To be effective, reading must include understanding. Psalm 119:27
	6. Identify an author's argument or viewpoint and assess the adequacy and accuracy of details used.	6.Introduced Developed	6.Week 2-38	6.Discussion Group work Classify	6.Novel Activities	6.Novel Activities Written Evaluation	6. It is God's plan that people should be able to read well. I John 5:13
	7. Identify and understand an author's purpose for writing,	7.Developed	7.Week 2-38	7.Managed Independent Guided	7.Writing Activities Novel Activities	7.Novel Activities Independent Writing	7. To be effective, reading must include understanding. Joshua 8:34-35

	including to explain, entertain, persuade or inform. 8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.	8.Developed	8.Week 2-38	reading  8.Guided Reading Independent Reading Shared Reading Discussion	8.Note taking in Science and History Novel Activities Power point projects Country report Projects	Written Evaluation  8.Reaction papers Novel Activities Written Evaluation	8. Reading of the Bible is important to growth in knowledge and understanding of life, and our responsibilities in it. I Peter 2:2
<b>Reading Applications: Literary Text</b>	1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view character's own thoughts, words or actions.	1.Introduced	1.Week 2-38	1.Guided Reading Independent Reading Shared Reading Discussion Classify/ Identify	1.Novel Activities	1.Novel Activities Written Evaluation	1. To be effective, reading must include understanding. Psalm 119:73, 125
	2. Identify the features of setting and explain their importance in literary text.	2.Developed	2. Week 2-3 Week 2-38	2.Guided Reading Discussion Independent Reading	2.Novel Activities	2.Novel Activities Written Evaluation	2.To be effective, reading must include understanding Psalm 119:73,125
	3. Identify main and minor events of the plot, and explain how each incident gives rise to the next.	3.Developed	3. Week 2-38	3. Guided Reading Shared Reading Discussion	3. Elements of a Story Novel Activities	3. Novel Activities Events of a story Flow Charts	3. To be effective, reading must include understanding. Psalm 119:73,125

	4. Explain first, third and omniscient point of view and explain how voice affects the text.	4. Introduced	4. Week 2-38	4. Guided Reading Shared Reading Discussion	4. Elements of a Story Novel Activities	4. Novel Activities Written Evaluation Group Work	4. To be effective, reading must include understanding. Psalm 119:73,125
	5. Identify recurring themes, patterns, and symbols found in literature from different eras and cultures.	5. Introduced	5. Week 2-38	5. Guided Reading Shared Reading Discussion	5. History—Greek and Roman Myths African Fables Novel Activities	5. Novel Activities History Activities related to Greek and Roman Myths and African fables	5. To be effective, reading must include understanding. Psalm 119:73, 125
	6. Explain defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, auto biographies, fiction, and non-fiction.	6. Developed	6. Week 2-3 Week 2-38	6. Verbal Explanation Investigation Shared Reading Guided Reading	6. Elements of a Story (The important literary elements of any story) Novel Activities	6. Written Evaluation of Elements of a Story Novel Activities	6. To be effective, reading must include understanding. Psalm 119:73,125
	7. Distinguish how an author establishes mood and meaning through word choice, figurative language, and syntax.	7. Introduced	7. Week 2-38	7. Discussion Guided Reading Shared Reading	7. Elements of a Story (The important literary elements of any story) Novel Activities	7. Novel Activities Group Work Written Evaluation	7. To be effective, reading must include understanding. Psalm 119:73,125
<b>Writing Process</b> <b>Prewriting</b>	1. Generate writing ideas	Developed	Week3-4	Discussion Shared	Novel Activities Writing Projects	Novel Activities	God is concerned that communication be clear

	through discussions with others and from printed material, and keep a list of writing ideas.			Reading Guided Reading		Writing Projects	and easily understood. Ecclesiastes 12:9-11
	2. Conduct background reading, interviews or surveys when appropriate.	Developed	Week 3-6 12-14 15-17- 35-37	Guided Writing Independent Writing	Writing Projects History Projects	Writing Projects History Projects	The ability to communicate with one another and with God is part of His plan for our lives. Acts 9:4-6
	3. Establish a thesis statement for informational writing or a plan for narrative writing.	3.Introduced	3.Week 2-38	3.Guided Reading Shared Reading Independent Writing	3. Writing Projects History Projects-- Country Reports Science Projects— Inventor Reports	3. Writing Projects History Projects Science Projects	3. The ability to communicate with one another and with God is part of His plan for our lives. Acts 9:4-6
	4. Determine a purpose and audience.	4.Developed	4.Week 2-38	4.Guided Reading Shared Reading Independent	4.Novel Activities Writing Activities	4.Novel Activities Writing Projects	4. God is concerned that communication be clear and easily understood. Ecclesiastes 12:9-11
	5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn	5..Introduced Developed	5.Week 3-6 Week 12- 14 Week 15- 17	5.Assemble Collect Sort Managed Independent Writing	5.Writing Projects History and Science Activities	5.Writing Projects Research Reports	5. God is concerned that communication be clear and easily understood. I Corinthians 14:15-16,19



<b><i>Drafting, Revising and Editing</i></b>	diagrams) to plan writing.		Week 35-37				
	6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.	6.Developed	6.Week 1-6 Week 12-14 Week 15-17 Week 35-37 6.Week2-5 Week 1-38	6..Assemble Collect/Sort Managed Independent Writing  6.Verbal Explanation Guided Writing	6.Writing Projects History projects 6.Writing Projects Language Activities	6.Writing Projects Research Project	6. God is concerned that communication be clear and easily understood. Communication clear and easily understood. Matthew 24:15
	7. Vary simple, compound and complex sentence structures.	7. Developed	7. .Week 2-5 Week 1-38	7.Verbal Explanation Independent Writing Guided Writing	7.Language Activities Writing Projects	7.Writing Projects Written Evaluation	7. Communication clear and easily understood. Nehemiah 8:8
	8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	8.Developed	8.Week 3-6 Week 12-14 Week 15-17 Week 35-37	8.Descriptive Presentation Verbal Explanation Guided Writing	8.Writing Projects Language Activities	8.Writing Projects	8. Communication must be clear and easily understood. Habakkuk 2:2
	9. Vary language	9.Developed	9.Week	9.	9.Writing	9.Writing	9. Communication must be

	and style as appropriate to audience and purpose.		3-6 12-37	Descriptive Explanation Verbal Explanation Guided Writing	Projects Research Projects	Projects Research projects	clear and easily understood. Habakkuk 2:2
	10. Use available technology to compose text.	10.Developed	10.Week 3-6 12-37	10.Writing Projects Research Projects	10.Writing Projects Research Projects	10.Writing Projects Research Projects Power Point Projects	10. Communication must be clear and easily understood. Habakkuk 2:2
	11. Reread and analyze clarity of writing.	11.Developed	11.Week 3-6 Week 12-37	11.Guided Writing Descriptive Explanation Independent Writing	11.Writing Projects Research Projects Language Activities	11.Writing Projects Research Projects Essays on Written Evaluation Power Point Projects	11. Communication must be clear and easily understood. Deuteronomy 27:2-8
	12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	12.Developed	12.Week 3-6 Week 12-14 Week 15-17 Week 35-37 Week 3-6 Week 12-37	12.Guided Writing Descriptive Explanation Independent Writing	12.Writing Projects Research Projects Language Activities	12.Writing Projects Research Projects Essays on Written Evaluation Power Point Projects	12. The ability to communicate with one another and with God is part of His plan for our lives. Acts 9:4-6
	13. Rearrange	13.Developed	13.Week	13.Guided	13.Writing	13.Writing	

<b>Publishing</b>	words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.		22-25	Writing Descriptive Explanation Independent Writing Group Writing	Projects Research Projects Language Activities Poetry Writing Journal Writing	Projects Research Projects Journal Writing Poetry Writing	13. The ability to communicate with one another and with God is part of His plan for our lives. Acts 9:4-6
	14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	14..Developed	14.Writing 3-6 Week 12-14 Week 15-17 Week 22-25 Week 35-37	14.Guided Writing Descriptive Explanation Independent Writing	14.Writing Projects Research Projects Research Projects Language Activities Poetry Writing	14.Writing Projects Research Projects Essays for Written Evaluation Poetry Notebooks	14. We are responsible for knowing and heeding what God says. Psalm 119:130
	15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	15.Developed	15.Week 3-6 Week 12-14/15-17/22-25/35-37	15.Guided Writing Independent Writing	15.Writing Projects Research Projects Language Activities Poetry Activities	15.Writing Projects Research projects Poetry Notebooks	15. God is concerned that communication be clear and easily understood. Ecclesiastes 12:9-11
	16. Apply tools (e.g., rubric, checklist and feedback) to judge	16.Developed	16.Week 3-6/12-14/15-17/18-20/22-	16.Guiding Writing Descriptive Explanation Independent	16.Writing Projects— writing own books Research	16-17.Writing Projects—own books—Top Ten Best Seller List Poetry	16. God is concerned that our communication be clear and easily understood. Philemon 1:6

	the quality of writing.		24/35-37	Writing	projects Language Activities Poetry Activities	Notebooks A.C.S.I. Writing Competition and Poetry Competition	
	17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to purpose, using using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product	17. Developed	17. Week 7	17. Guided Writing Descriptive Explanation Independent Writing	17. Writing Projects— writing own books Research Projects Language Activities Poetry Activities	Oral demonstration of Expository Essay	17. God is concerned that our communication be clear and easily understood. Philemon 1:6
<b>Writing Applications</b>	1. Write narratives that maintain a clear focus and point of view and use of use sensory details and	1.Developed	1.Week 10-11/18-21/35-37	1.Managed Independent Writing Descriptive Explanation	1.Narrative Essay A.C.S.I. Writing Competition Mystery Writing	1.Narrative Essay A.C.S.I. Writing Competition Mystery Writing	1. God is concerned that communication be clear and easily understood. Matthew 24:15

<p>dialogue to develop plot, characters, and a specific setting.</p> <p>2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and support judgments with specific references to the text.</p> <p>3. Write letters that state the purpose, make requests or give compliments and use business letter format.</p> <p>4. Write informational essays or reports, including research, that present a literal understanding of the topic, include</p>	<p>2.Developed</p>	<p>2.Week 2-38</p>	<p>2.Guided Writing Independent Writing Descriptive Explanation</p>	<p>Creating own Books Language Activities</p> <p>2.Novel Activities Content Subject Reaction Papers Written Evaluations</p>	<p>Creating Own Books</p> <p>2.Novel Activities Content Subject Reaction Papers Written Evaluations</p>	<p>2. God gave His message in written form, the Bible. 2 Timothy 3:16</p>
	<p>3.Developed</p>	<p>3.Week 36-38</p>	<p>3.Guided Writing Independent Writing</p>	<p>3.Writing a Cover Letter to Submit Writing to be Published</p>	<p>3.Writing a Cover Letter</p>	<p>3. The ability to communicate with one with God and with one another is part of His plan for our lives. Exodus 4:10-12</p>
	<p>4.Developed</p>	<p>4.Week 3-6 Week 31-35</p>	<p>4. Managed (4.)Independent Writing Independent Writing</p>	<p>4. Activities to (4.)prepare for Research Paper Including graphic organizers</p>	<p>4.Research Papers Power Point Presentations</p>	<p>4. God is concerned that communication be clear and easily understood. Ecclesiastes 12:9-11</p>

	<p>specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.</p> <p>5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.</p> <p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes</p>	<p>5.Introduced</p> <p>6.Developed</p>	<p>5.Week 6-7</p> <p>6.Week 2-38</p>	<p>5. Work Guided Writing Independent Writing</p> <p>6.Group Work Independent Writing Demonstration Verbal Explanation</p>	<p>5.Activities for Writing an Editorial Revising run-on Sentences Propaganda Tactics</p> <p>6.Weekly Journal Writing Poems for Poetry Unit Using Poetry in History Notes for History and Science</p>	<p>5.Newspaper Editorial</p> <p>6.Journal Writing Poetry Notebook For Poetry Unit Demonstrating Understanding of History Concepts through Poetry</p>	<p>5. God is concerned that communication be clear and easily understood. Ecclesiastes 12:9-11</p> <p>6. The ability to communicate with one another and with god is part of His plan for our lives. Proverbs 13:17</p>
<b>Writing Conventions</b>	1. Spell frequently misspelled and	1.Developed	1.Week 2-38	1.Group Work Independent	1.Spelling Activities (1.)Corrections	1.Writing Projects (1.)Written	1. God is concerned that communication be clear and easily understood.

	high-frequency words correctly.			Writing	on Spelling Pre-Tests Corrections on Writing	Evaluation	Deuteronomy 27:2-8
	2. Use commas, end marks, apostrophes and quotation marks correctly.	2.Developed	2.Week 1-38	2.Independent Writing	2.Daily Grams Language Activities Writing Projects	2.Daily Grams Writing Projects Journal Writing	2. Communication clear and easily understood. Deuteronomy 27:2-8  God is concerned that communication be clear and easily understood. Habakkuk 2:2
	3. Use semicolons, colons, hyphens, dashes and brackets.	3.Introduced Developed	3.Week 1-38	3.Independent Writing	3.Journal Writing Writing Projects Language Activities	3.Journal Writing Poetry Writing Projects Daily Grams	3. Communication clear and easily understood. Habakkuk 2:2
	4. Use correct capitalization.	4.Developed	4.Week 1-38	4.Independent Writing Group Writing	4.Journal Writing Language Activities Daily Grams	4.Journal Writing Writing Projects Daily Grams	4. Communication clear and easily understood. Ecclesiastes 12:9-11
	5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction,	5.Introduced Developed	5.Week 1-38 Week 22-25 Week 27-29	5.Independent Writing Group Projects	5.Daily Grams Independent Writing Language Activities	5.Daily Grams Writing Projects Written Evaluation	5. The ability to communicate with one another and with God is part of His plan for our lives. Exodus 4:10-12

	preposition, interjection).						
	6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.	6.Developed	6.Week 1-38 Week 27-29	6.Guided Writing Independent Writing	6.Daily Grams Independent Writing Language Activities	6.Daily Grams Writing Projects Written Evaluation	6. God desires that communication be clear and easily understood. Habakkuk 2:2
	7. Use nominative, objective, possessive, indefinite and relative pronouns.	7.Developed	7.Week 1-38	7.Independent Writing Guided Writing	7.Daily Grams Independent Writing Language Activities	7.Daily Grams Writing Projects Written Evaluation	7. Communication clear and easily understood. Matthew 24:15
	8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.	8.Developed	8.Week 1-38 Week 27-29 Week 3-9	8.Independent Writing Guided Writing	8.Daily Grams Language Activities	8.Daily Grams Writing Projects Written Evaluation	8. God desires our communication be clear and easily understood. Matthew 24:15
<b>Research</b>	1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan	1.Introduced Developed	1.Week 3-7 Week Week 31-35	1.Guided Writing Group Work Managed Independent Independent Writing	1.Research Papers Inventor Reports Holocaust Projects	1.Research Papers Inventor Reports Holocaust Projects	1. The ability to communicate with one another and with God is part of His plan for our lives. Jeremiah 1:4-9



	for gathering information.						
	2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	2.Developed	2.Week 3-7 Week 31-35	2.Guided Writing Group work Managed Independent Independent Writing	2.Research Papers Inventor Reports Holocaust Projects	2.Research Papers Inventor Reports Holocaust Projects	2. God is concerned that communication be clear and easily understood. I Corinthians 4:33,40
	3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.	3.Developed	3.Week 3-7 Week 31-35	3.Guided Writing Group Work Managed Independent Independent Writing	3.Research Papers Inventor Reports Holocaust Projects	3.Research Papers Inventor Reports Holocaust Projects	3. God is concerned that communication be clear and easily understood. I Corinthians 4:33,40
	4. Identify important information found in sources and paraphrase the findings in a	4.Developed	4.Week 3-7 Week 31-35	4.Guided Writing Group Work Managed Independent Independent	4.Research Papers Inventor Reports Holocaust Projects	4.Research Papers Inventor Reports Holocaust Projects	4. God is concerned that communication be clear and easily understood. Ecclesiastes 12:9-11

	systematic way (e.g., notes, outlines, charts, tables and graphic organizers).			Writing	Power Point Projects	Power Point Projects	
	5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.	5.Developed	5.Week 3-7 Week 31-35	5.Guided Writing Group Work Managed Independent 6.Independent Writing	5.Research Papers Inventor Reports Holocaust 6.Projects Power Point Projects	5.Research Papers Inventor Reports Holocaust Projects Power Point Projects	5. God is concerned that communication be clear and easily understood. Ecclesiastes 12:9-11
	6. Use quotations to support ideas.	6.Developed	6.Week 10-11 Week 31-38	6.Guided Writing Group Work Managed Independent Independent Writing	6.Research Papers Inventor Reports Holocaust Projects Power Point Projects	6.Research Papers Inventor Reports Holocaust Projects Power Point Projects	6. God is concerned that communication be clear and easily understood. Ecclesiastes 12:9-112:9-11
	7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	7.Introduced	Week 3-7 Week 31-35		7.Research Papers Inventor Reports Holocaust Projects Power Point Projects	7.Research Papers Inventor Reports Holocaust Projects	7. Communication clear and easily understood. Habakkuk 2:2
	8. Use a variety of communication techniques,	8.Introduced Developed	8.Week 2-7 Week 11-	8.Guided Writing Group Work	8.Research Papers Inventor	8.Power Point Projects Research	8. The ability to communicate with one another and with God is

	including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question		14 Week 32-35	Managed Independent Writing Guided Writing Group Work Managed Independent Writing Verbal Explanation	Reports Holocaust Projects Power Point Projects	Papers Expository Essay and Oral demonstration Inventor Reports Holocaust projects Power Point Projects Tabernacle Projects	part of His plan for our lives. Philemon 1:6
<b>Communication : Oral and Visual</b>	1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).	1.Developed	1.Week 2-7 Week 11-14 Week 32-35	1.Verbal Explanation Multi-Media Demonstration	1.Research Papers Inventor Reports Holocaust Projects Power Point (1.)Projects Expository Essay and Oral Demonstration	1.Research Papers Holocaust Projects Power Point Projects (1.)Expository Essay and Oral Demonstration	1. The ability to communicate with one another and with god is part of His plan for our lives. Philemon 1:6
	2. Summarize the main idea and draw conclusions from presentations and visual media.	Developed	Week 7-14 Week 32-35	2.Verbal Explanation Multi-Media Demonstration	2.Research Papers Inventor Reports Holocaust Projects Power Point Projects	2.Research Papers Inventor Reports Holocaust Projects Power Point Projects	2. The ability to communicate with one another and with God is part of His plan for our lives. Philemon 1:6
	3. Interpret the speaker's purpose	3.Developed	3.Week 7-14	3.Verbal Explanation	3.Expository Essay and Oral	3.Expository Essay and Oral	3. Communication clear and easily understood.

	in presentations and visual media (e.g., to inform, to entertain, to persuade).		Week 32-35	Multi-Media Demonstration	Demonstration	Demonstration	Philemon 1:6
	4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.	4.Developed	4.Week 6-7	4.Guided Writing Managed Independent Writing	4.Activities for Writing an Editorial Revising run-on Sentences Propaganda Tactics	4.Writing a Newspaper Editorial	4. God is concerned that communication be clear and easily understood. Nehemiah 8:8
	5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	5. Developed	5. Week 11-14 Week 1-38	5.Guided Writing Managed Independent Writing	5.Writing Activities For each Writing Assignment	5.Narrative Writing Original Story Newspaper Editorial Expository Writing Mystery Writing Research Writing	5. God is concerned that communication be clear and easily understood. Nehemiah 8:8
	6. Use clear diction and tone, and adjust volume, phrasing	6.Developed	6.Week 11-14 Week 1-38	6.Demonstration Descriptive Presentation	6.Power Point Presentations Inventor Presentations	6.Power Point Presentations Inventor Presentations	6. God is concerned that communication be clear and easily understood. Ecclesiastes 12:9-11

	<p>and tempo to stress important ideas.</p> <p>7. Adjust speaking content and style according to the needs of the situation, setting and audience.</p>	7.Developed	7.Week 1-38		<p>Oral Presentation of Expository Essay</p> <p>7.Power Point Presentations Inventor Presentations Oral Presentation of Expository Essay</p>	<p>Oral Presentation of Expository Essay</p> <p>7.Power Point Presentations Inventor Presentations Oral Presentation of Expository Essay</p>	<p>(NASB)</p> <p>7. God is concerned that communication be clear and easily understood. Ecclesiastes 12:9-11 (NASB)</p>
	<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <p>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</p> <p>b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;</p> <p>c. include an effective introduction and conclusion and</p>	Developed	8.Week 11-14 Week 1-38	8.Guided Writing Independent Writing Descriptive Presentation	<p>8. Presentation of Expository Essay Presentation of Newspaper Editorial Research Paper Presentation Power Point Presentations</p>	<p>8.Oral Presentation of Expository Essay Presentation of Newspaper Editorial Research Paper Presentation Power Point Presentations</p>	<p>8. God is concerned that communication be clear and easily understood. Ecclesiastes 12:9-11 (NASB)</p>

	<p>use a consistent organizational structure (e.g., cause-effect, compare-contrast);</p> <p>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</p> <p>e. draw from multiple sources and identify sources used.</p>						
	<p>9. Deliver formal and informal descriptive presentations that conveys relevant information and descriptive details.</p> <p>10. Deliver persuasive presentations that:</p> <p>a. establish a clear position;</p>	<p>9.Developed</p> <p>10.Developed</p>	<p>9.Week 11-8-14 Week 1-38</p> <p>10.Week 6-7</p>	<p>9.Guided Writing Independent Writing Descriptive Presentation</p> <p>10.Guided Writing Independent Writing Descriptive</p>	<p>9.Power Point Presentations Holocaust Presentation Inventor Presentations Tabernacle Presentations Oral Demonstration of Expository Essay</p> <p>10.Persuasive Writing Activities Propaganda Tactics</p>	<p>9.Power Point Presentations Holocaust Presentation Inventor Presentations Tabernacle Presentations Oral Demonstration of Expository Essay</p> <p>10.Persuasive Writing (Newspaper Editorial Writing)</p>	<p>9. The ability to communicate with one another and with God is part of His plan for our lives. Philemon 1:6</p> <p>10. The ability to communicate with one another and with God is part of His plan for our lives.</p>

	b. include relevant evidence to support position and to address potential concerns of listeners; and c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).			Presentation	Newspaper Editorial Writing Activities		Philemon 1:6
--	---	--	--	--------------	---	--	--------------

**Mansfield Christian School**  
**7<sup>th</sup> Grade**  
**English Curriculum Guide**

<b><u>Performance Scale Key</u></b>		<b><u>Instructional Method Key</u></b>					
Introduced Developed Reinforced Not Addressed		B- Bulletin Board CW – Creative Writing DP—Descriptive Presentation GWr—Guided Writing IW—Independent Writing MI—Managed Independent P—Presentation TM—Teacher Modeling WS—Work Sheet C—Construct Dr—Drama GR—Guided Reading I—Illustration IRA – Interactive Read Aloud MM—Multi Media (Video, Audio) PR—Peer Review WB – Workbook Com—Complete D— Discuss GW—Group Work IR—Independent Reading L--Lecture Pa—Participation PP—Power Point WA—Writing Assignment					
<b>Standard</b>	<b>Indicator</b>	<b>Performance Scale</b>	<b>Time Frame</b>	<b>Instructional Method</b>	<b>Instructional Activities and Resources</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Acquisition of Vocabulary - Contextual Understanding</b>	1. Define the meaning of unknown words through context clues & the author's use of comparison, contrast, definition, restatement and example.	Developed	Wks. 3-33	WB; D; PR	Vocabulary For Achievement (1 <sup>st</sup> Course) Reading Comprehension Sections; and Prentice Hall Lit. (Penguin Ed. 7 <sup>th</sup> gr.) Unit 1.	Weekly lessons matching definitions with words, completing sentences, writing derivatives; Bi-weekly tests.	The ability to communicate with God as well as other humans while using a commonality of language is part of God's plan. Gen 2:20-24; Ex. 4:10-12; Jer. 1:4-9.
	2. Apply knowledge of connotation and denotation to determine the meaning of words.	Developed	Wks. 3-33	WB; D	Vocab. for Achievement (1 <sup>st</sup> course) Exercises directly apply word usage and comprehension	Weekly lessons, Bi-weekly tests	God controls man's ability to speak and be understood. Gen. 11:1, 7, 9.



<i>Conceptual Understanding</i>	3. Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.	Developed	Weeks 21-23	WB; D	Vocab. for Achievement (1 <sup>st</sup> Course) Lessons 19, 20, 21.	Weekly lessons; Bi-weekly tests	
	4. Interpret metaphors and similes to understand new uses of words and phrases in text.	Developed	Weeks 3-33	WB; D	Vocab. for Achievement (1 <sup>st</sup> Course)	Weekly lessons; Bi-weekly tests	Writing that follows God's plan makes use of numerous techniques. Jeremiah 1:18 Jeremiah 2:2.
	5. Recognize and use words from other languages that have been adopted into the English language.	Developed	Weeks 3-33	WB; D	Vocab. for Achievement (1 <sup>st</sup> Course) Lesson 26 English Words derived from root words	Weekly lessons; Bi-weekly tests	The gifts of ability to speak in other languages & to interpret languages are distributed by the Holy Spirit I Cor. 12:4-11.
<i>Structural Understanding</i>	6. Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.	Introduced	Weeks 24-27	WB; D	Vocab. for Achievement (1 <sup>st</sup> course) Lessons 22-25 review Greek and Latin Word elements	Weekly lessons; Bi-weekly tests.	
	7. Use knowledge of symbols and acronyms to identify whole words.	Developed	Weeks 3-33	WB; D	Vocab. for Achievement (1 <sup>st</sup> course)	Weekly Lessons; Bi-weekly tests.	

<i>Tools and Resources</i>	8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Developed	Week 23	L; D	Prentice Hall Lit.: Penguin Ed. 7 <sup>th</sup> grade – pg. 89.	Written explanation of meanings of prefix.	
<b>Reading Process:</b> <i>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</i>	1. Establish & adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	Developed	Wk. 13-15	PP; IRA	Prent. Hall Lit. Text Unit 5: Drama	Students read aloud “A Christmas Carol – Act I”; quiz.	To be effective, reading must include understanding. Psalm 119:27, 73, 125.
	2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.	Developed	Wk. 32-36	WS	“Holes”, by Louis Sachar; Study Guide by Andrew Clausen	Answer literary & critical analysis questions designed to help students analyze intellectual, moral and spiritual issues in stories.	Only when we understand can we do what God says. Psalm 119:34.
	3 Make critical comparisons across text, noting author’s style as well as literal and	Introduced	Wk 4-7	GR; D	Prentice Hall: Penguin Ed. 7 <sup>th</sup> gr.: pg. 2-5 “Elements of Fiction”	Discussion; Student response; Quiz	

	implied content of text.						
	4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.	Developed	Wk. 16-17.	IR	Prentice Hall Text Unit 5: Drama, pg. 754 “Monsters Due on Maple Street”	Answer Apply the Skills questions at end of story.	
	5. Select, create and use graphic organizers to interpret textual information.	Developed	Wk. 23	TM	Prentice Hall Text – pg. 261	Create Venn Diagram to compare characters and literary works.	
	6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Reinforced	Wks. 4-38 on-going.	GI; D	Prentice Hall Lit: Penguin Ed., 7 <sup>th</sup> gr. “Apply Skills” section at end of each selection	Graded written work & student response from selections.	
<i>Self-Monitoring Strategies</i>	7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	Reinforced	Wks. 4-7	GR	Prentice Hall Lit: Text, Unit 3 – Part One, pg. 452-470 Venomous Snakes.	Summarize information; Quiz.	

<i>Independent Reading</i>	8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Developed	Wks 2-38	D; IR	Handouts with list of book choices	Book Reports and Projects.	Not all literature is good. Some should be avoided entirely; others should be read with careful discernment. Jer. 10:2.
	9. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Developed	Wks. 2-38	IR	Students choice of novel; sustained silent reading.	Book Report and Projects.	Our minds must be constantly filled with that which is pure and wholesome. Psalm 1:1-3.
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	1. Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.	Developed	Wks: 1-38 on-going.	GR; D	Prentice Hall Text; Google and GoodSearch Search Engines	Students read side-notes, headings, etc. to gain knowledge quickly; quizzes.	
	2. Analyze examples of cause and effect and fact and opinion.	Developed	Wk. 37	L, GR	Prentice Hall Text pg. 824-825.	Students ask questions to analyze cause and effect relationships, “what happened?” “Why?” “What	

						will happen as result?"	
	3. Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.	Developed	Wk. 22-23	IRA; D	Prentice Hall Text pg. 199-200.	Compare fictional Rikki Tikki Tavi story with magazine article, Mongoose on the Loose; Discuss Reactions	
	4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.	Developed	Wk. 4-6	GR; L; C	Prentice Hall Text, Unit I: Fiction/nonfiction pg. 7-20	Students compare "The Three Century Woman" with "The Fall of the Hindenburg"; Complete Venn Diagram	
	5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Reinforced	Wks 4-36	PP; WA; I; MM	Prentice Hall Teacher's Supplemental Graphic Organizer Transparencies	Students view and build graphs and diagrams after analyzing those on PowerPoint and transparencies.	
	6. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive	Developed	Wks. 4-7  Wks. 11-13	GR; D	Prentice Hall Text, Unit 1 (fiction./nonfiction)  Unit 3 (non-fiction)	Students compare author's writings with Biblical standards deciphering right from wrong.	The teachings of the bible furnish the criteria by which we must judge the truth

	techniques and examples of bias and stereotyping.						and wholesomeness of other writings. Isaiah 8:20.
	7. Identify an author's purpose for writing and explain an author's argument, perspective or viewpoint in text.	Developed	Wks. 5-6	GR; D	Prentice Hall Text, Unit 3: Nonfiction pg. 354-357	Students discuss, analyze, explain author's purpose; Quiz.	The bible exhibits styles of writing which show the personalities of the human writers. 2 Pet. 1: 20, 21.
	8. Compare the treatment, scope and organization of ideas from different texts on the same topic.	Introduced	Wk. 22-23	GR; D; WA	Prentice Hall Text, pg. 199-220.	Compare fictional Rikki Tikki Tavi story with magazine article about Mongooses, and movie on Jungle Book; Discuss organization.	
<b>Reading Applications: Literary Text</b>	1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.	Developed	Wk. 21-25;	L, GR	Prentice Hall Text – Unit 2: Short Stories.	Discussion; Student Response; Quiz.	
		Developed	Wk. 33-34	ITA	“Holes”, by Louis Sachar. “Holes” study guide.	Guided Questions; Quiz.	
	2. Analyze the features of the	Developed	Wks. 21-25	GR; WS	Prentice Hall Text – Short Stories “Rikki	Student Response; Quizzes.	

	setting and their importance in a text.				Tikki Tavi” and “Letters from Rifka”		
	3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	Developed	Wks 21-25	GR, D	“Holes” by Louis Sachar; Holes Study Guide; Prentice Hall Text.	Student Response; Quizzes.	
	4. Identify and compare subjective and objective points of view and how they affect the overall body of a work.	Introduced	Wks. 21-25.	GR; D; WS	Prentice Hall Text, 7 <sup>th</sup> grade & Stolen Day stories; “Holes” by Louis Sachar.	Student discussion of stories, sharing opinions; Quiz	Writings reflect inner thoughts and desires; study literature to understand people. Matt. 15:18-20.
	5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	Introduced	Wks. 36-38.	GR; D; IR; PP; WS.	Prentice Hall Text pg. 812-822.	Students will read and discuss themes and patterns found in Oral Tradition writings (myths, legends, folk-tales, etc.).	
	6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.	Developed  Developed	Wks. 4-38  Wks. 13-16	GR; D; IR; PP; L  IRA	Prentice Hall Text  Prentice Hall Text – Drama Unit	Applying knowledge by answering literary analysis and terminology questions found and end of stories; Quizzes; Tests.	The bible, in its use of many styles and types of writings, provides patterns for modern writers. Psalms, Paul’s Epistles, Sermons (Matt.)
	7. Interpret how mood or meaning is	Introduced	Wks: 31-32	GR, D, PP, L	Prentice Hall Lit Text – Unit 4,	Read Poetry aloud, according to	

	conveyed through word choice, figurative language and syntax.				Poetry	punctuation; Take Notes.	
<b>Writing Processes</b> <i>Prewriting</i>	1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Developed  Reinforced	Wk. 5-8  On-going 2k 1-38	GR; D  IR	Prentice Hall Lit. Peng. Ed. 7 <sup>th</sup> gr. – pg. 15, 19, 45, 65  Journal Prompts	Students keep an ongoing list in journal for Descriptive Essay. - Students write weekly journal entries.	Written doctrine and standards make consistency possible from person to person and from generation to generation. Exodus 24; Acts 15:23-29.
	2. Conduct background reading, interviews or surveys when appropriate.	Developed	Wk. 5-8	GR; D	Prentice Hall Lit. Peng. Ed. 7 <sup>th</sup> gr. – pg. 82. Pre-writing – descriptive essay.	Make timeline based on background information.	
	3. Establish a thesis statement for informational writing or a plan for narrative writing.	Reinforced	Wk. 18	PP; L; WS	Power Point Lesson; Worksheet	Introductory Paragraph of New Year's Resolution Essay.	
	4. Determine a purpose and audience.	Reinforced	Wk. 18	PP; L; WS	Worksheet	Introductory Paragraph of New Year's Resolution Essay.	
	5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn	Reinforced	Wk. 18 & 19	WA	Web, Rough Draft Worksheet	New Year's Resolution 5 paragraph Essay.	



	diagrams) to plan writing.						
<i>Drafting, Revising &amp; Editing</i>	6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	Reinforced	Wk 19	WA	Rough draft worksheet	New Year's Resolution 5-paragraph Essay.	There are times when writing is better than speaking. Acts 15:20.
	7. Vary simple, compound and complex sentence structures.	Reinforced	Wks: 3, 7, 12, 17, 18, 26, 35	WA; G Wr	Rough Drafts; Rubrics; Write Source Text	Students will revise and edit all written work to vary sentences following rubric structure.	
	8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.	Developed	Wk 5-8	WA	Prentice Hall Lit, Peng. Ed. 7 <sup>th</sup> gr. – pg. 65	Descriptive Essay	
	9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	Developed	Wk 5-8	WA	Prentice Hall Lit; Peng. Ed. 7 <sup>th</sup> gr. – pg. 65.	Descriptive Essay.	

	10. Use available technology to compose text.	Reinforced	Wks: 7, 18, 27, 32, 36	MI	Portable Computer Lab	Typed Reports, Essays, Narratives	
	11. Reread and analyze clarity of writing.	Reinforced	Wk: 7, 11, 18, 26, 35	MI, PR	Written Essays, Reports, Narratives	Descriptive Essay, How-to Essay, Persuasive Letter, Short Story, Research Writing, Book Reports.	Writing should be clear and legible. Deut. 27:8.
	12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	Reinforced	Wk. 26-29	PP; L; TM	Prent. Hall Lit., Peng. Ed. 7 <sup>th</sup> gr. – Pg. 338-343 “Writing Short Stories”	Students write short story and revise as needed for clarity.	
	13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.	Reinforced	Wk. 26-29  Wk.19,20	PR; TM  L; PP; TM; WS	Prent. Hall Lit., Peng. Ed. 7 <sup>th</sup> gr. – pg. 342 Revision  Power Point Lesson	Revise Short Story  Students will revise misplaced/dangling modifiers to create proper word order.	I Cor. 14:33, 40. God is not the author of confusion. He wants to communicate with us and confusion in communication is not part of His plan.
	14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocab.	Developed	Wk. 7	L; D; TM	Thesauruses; Sample Writings	Students Revise descriptive Essay to add more modifying words and clauses.	



<b>Writing Applications</b>	1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and a specific setting.	Developed	Wk 7 & 8	PP; WS	Prentice Hall, Peng. Ed. 7 <sup>th</sup> gr. – pg. 82-83	5 point rubric for Descriptive Essay;	
		Reinforced	Wks 25 & 26	WA; PP	Power Point; Short Story Packet.	Short Story developed by student.	
	2. Write responses to novels, stories, poems and plays that provide an interpretation, a critique or a reflection and support judgments with specific references to the text.	Developed	Wks. 1-38 on-going	WA	Written response in journal.	Bi-Weekly grade in journal.	Whatever things were written before, were written for our learning. Rom. 15:4.
	3. Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.	Developed	Wk. 17	WA; M	“A Christmas Carol: Scrooge & Marley, Act I” from Prent. Hall Lit. text pg. 665-691 & Write Source Text.	Write a persuasive business letter to Scrooge.	Persuade others toward Christianity and have their name in the Book of Life. Phil. 4:3.
	4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and	Reinforced	Wks: 11 & 12	Text	Prentice Hall, Peng. Ed. 7 <sup>th</sup> gr. – pg. 428-429.	Exposition: How-to Essay based on Researched Topic.	God commanded others to write. Exodus 34:27, 28.

	examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.						
	5. Write persuasive essays that establish a clear position and include relevant information to support ideas.	Developed	Wk. 17	WA; M	“A Christmas Carol: Scrooge & Marley, Act I” from Prent. Hall text pg. 665-691.	Write a Persuasive Business Letter to Scrooge to change his ways.	Persuading others to Christ. Phil. 4:3, Rev. 20:15; Paul’s Letters.
	6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	Developed	Wk. 23	PP; W	Power Point and Internet	Writing Notebook entry, “Valentine’s Poems & notes”	
<b>Writing Conventions</b> <i>Spelling</i>	1. Spell high-frequency words correctly.	Developed	Wks. 3-37	WB	Spelling Lists from Vocab. for Achievement text	Bi-Weekly Spelling Tests	
<i>Punctuation and Capitalization</i>	2. Use commas, end marks, apostrophes and quotation marks correctly.	Developed	Wk. 25	GW	Write Source Text & Worksheets	Create PowerPoint on Grammar concept; Present to class.	
	3. Use semicolons, colons, hyphens, dashes and brackets correctly.	Introduced  Developed	Wk: 32  Wk. 37	L; PP  L; D	Worksheets; PowerPoint; Write Source Text Prentice Hall Text pg. 842.	Quiz  Complete Worksheet	
	4. Use correct capitalization.	Developed	Wk. 25	GW	Write Source Text; Daily Grams	Create PowerPoint – present to class.	

<i>Grammar and Usage</i>	5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	Reinforced	Wks. 8-10; 19-20; 27-29; 32	WS; L; PP	Steps to Good Grammar	Tests, Diagramming Sentences.	
		Reinforced	Wks. 1-38	C; Com	Mad Lib Stories	Students fill in MadLibs stories as group.	
	6. Use dependent and independent clauses.	Developed	Wk. 25	GW	Write Source Text; Daily Grams.	Create PowerPoint; present to class.	
	7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.	Developed	Wk. 24	PP; L; PR	Power point lesson; posters; Worksheets; Daily Grams	Student Response; Quiz	Writing should be clear and legible. Deut. 27:8; Habakkuk 2:2.
	8. Conjugate regular and irregular verbs in all tenses correctly.	Developed	Wk. 28 & 29	L; D	Prentice Hall: Pang. Ed. 7 <sup>th</sup> gr. – pgs. 246, 266. Write Source Worksheet	Re-write sentences; Explain changes made.	
<b>Research</b>	1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.	Introduced	Wks. 11-12	TM; PP; WA	Prentice Hall Lit. Text – pg. 428-429.	Students write How-to Essay (exposition)	Writing that follows God's plan makes use of numerous techniques such as rhetorical questions. Jer. 2:5.
	2. Identify appropriate sources and gather relevant	Introduced	Wks. 35, 36	WA; GW; C; BB.	Prentice Hall Lit. Text; Computer Lab.	Students research author, Jon Scieszka and make	Effective writing demands

	information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).					bulletin board display.	careful research, documentation, and wise expression. Ecc. 12:9-12.
	3. Identify and explain the importance of validity in sources, including publication date, coverage, language, point of view, and describe primary and secondary sources.	Introduced	Wks. 11-12	TM; PP; WA	Prentice Hall Lit. Text pg. 428-429;  Write Source Text – citing references.	Students write Expository Essays.	
	4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).	Developed	Wks. 35, 36.	BB, GW	Prentice Hall Lit. Text pg. 658.	Students research author, Lawrence Yep, Review information; Set up display.	
	5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and	Developed	Wks. 35, 36.	BB; PP; GW.	Prentice Hall Lit. Text; Library; Computer Lab.	Students research author; Review Information.	Effective writing demands careful research and documentation. Ecc. 12:9-12.

	themes.						
	6. Integrate quotations and citations into written text to maintain a flow of ideas.	Introduced	Wks. 11-12	TM; PP; WA	Prentice Hall Lit. Text pg. 428-429.	Students write Expository Essay using parenthetical referencing.	
	7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).	Introduced	Wks. 11-12	TM; PP; WA	Prentice Hall Lit. Text pg. 428-429.	Students write Expository Essay including works cited page.	
	8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.	Developed	Wks. 11, 22, 27-29; 35, 36.	PP; L; BB	Prentice Hall Lit. Text; Write Source Text; Computer Lab.	Students present Expository Essay; Peer PowerPoint Presentation; Students set up display on bulletin board about researched author.	Writing that follows God's plan makes use of numerous techniques: References – Matt. 11:10; Quotations, questions – Jeremiah 2:5; Contrasts – Jeremiah 2:32.
<b>Communication:</b> <b>Oral and Visual</b> <i>Listening and Viewing</i>	1. Demonstrate active listening strategies (e.g., asking focused	Developed	Wks. 1-38	MM; D; L	Ongoing discussions of Literature pieces, Teacher Lectures;	Student response to lectures & Media presentations; Quizzes.	When God speaks, we must pay attention. Neh



	questions, responding to cues, making visual contact).				Introduction of Author DVD's.		8:1-18. People of Israel listened to what they heard and they did something about it.
	2. Draw logical inferences from presentations and visual media.	Developed	Wk. 4, 13, 21, 30, 36	MM; D	DVD of introductory author for each Literature Unit.	Discussion; Quiz.	Learning to listen enables God's people to follow directions. Psalm 85:8; Prov. 28:9.
	3. Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).	Developed	Wk. 4, 13, 21, 30, 36.	MM; D	Watch DVD of Introductory Author for each unit.	Discussion; Student Response	
	4. Identify and explain the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.	Introduced	Wk. 35	GW; WA; P	Prentice Hall Text p. 806.	Write short analysis of message using the following terms: "slant/bias, bandwagon, spokespersons, purpose". Present analysis to class.	God's people should be able to evaluate the value and truth of what they hear and see by the biblical standard. Deut. 18:9-14.
<i>Speaking Skills and Strategies</i>	5. Demonstrate an understanding of	Introduced	Wk. 25	TM; D	Sample Power point presentations; Write	Grammar PowerPoint	

	the rules of the English language and select language appropriate to purpose and audience.				Source Text	Presentation developed with partner	
	6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	Developed	Wk. 25	GW; P; TM	Write Source Text; Power Point Presentation; Prentice Hall Lit. Text pg. 346 – Organization/Delivery	Create and present power point presentation with partner.	Christ is the example for appropriate oral communication. Matt. 7:28, 29.
	7. Vary language choices as appropriate to the context of the speech.	Developed	Wk. 25-26	GW; P	Write Source	Presentation	Our speech can praise and magnify God. Psalm 34:1.
<i>Speaking Applications</i>	8. Deliver informational presentations (e.g., expository, research)	Developed	Wk. 26-27; Wk. 35; Wk. 11-12	P; TM DP WA; P	Write Source Text; Prentice Hall Lit. Text	Present Grammar Power Point with partner; Presentations of How-to Essay	
<b>Additional Unit:</b> <i>Study Skills</i>	Organizational skills; Setting Goals; Test-taking; note-taking, following directions	Introduced	Wk. 1-3	L; PP; C	Write Source Text; Internet Resources.	Students construct notebook with dividers; Take Notes; Quiz.	

**Mansfield Christian School**  
**8<sup>th</sup> Grade**  
**English Curriculum Guide**

<b><u>Performance Scale Key</u></b>		<b><u>Instructional Method Key</u></b>					
Introduced Developed Reinforced Not Addressed		B- Bulletin Board CW – Creative Writing DP—Descriptive Presentation GWr—Guided Writing IW—Independent Writing MI—Managed Independent P—Presentation TM—Teacher Modeling WS—Work Sheet C—Construct Dr—Drama GR—Guided Reading I—Illustration IRA – Interactive Read Aloud MM—Multi Media (Video, Audio) PR—Peer Review WB – Workbook Com—Complete D— Discuss GW—Group Work IR—Independent Reading L--Lecture Pa—Participation PP—Power Point WA—Writing Assignment					
<b>Standard</b>	<b>Indicator</b>	<b>Performance Scale</b>	<b>Time Frame</b>	<b>Instructional Method</b>	<b>Instructional Activities and Resources</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Acquisition of Vocabulary – Contextual Understanding</b>	1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.	Developed	Wks. 3-33	WB; D; PP	Vocabulary For Achievement (2 <sup>nd</sup> Course) Reading Comprehension sections.	Weekly lessons matching definitions with words, completing sentences, writing derivatives; Bi-weekly tests.	The ability to communicate with God as well as with other humans while using a commonality of language is part of God’s plan. Gen. 2:20-24; Ex. 4:10-12; Jer. 1:4-9.
<i>Conceptual Understanding</i>	2. Apply knowledge of connotation and denotation to determine the meaning of words.	Developed	Wks. 3-33	WB; D	Vocab. for Achievement Text (2 <sup>nd</sup> Course) Exercises directly apply word usage and comprehension.	Weekly lessons; Bi-Weekly tests.	God controls man’s ability to speak and be understood. Gen. 11:1, 7. 9.

	3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.	Developed	Wks. 17, 22	WB; D	Vocab. for Achievement Text (2 <sup>nd</sup> Course) Lesson 20, Analogies Skill Feature pg. 99-100.	Weekly lessons; Bi-weekly tests.	
	4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.	Developed	Wks. 30-31	GR; D; L	Prentice Hall Literature, Penguin Ed. 8 <sup>th</sup> Grade Text – Poetry Unit pg. 622-631	Answer Apply the Skills questions; Quiz	The Bible exhibits styles of writing which, though they express the message of God without error, show the personalities of the human writers. (the Psalms)
	5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.	Developed	Wks: 8, 12, 31, 32	WB; D	Vocab. for Achievement (2 <sup>nd</sup> Course): Lesson 6 (Coop. & groups) Lesson 10 (govt. & control) Lesson 29 (geography) Lesson 31 (Science & Technology)	Weekly Lessons; Bi-Weekly Tests	

<i>Structural Understanding</i>	6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	Introduced	Wks. 24-29	WB; D	Vocab. for Achievement (2 <sup>nd</sup> Course) Lessons 22-27 review Greek and Latin Word elements and origins.	Weekly lessons; Bi-weekly tests.	
<i>Tools and Resources</i>	7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Developed	Wk. 8	WB; D	Vocab. for Achievement, 8 <sup>th</sup> gr., 2 <sup>nd</sup> edition – Less. 6 Skill Feature – find appropriate definition. Prent. Hall Lit. Text – Vocab. throughout pieces of literature	Weekly Lesson; Bi-Weekly tests;	
		Developed	Wks. 3-7; 21-24; 30-35	GR		Quizzes	
<b>Reading Process:</b> <i>Comprehension Strategies</i>	1. Apply reading comprehension strategies, incl. making predictions comparing, contrasting, recalling, summarizing, making inferences and drawing	Developed	Wks. 3-7; Wks: 32-35	GR; D; L	Prentice Hall Lit. Text – 8 <sup>th</sup> gr.: Unit 1 – “A Retrieved Reformation” Unit 2 – “Tears of Autumn”, “Tell-Tale Heart” Unit 5 – “The Ninny”	Student’s Response & Discussion. Answer “Apply Skills” section at end of selections.	

	conclusions.						
	2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Developed	Wks. 3-9; 14-18; 21-34	L; IRA; D; GR	Prentice Hall Lit. 8 <sup>th</sup> Grade text – Units 1 – 6.	Answer “Apply the Skills” questions at the end of literary selections.	
<i>Self-Monitoring Strategies</i>	3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	Introduced	Wks. 21-25  Wks. 8-10  Wks. 9, 19, 28, 37	GR; D; L; IR	Prent. Hall Lit. 8 <sup>th</sup> gr. text Unit 3 “War in Vietnam” pg. 485 – Skim Unit 6 “Themes in American Stories” – summarize Book Reviews	Student’s response; Answer “Apply the Skills” questions; Book Reviews.	
<i>Independent Reading</i>	4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Developed	Wks. 2-38	D; IR	Handouts with list of book choices.	Book Reports and Projects.	Not all literature is good. Some should be avoided entirely; others should be read with careful discernment. Jer. 10:2.
	5. Independently read books for	Developed	Wks. 2-38	IR	Students choice of novel with guidelines	Book Reports & Projects	Our minds must be constantly

	various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).				as to genre; Sustained Silent Reading		filled with that which is pure and wholesome. Psalm 1:1-3.
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.	Developed	Wks. 32-35	GR; D; L; PP	Prent. Hall 8 <sup>th</sup> gr. Text – Unit 2, “Tell Tale Heart”	Complete graphic organizer; Answer Apply Skills questions at end of text.	
	2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.	Developed	Wks. 25-27	GR; D; L	Prentice Hall 8 <sup>th</sup> gr. Text – Comparing Essays, Unit 3 – Non-fiction. “Forest Fire”, “Why Leaves turn Colors..”, “The Season’s Curmudgeon”; Teacher Supplemental transparencies.	Students Response; Quiz	
	3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.	Introduced	Wks. 30-31	GR; PP; D	Prentice Hall 8 <sup>th</sup> gr. Text – Unit 5 Drama. Comparing primary source with the dramatization of Anne Frank; Anne Frank Web Site	Deliver instructional presentation using power point.	
	4. Analyze information found	Reinforced	Wks. 4-36.	PP; WA; I; MM	Prentice Hall Teacher’s	Students view and build graphs and	

	in maps, charts, tables, graphs, diagrams, cutaways and overlays.				Supplemental Graphic Organizer Transparencies.	diagrams after analyzing those on PowerPoint and transparencies.	
	5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.	Developed	Wks. 3-7; and Wks. 21-27	GR; D	Prentice Hall 8 <sup>th</sup> gr. Text Unit 1 (fiction/ non-fiction) Unit 3 (non-fiction)	Students' compare author's writings with Biblical standards deciphering right from wrong.	The teachings of the Bible furnish the criteria by which we must judge the truth and wholesomeness of other writings. Isaiah 8:20.
	6. Identify the author's purpose and intended audience for the text.	Developed	Wks. 3-7	GR; D; L	Prentice Hall 8 <sup>th</sup> gr. Text Unit 1: (fiction/non-fiction) p. 102-134	Students discuss, analyze, explain author's purpose; Quiz.	The Bible exhibits styles of writing which show the personalities of the human writers. 2 Pet. 1:20, 21.
	7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.	Developed	Wk. 23	GR; D; L	Prentice Hall Lit. 8 <sup>th</sup> gr. Text: Unit 3 "Making Tracks on Mars Blog" pg. 427-433.	Students discuss with partner & explain to class.	
	8. Recognize how writers cite facts,	Developed	Wk. 23	GR; D; L	Prentice Hall Lit. 8 <sup>th</sup> gr. Text: Unit 3	Student's Response; Apply Skills	



	draw inferences and present opinions in informational text.				“Making Tracks on Mars Blog” pg. 427-433	questions.	
	9. Distinguish the characteristics of consumers materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	Introduced	Wk. 6	GR; D; PP	Prentice Hall Lit. 8 <sup>th</sup> gr. Text: Unit 1, “Cub Pilot on the Mississippi” Mark Twain; Pg. 74-76 consumer docs: maps & schedules; Internet – public documents.	Assessment practice questions pg. 77.	
<b>Reading Applications: Literary Text</b>	1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.	Introduced	Wks. 32-37	GR; L; D	Prentice Hall Lit 8 <sup>th</sup> gr. Text: Unit 2 – Short Stories, “Tell Tale Heart” pg. 250, 264-273	Students write a character profile.	
	2. Analyze the influence of setting in relation to other literary elements.	Developed	Wks. 32-37	L; GR	Prentice Hall Lit 8 <sup>th</sup> gr. Text: Unit 2 – Short Stories p. 206; Various Short Stories	Student’s Response; Quizzes	

					throughout unit.		
	3. Explain how authors pace action and use subplots, parallel episodes and climax.	Introduced	Wks. 32-37; 15-18.	GR; IRA; D	PH Lit. 8 <sup>th</sup> gr. Text – Unit 2 – “An Hour with Abuelo”; pg. 206 subplots; “A Christmas Carol”, by Charles Dickens.	Apply Skills questions; Literary Analysis questions.	
	4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.	Developed	Wks. 34 – 35	GR; D; L	PH Lit. 8 <sup>th</sup> gr. Text – Unit 2: Short Stories. Pg. 207; “Finish of Patsy Barnes” & “Drummer Boy of Shiloh”; Venn Diagram Transparencies	Complete Venn Diagram; Write compare/contrast paragraphs.	Writings reflect inner thoughts and desires; study literature to understand people. Matt. 15:18-20.
	5. Identify and explain universal themes across different works by the same author and by different authors.	Developed	Wks. 32-35; 15-18.	GR; IR; D; L	PH Lit. 8 <sup>th</sup> gr. Text – Unit 2 Short Stories, pg. 207; Various short stories from unit; “A Christmas Carol” by Charles Dickens	Student’s Response; Apply Skills questions; Quiz	
	6. Explain how an author’s choice of genre affects the expression of a theme or topic.	Introduced	Wks. 3-37 ongoing	L; PP	Prentice Hall Lit. 8 <sup>th</sup> gr. Text	Student’s response.	The bible, in its use of many styles and types of writings, provides patterns for modern writers. Psalms, Paul’s Epistles, Sermons (Matt.)

	7. Identify examples of foreshadowing and flashback in a literary text.	Developed	Wks. 35-38	GR; IRA; WS	Novel, “The Hobbit”, by JRR Tolkien; Study Guide, by Michael Poteet	Literary analysis and terminology questions.	
	8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.	Developed	Wks. 35-38	GR; IRA; WS	Novel, “The Hobbit”; Study Guide.	Literary analysis and terminology questions.	
	9. Examine symbols used in literary texts.	Developed	Wks. 35-38	GR; IRA; WS	Novel, “The Hobbit”; Study Guide	Literary analysis and terminology questions.	
<b>Writing Processes</b> <i>Prewriting</i>	1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Developed	Wks. 3, 11-15, 24-34	D; GR; PP; IR	Journal Prompts; Internet ; Prent. Hall Lit. 8 <sup>th</sup> gr. Text.	Students keep ongoing lists in journal for varied essays; Students write weekly journal entries.	Written doctrine and standards make consistency possible from person to person and from generation to generation. Exodus 24; Acts 15:23-29.
	2. Conduct background reading, interviews or surveys when appropriate.	Introduced	Wks. 11-20	PP; L; TM; IR	PowerPoint Lesson on acquiring research for research paper.	Students begin looking for research information.	
	3. Establish a thesis statement for informational writing or a plan	Introduced	Wks. 24-33	WA; TM	Write Source Text - Narrative Writing	Students write 5 paragraph essays to put into their autobiography book.	

	for narrative writing.						
	4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	Introduced	Wks. 24-33	WA; TM; PP	Write Source Text – Letters, Narrative Writing, Poetry; Internet	Students write letters, poetry, and 5 paragraph essays to put into their autobiography book.	
	5. Use organizational strategies (e.g., notes and outlines) to plan writing.	Reinforced	Wks. 11-15	TM; PP	PowerPoint lesson on developing research note cards and outline.	Students write 25 note cards for research paper and create outline.	
<i>Drafting, Revising and Editing</i>	6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.	Reinforced	Wks. 3, 9, 19, 24-33.	PP; L; WS	PowerPoint lesson; Write Source Text.	Students write: Essays, letters, poetry for their autobiography book.	
	7. Vary simple, compound and complex sentence structures.	Reinforced	Wks 3, 9, 19, 24-33	WA; G Wr	Rough Drafts; Rubrics; Write Source Text	Students will revise and edit all written work to vary sentences following rubric structure.	
	8. Group related ideas into paragraphs, including topic	Reinforced	Wks. 3-34 on-going	WA; GWr	Paragraph Development Workbook, by Malcolm Moore	Students write sample paragraphs with well-thought out topic sentences;	

	sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.					Students write essays throughout the year.	
	9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.	Developed	Wks. 3-34	WA	Write Source Text	Students write essays.	
	10. Use available technology to compose text.	Reinforced	Wks 3-34	WA; MI	Portable Computer Lab	Typed Reports, Essays, Narratives Poems.	
	11. Reread and analyze clarity of writing and consistency of point of view.	Reinforced	Wks 3-34	PR; MI	Written Essays, Reports, Narratives, Rubrics	Students revise Essays, Research Paper, Book Reports, Poems, etc.	Writing should be clear and legible. Deut. 27:8.
	12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.	Reinforced	Wks 24-34	PP; L; TM	Write Source Text; Essays	Students write Chapters of their Autobiography and revise as needed for clarity.	
	13. Rearrange words, sentences and paragraphs,	Reinforced	Wks. 24-34.	PP; L; TM	Power Point lesson on Word Order and Word Choice.	Revise written essays & chapters in Autobiography.	I Cor. 14:33, 40. God is not the author of

	and add transitional words and phrases to clarify meaning.						confusion. He wants to communicate with us and confusion in communication is not part of His plan.
	14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.	Reinforced	Wk. 24-34	L; D; TM	Thesauruses; Sample Writings	Students Revise essays and chapters in Autobiography.	
	15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.	Reinforced	Wks. 3-34	WA; PR	Rubrics; Spell Check	Students correct own writings.	
	16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Reinforced	Wks. 3-34	TM; PR	Rubrics; Checklists	Students follow rubrics for varied pieces of writings and book reports.	
<i>Publishing</i>	17. Prepare for publication (e.g., for display or for sharing with	Developed	Wks. 24-34	WA; TM; GW	Portable Computer Lab, Rubric, Sample Autobiographies from previous year's	Students construct their Autobiographies entitled "My Book	Each person is unique and worthwhile in God's eyes.

	others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.				students.	of Memories” consisting of Dedication, Table of Contents, 10 Chapters, and Epilogue.	Psalms 139:14 “I praise you b/c I am fearfully and wonderfully made ...”
<b>Writing Applications</b>	1. Write narratives that: a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); b. use literary devices to enhance style and tone; and c. create complex characters in a definite, believable setting.	Developed	Wks. 26, 27, 32	WA; PP	PowerPoint lessons on Narrative Poetry and 5 paragraph narrative essays;  Write Source Text.	Students write narrative essays and poems to be added to their autobiographies.	God recognizes writing as a powerful tool to influence people. Exodus 31:18.

	2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.	Reinforced	Wks. 1-38	WA; CW	Written response in journal.	Bi-Weekly grade in journal.	Whatever things were written before, were written for our learning. Rom. 15:4.
	3. Write business letters, letters to the editor and job applications that: a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow the conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies;	Developed	Wk. 20	IRA; TM; WA	Write Source Text p. 274-277.	Students write letters to the author of the book they read for 2 <sup>nd</sup> quarter book review.	Many kinds of writings are used by God for His purposes, such as Letters, as in the Epistles, and in Revelation 2, 3.



	and e. provide a sense of closure to the writing.						
	4. Write informational essays or reports, including research, that: a. pose relevant and tightly drawn questions that engage the reader; b. provide a clear and accurate perspective on the subject; c. create an organizing structure appropriate to the purpose, audience and context; d. support the main ideas with facts, details, examples and explanations from sources; and e. document sources and include bibliographies.	Developed	Wks. 14-23	WA; PP; L; TM	“Dog Grooming Workshop” PowerPoint lesson on writing Research Papers – start to finish; Write Source Text	Students write a complete Research Paper to correspond with their Science Fair Project.	God has used writers down through history to accomplish His purposes, such as using Moses, in the writing of the Pentateuch, giving both the Law and early history of the world.
	5. Write persuasive compositions that: a. establish and	Developed	Wks. 2- 3	GR; WA	Write Source Text pg. 278-281 “Persuasive Writing”	Students write a 5- paragraph essay on their own time management, and	God recognizes writing as a powerful tool to influence

	develop a controlling idea; b. support arguments with detailed evidence; c. exclude irrelevant information; and d. cite sources of information.					then persuade others to manage their time well.	people. He keeps records, such as in the Book of Life. Phil. 4:3.
	6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	Reinforced	Wks. 3-38	PP; WA	PowerPoint; journal prompts.	Students will produce weekly journal writings (creative writing, narrative, letters, lists, etc.); Bi-weekly grade in journals.	
<b>Writing Conventions</b> <i>Spelling</i>	1. Use correct spelling conventions.	Reinforced	Wks. 3-37	WB	Spelling Lists from Vocab. for Achievement Text	Bi-Weekly Spelling Tests	
<i>Punctuation and Capitalization</i>	2. Use correct punctuation and capitalization.	Reinforced	Wk. 9-10; and ongoing.	PP; L; WS	Write Source Text; Steps to Good Grammar Reproducible Book.	Quizzes; Written Pieces throughout year.	
<i>Grammar and Usage</i>	3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).	Reinforced  Developed	Wk. 9-10;  Wks. 1-38	PP; L; WS  C; Com	Write Source Text pg. 469-498; Steps to Good Grammar Reproducible Book; MadLib Stories	Quizzes; Diagramming Sentences; Various writing assignments; Students fill in Mad Lib stories as a group.	Written doctrine and standards make consistency possible from person to person and from generation to generation. Deut. 27:2-8.

	4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	Developed	Wk. 19-20; and ongoing.	WS; PP; L	Write Source Text pg. 485; 503.	Quizzes; Varied written pieces.	
	5. Use parallel structure to present items in a series and items juxtaposed for emphasis.	Introduced	Wk. 19-20.	WS; PP; L	Write Source pg. 512.	Combine groups of sentences; Answer Questions.	
	6. Use proper placement of modifiers.	Reinforced	Wk. 19-20 and ongoing.	PP; WS; L	Write Source Text pg. 43.	Quizzes; Revising written work.	I. Cor. 14:33, 40. God is not the author of confusion; therefore, communication requires proper word order for understanding.
	7. Maintain the use of appropriate verb tenses.	Reinforced	Wk. 38	WS; D	Write Source Text pg. 482-483	Quiz; Shown throughout written work.	
	8. Conjugate regular and irregular verbs in all tenses correctly.	Developed	Wks. 37-38	L; D; PP; WS	Prentice Hall Lit. 8 <sup>th</sup> grade Text; Write Source Text; Worksheet	Re-write sentences and explain changes made.	
<b>Research</b>	1. Compose open-ended questions for research, assigned or personal interest; modify questions as necessary	Developed	Wks. 11-12.	PP; WA; L	Write Source Text	Students begin process of writing Research Paper that corresponds with the Science Fair Project.	Writing that follows God's plan makes use of numerous techniques such as rhetorical questions. Jer.

	during inquiry and investigation.						2:5.
	2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Introduced	Wks. 13-14	L; PP; TM	Write Source Text; Library; Computer Lab	Students create a list of possible sources, from library and internet sources, that will be used for Research Paper.	
	3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.	Introduced	Wk. 13-14	L; D; PP	Write Source Text – citing references; PowerPoint lesson on primary and secondary sources.	Student's response	
	4. Select an appropriate structure for organizing info. in a systematic way (e.g., notes, outlines, charts, tables and graphic	Introduced	Wk. 13-14	TM; PP; L	Write Source Text; PowerPoint Lesson - "Dog Grooming Workshop" – teacher guiding through keeping notes on note cards and developing	Students create 25 source cards; Students create an outline of Research Paper.	God commanded others to write and keep documentation. Exodus 32:16; Exodus 34:27, 28.

	organizers).				an outline.		
	5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.	Introduced	Wk. 15-16	TM; L; PP	PowerPoint Lesson “Dog Grooming Workshop”; Write Source Text.	Students organize note cards and develop the organization of their Research Paper.	
	6. Integrate quotations and citations into written text to maintain a flow of ideas.	Introduced	Wk. 17-20.	TM; L; PP	PowerPoint Lesson “Dog Grooming Workshop”; Write Source Text	Students include parenthetical referencing in Research Paper.	
	7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.	Introduced	Wks. 3, 9, 18, 19, 22-23; 24-33.	L; D; WA	Rubrics for Research Paper, Essays, and Book Reports.	Students follow rubrics and guideline sheets (with due dates) to prepare Research Paper (including bibliography page) and other written and oral reports.	Effective writing demands careful research and documentation. Ecc. 12:9-12.
	8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research	Developed	Wks. 3-35 and ongoing	WA; Com; PP; P	PowerPoint Lessons on writing reports and essays; Guided notes handouts.	Students present oral biography book reviews in costume, write and present research paper at Science Fair; Write Essays; Present their Autobiographies.	Writing that follows God’s plan makes use of numerous techniques: References – Matt. 11:10; Quotations, questions – Jeremiah 2:5; Contrasts –

	question and to maintain an appropriate balance between researched information and original ideas.						Jeremiah 2:32.
<b>Communication:</b> <b>Oral and Visual</b> <i>Listening and Viewing</i>	1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).	Developed	Wks 1-38	MM; D; L	Ongoing discussions of Literature pieces; Teacher Lectures; Introduction of author DVD's.	Student response to lectures and media presentations; Quizzes.	When God speaks, we must pay attention. Neh. 8:1-18. People of Israel listened to what they heard and they did something about it.
	2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.	Developed	Wks. 3-4; 13-14	MM; D; GW	PowerPoint Lesson from Internet Resources; Projector; Prentice Hall Lit. 8 <sup>th</sup> grade Text pg. 572 (emotional appeals, logical arguments, etc.);	Students view various persuasive speakers & respond to questions. Students discuss in groups.	God's people should be able to evaluate the value and truth of what they hear and see by the biblical standard. Deut. 18:19-14.

	3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.	Introduced	Wk. 3-4; 13-14	MM; D; PA	PowerPoint Presentation Lesson from Internet Resources; Projector; Prentice Hall Lit. 8 <sup>th</sup> grade Text; “That’s In-Credible!” Internet Lesson.	Students evaluate the credibility of speakers interviewed on television news. They decide if someone is being deceptive or dishonest.	God expects all who trust Him to be loyal to Him in their speech. Luke 12:8, 9.
	4. Identify the speaker’s choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.	Introduced	Wk. 13-14.	MM; D; PA; GR	PowerPoint Presentation Lesson from Internet Resources; Projector; Prent. Hall Lit. 8 <sup>th</sup> gr. Text pg. 578, pg. 529 – Colin Powell, pg. 552 “Emancipation – Abe Lincoln”	Students respond to different delivery styles.	
<i>Speaking Skills and Strategies</i>	5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Developed	Wks. 4, 10, 28, 36.	TM; DP; P	Write Source Text	Students prepare and present persuasive speech, book reports, and presentation of their autobiography.	
	6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas	Developed	Wks. 4, 10, 28, 36	TM; DP; P	Write Source Text	Students prepare and present persuasive speech, book reports, and presentation of their autobiography.	Christ is the example for appropriate oral communication. Matt. 7:28, 29.

	and impact audience response.						
	7. Vary language choices as appropriate to the context of the speech.	Developed	Wks. 4, 10, 28, 36	TM; DP; P	Write Source Text	Students prepare and present persuasive speech, book reports, and presentation of their autobiography.	Our speech can praise and magnify God. Psalm 34:1.
<i>Speaking Applications</i>	8. Deliver informational presentations (e.g., expository, research) that: a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect,	Introduced	Wk. 22	TM; PP; P	Graded Research Papers; Rubric	Students prepare Research Paper to coordinate with Science Fair Project, and then orally present their researched findings to the class. Student must use visual aids (i.e.: props, PowerPoint, posters).	



	compare-contrast, problem-solution); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and e. draws from multiple sources, including both primary and secondary sources, and identifies sources used.						
	9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	Developed	Wks. 9; 28, 35,	TM; P	Prent. Hall Lit. 8 <sup>th</sup> grade Text; Write Source Text	Students present orally “Book In A ...” presentation, Biography book report in costume, and autobiography presentation	
	10. Deliver persuasive presentations that: a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion to support a position	Introduced	Wk. 3	P	PowerPoint Lesson; Time Management 5 Paragraph Essays written by students.	Students present a well-thought out plan on Time Management and persuade others to manage their time well. Students point out effects of poor time management and consequences that may occur. They also point out advantages to	

	and to address counter-arguments or listener bias; and c. consistently uses common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution).					managing their time well.	
<b>Additional Unit:</b> <i>Study Skills</i>	Time Management, Study environment, note-taking skills, outlining.	Developed	Wks. 1-3.	L; PP; WA	Write Source Text; Internet Resources	Students construct a Time-Management Essay.	

**Mansfield Christian School**  
**9<sup>th</sup> Grade**  
**English Curriculum Guide**

<b><u>Performance Scale Key</u></b>		<b><u>Instructional Method Key</u></b>					
<b>Introduced</b> <b>Developed</b> <b>Reinforced</b> <b>Not Addressed</b>		AR—Accelerated Reader CC—Compare & Contrast Com—Complete Dem—Demonstration Dr—Draw GR—Guided Reading GWr—Group Writing In—Investigation IRA—Interactive Read Aloud Independent P—Prediction R—Read SR—Shared Reading VE—Verbal Explanation WS—Word Study					
		BD—Build & Describe Co—Collaboration Cr—Create Dis—Discuss FT—Field Trip GS—Guest Speaker ID—Identification IW—Independent Writing L—Lecture MM—Multi Media (Video, Audio) PR—Peer Review Re—Recreation SRT—Star Reading Test V—View					
		C—Construct Col—Collect D—Drama DP—Descriptive Presentation G—Games GW—Group Work I—Illustration IR—Independent Reading MI—Managed Pa—Participation PP—Power Point S—Songs TM—Teacher Modeling WP—Written Practice					
<b>Standard</b>	<b>Indicator</b>	<b>Performance Scale</b>	<b>Time Frame</b>	<b>Instructional Method</b>	<b>Instructional Activities and Resources</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Acquisition of Vocabulary</b>	1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	Reinforced	Weeks 1-36	G; GR; ID; In; IR; L; Pa; PR; PP; R; SR; TM; WP; WS	<i>Prentice Hall Writing and Grammar (Gold Level): Vocabulary and Spelling Practice Book;</i> Games	Worksheets; independent writing; quizzes	Nehemiah 8:8 discusses the importance of reading and understanding. We must know the language well in order to communicate effectively and represent Christ to the fullest.
	2. Analyze the relationships of pairs of words in	Reinforced	Weeks 1-36	G; GR; ID; In; IR; L; Pa; PR; PP; R;	<i>Prentice Hall Writing and Grammar (Gold</i>	Worksheets; independent writing; quizzes	Nehemiah 8:8 discusses the importance of reading

	analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships.			SR; TM; WP; WS	<b>Level): Vocabulary and Spelling Practice Book;</b> Games		and understanding. We must know the language well in order to communicate effectively and represent Christ to the fullest.
	3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	Reinforced	Weeks 1-36	G; GR; ID; In; IR; L; Pa; PR; PP; R; SR; TM; WP; WS	<b>Prentice Hall Writing and Grammar (Gold Level): Vocabulary and Spelling Practice Book;</b> Games	Worksheets; independent writing; quizzes	Nehemiah 8:8 discusses the importance of reading and understanding. We must know the language well in order to communicate effectively and represent Christ to the fullest.
	4. Examine and discuss ways historical events have influenced the English language.	Reinforced	Weeks 1-36	G; GR; ID; In; IR; L; Pa; PR; PP; R; SR; TM; WP; WS	<b>Prentice Hall Writing and Grammar (Gold Level): Vocabulary and Spelling Practice Book;</b> Games	Worksheets; independent writing; quizzes	Nehemiah 8:8 discusses the importance of reading and understanding. We must know the language well in order to communicate effectively and represent Christ to the fullest.
	5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and	Reinforced	Weeks 1-36	G; GR; ID; In; IR; L; Pa; PR; PP; R; SR; TM; WP; WS	<b>Prentice Hall Writing and Grammar (Gold Level): Vocabulary and Spelling Practice Book;</b> Games	Worksheets; independent writing; quizzes	Nehemiah 8:8 discusses the importance of reading and understanding. We must know the language well in order to communicate

	new subject-area vocabulary (e.g., unknown words in science, math and social studies).						effectively and represent Christ to the fullest.
	6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Reinforced	Weeks 1-36	G; GR; ID; In; IR; L; Pa; PR; PP; R; SR; TM; WP; WS	<i><b>Prentice Hall Writing and Grammar (Gold Level): Vocabulary and Spelling Practice Book;</b></i> Games	Worksheets; independent writing; quizzes	Nehemiah 8:8 discusses the importance of reading and understanding. We must know the language well in order to communicate effectively and represent Christ to the fullest.
<b>Reading Process: Concepts of Print, Comprehension Strategies &amp; Self-Monitoring Strategies</b>	1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	Reinforced	Weeks 13-15	Dis; DP; ID; I; P; R; SR; WP;V	<i><b>Prentice Hall Literature (Gold Level) Unit 6 Short Stories</b></i> “The Gift of the Magi” by O. Henry (pp. 522-533)	Written/oral responses to literature questions in text; chart of “The Joys of Giving”; journaling “The Gift”	Writing anticipates action, yet it reflects on what has happened in the past as well. The gift we have in language is found in Hebrews 11 in the “Hall of Faith”. We see great examples of reflective writing and words of encouragement.

	2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Reinforced	Weeks 13-15	Dis; DP; ID; P; R; SR; WP; VE	<b>Prentice Hall Literature (Gold Level) Unit 6 Short Stories</b> “The Gift of the Magi” by O. Henry (pp. 522-533)	Written/oral responses to literature questions in text; chart of “The Joys of Giving”; journaling “The Gift”	Writing anticipates action, yet it reflects on what has happened in the past as well. The gift we have in language is found in Hebrews 11 in the “Hall of Faith”. We see great examples of reflective writing and words of encouragement.
	3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<b>Prentice Hall Literature (Gold Level) Unit 10 The Epic</b> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	In Philippians 2:5-11, we see a beautiful image of a humble Servant who was fully God, yet “did not consider equality with God something to be grasped”. That is the picture of a true hero. In God’s Kingdom, the weakest are truly the strongest and the last are first. In this “all about me” culture, we cannot teach the example of Christ enough.
	4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and	Reinforced	Weeks 1, 9, 10, 18, 19, 27, 28, and 36	AR; Dis; GR; IRA; MI; R; SR; SRT; TM; VE	STAR Reading Test; Reading aloud in class; Explanation of results from STAR testing; Lecture on appropriateness of	STAR Testing; book selections by students; rubrics for book reports/letters	2 Corinthians 8:12 refers to our gifts being very individual. God looks on the heart. If we willingly present our best to

	genres or recommendations from others).				books according to academic and Biblical standards; letters to authors; character profiles		Him, whether the offering is great or small, He is pleased.
	5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Reinforced	Weeks 1, 9, 10, 18, 19, 27, 28, and 36	AR; Dis; GR; IRA; MI; R; SR; SRT; TM; VE	STAR Reading Test; Reading aloud in class; Explanation of results from STAR testing; Lecture on appropriateness of books according to academic and Biblical standards; letters to authors; character profiles	STAR Testing; book selections by students; rubrics for book reports/letters	2 Corinthians 8:12 refers to our gifts being very individual. God looks on the heart. If we willingly present our best to Him, whether the offering is great or small, He is pleased.
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	Reinforced	Weeks 16-17, 21-22	CC; Co; D; Dem; Dis; Dr; GWr; ID; I; IR; MM; R; S; SR; V	<i>Prentice Hall Literature (Gold Level) Unit 7 Nonfiction</i> “Exploring the Genre” (pp. 630-633) “The New Frontier” by John F. Kennedy (pp. 644-647) <b>Unit 2 Challenges and Choices</b> “I Have A Dream” by Martin Luther King, Jr. (pp. 162-166); “Pride” by Bono and The Edge (p. 167); “There Is A Longing” by Chief Dan George	Peer evaluations; journaling; discuss questions from text (pp. 644, 647) and evaluate the effectiveness of Kennedy’s speech; discuss literature questions and speeches themselves from King, Bono and the Edge (pp. 162-163, 166-167), George (p. 171) and Whitman (p. 172)	I Peter 3:14 clearly commands us to be ready to give the reason for the hope that we have. As Christians, we need to be articulate about what we believe and why. Because we truly believe what God is about, we should be passionate and as a result, very persuasive as well.

					(p. 170-171); “I Hear America Singing” by Walt Whitman (p. 172)		
	2. Critique the treatment, scope and organization of ideas from multiple sources on the same topic.	Reinforced	Weeks 16-17, 21-22	CC; Co; D; Dem; Dis; Dr; GWr; ID; I; IR; MM; R; S; SR; V	<i><b>Prentice Hall Literature (Gold Level) Unit 7 Nonfiction</b></i> “Exploring the Genre” (pp. 630-633) “The New Frontier” by John F. Kennedy (pp. 644-647) <b>Unit 2 Challenges and Choices</b> “I Have A Dream” by Martin Luther King, Jr. (pp. 162-166); “Pride” by Bono and The Edge (p. 167); “There Is A Longing” by Chief Dan George (p. 170-171); “I Hear America Singing” by Walt Whitman (p. 172)	Peer evaluations; journaling; discuss questions from text (pp. 644, 647) and evaluate the effectiveness of Kennedy’s speech; discuss literature questions and speeches themselves from King, Bono and the Edge (pp. 162-163, 166-167), George (p. 171) and Whitman (p. 172)	I Peter 3:14 clearly commands us to be ready to give the reason for the hope that we have. As Christians, we need to be articulate about what we believe and why. Because we truly believe what God is about, we should be passionate and as a result, very persuasive as well.
	3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<i><b>Prentice Hall Literature (Gold Level) Unit 10 The Epic</b></i> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay comparing and	1 Corinthians 14: 33 and 40 clearly state that God is a God of order, not confusion; therefore, we need to be logical in our approach to academics as well.



					44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	
	4. Assess the adequacy, accuracy and appropriateness of an author’s details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.	Reinforced	Weeks 16-17, 21-22	CC; Co; D; Dem; Dis; Dr; GWr; ID; I; IR; MM; R; S; SR; V	<b>Prentice Hall Literature (Gold Level) Unit 7 Nonfiction</b> “Exploring the Genre” (pp. 630-633) “The New Frontier” by John F. Kennedy (pp. 644-647) <b>Unit 2 Challenges and Choices</b> “I Have A Dream” by Martin Luther King, Jr. (pp. 162-166); “Pride” by Bono and The Edge (p. 167); “There Is A Longing” by Chief Dan George (p. 170-171); “I Hear America Singing” by Walt Whitman (p. 172)	Peer evaluations; journaling; discuss questions from text (pp. 644, 647) and evaluate the effectiveness of Kennedy’s speech; discuss literature questions and speeches themselves from King, Bono and the Edge (pp. 162-163, 166-167), George (p. 171) and Whitman (p. 172)	I Peter 3:14 clearly commands us to be ready to give the reason for the hope that we have. As Christians, we need to be articulate about what we believe and why. Because we truly believe what God is about, we should be passionate and as a result, very persuasive as well.
	5. Analyze an author’s implicit and explicit	Reinforced	Weeks 16-17, 21-22	CC; Co; D; Dem; Dis; Dr; GWr; ID;	<b>Prentice Hall Literature (Gold Level) Unit 7</b>	Peer evaluations; journaling; discuss questions	In Isaiah 8:20, we are challenged to look at everything in life

	argument, perspective or viewpoint in text.			I; IR; MM; R; S; SR; V	<b>Nonfiction</b> “Exploring the Genre” (pp. 630-633) “The New Frontier” by John F. Kennedy (pp. 644-647) <b>Unit 2 Challenges and Choices</b> “I Have A Dream” by Martin Luther King, Jr. (pp. 162-166); “Pride” by Bono and The Edge (p. 167); “There Is A Longing” by Chief Dan George (p. 170-171); “I Hear America Singing” by Walt Whitman (p. 172)	from text (pp. 644, 647) and evaluate the effectiveness of Kennedy’s speech; discuss literature questions and speeches themselves from King, Bono and the Edge (pp. 162-163, 166-167), George (p. 171) and Whitman (p. 172)	through the filter of God’s Word which is absolute truth. When looking at an author’s arguments, we always need to look at it in light of God’s Word.
	6. Analyze the author’s development of key points to support argument or point of view.	Reinforced	Weeks 16-17, 21- 22	CC; Co; D; Dem; Dis; Dr; GWR; ID; I; IR; MM; R; S; SR; V	<b>Prentice Hall Literature (Gold Level) Unit 7 Nonfiction</b> “Exploring the Genre” (pp. 630-633) “The New Frontier” by John F. Kennedy (pp. 644-647) <b>Unit 2 Challenges and Choices</b> “I Have A Dream” by Martin Luther King, Jr. (pp. 162-166); “Pride” by	Peer evaluations; journaling; discuss questions from text (pp. 644, 647) and evaluate the effectiveness of Kennedy’s speech; discuss literature questions and speeches themselves from King, Bono and the Edge (pp. 162-163, 166-	According to 2 Corinthians 6:1-7, we are to use God’s standard as the absolute authority when we evaluate everything: “...One criterion for approval of one who ministers is adherence to the Word of God...”.

					Bono and The Edge (p. 167); “There Is A Longing” by Chief Dan George (p. 170-171); “I Hear America Singing” by Walt Whitman (p. 172)	167), George (p. 171) and Whitman (p. 172)	
	7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Daniel 5:5, 25-58 describes the “Writing on the Wall” in Belshazzar’s day. God recognizes writing as a powerful tool to influence people, and as Christians, we need to carefully evaluate the written word and its origin.
	8. Identify the features of rhetorical devices used in common types of public	Reinforced	Weeks 16-17, 21-22	CC; Co; D; Dem; Dis; Dr; GWr; ID; I; IR; MM; R; S; SR; V	<b><i>Prentice Hall Literature (Gold Level) Unit 7 Nonfiction</i></b> “Exploring the	Peer evaluations; journaling; discuss questions from text (pp. 644, 647) and	I Peter 3:14 clearly commands us to be ready to give the reason for the hope that we have. As

	documents, including newspaper editorials and speeches.				Genre” (pp. 630-633) “The New Frontier” by John F. Kennedy (pp. 644-647) <b>Unit 2 Challenges and Choices</b> “I Have A Dream” by Martin Luther King, Jr. (pp. 162-166); “Pride” by Bono and The Edge (p. 167); “There Is A Longing” by Chief Dan George (p. 170-171); “I Hear America Singing” by Walt Whitman (p. 172)	evaluate the effectiveness of Kennedy’s speech; discuss literature questions and speeches themselves from King, Bono and the Edge (pp. 162-163, 166-167), George (p. 171) and Whitman (p. 172)	Christians, we need to be articulate about what we believe and why. Because we truly believe what God is about, we should be passionate and as a result, very persuasive as well.
<b>Reading Applications: Literary Text</b>	1. Identify and explain an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<b>Prentice Hall Literature (Gold Level) Unit 10 The Epic</b> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	In Phil. 2:5-11, we see a beautiful image of a humble Servant who was fully God, yet “did not consider equality with God something to be grasped”. That is the picture of a true hero. In God’s Kingdom, the weakest are truly the strongest and the last are first. In this “all about me” culture, we cannot teach the example of Christ enough.

	2. Analyze the influence of setting in relation to other literary elements.	Reinforced	Weeks 13-15	Dis; DP; ID; P; R; SR; WP;VE	<b>Prentice Hall Literature (Gold Level) Unit 6 Short Stories</b> “The Gift of the Magi” by O. Henry (pp. 522-533)	Written/oral responses to literature questions in text; chart of “The Joys of Giving”; journaling “The Gift”	Reading God’s Word provides the backdrop in every situation. It is the setting by which we measure everything else. This is clearly stated in Psalm 119:130.
	3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<b>Prentice Hall Literature (Gold Level) Unit 10 The Epic</b> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	Scripture is rich with conflicts, parallel plots, and subplots and provides a great example of what we study elsewhere in literature. In Deuteronomy 17:18-20, God used Moses in 1451 B.C. to speak of the permanence of the Law of God for an event that would not take place for another 350 years.
	4. Evaluate the point of view used in a literary text.	Reinforced	Weeks 13-15	Dis; DP; ID; P; R; SR; WP;VE	<b>Prentice Hall Literature (Gold Level) Unit 6 Short Stories</b> “The Gift of the Magi” by O. Henry (pp. 522-533)	Written/oral responses to literature questions in text; chart of “The Joys of Giving”; journaling “The Gift”	Writing anticipates action, yet it reflects on what has happened in the past as well. The gift we have in language is found in Hebrews 11 in the “Hall of Faith”. We see great examples of reflective writing and

							words of encouragement.
	5. Interpret universal themes across different works by the same author and different authors.	Reinforced	Weeks 19-20	Co, Cr, Dis, Pa, D, MM, R, CC, GWSR	<b>Prentice Hall Literature (Gold Level): Unit 7 Nonfiction</b> “Single Room, Earth View” by Sally Ride (pp. 636-640); “The Washwoman” by Isaac Bashevis Singer (pp. 650-655); “A Celebration of Grandfathers” by Rudolfo A. Anaya (pp. 662-684); “Arthur Ashe Remembered” by John McPhee (pp. 682-684); from <i>Rosa Parks: My Story</i> by Rosa Parks (pp. 168-169); Internet, Video/DVD	Group presentations; group questions; class discussions; rubric	God instructs us through 2 Corinthians 6:1-7 to use His Word as a filter. His Word is truth, so we are able to use it to test whatever is written or spoken. When we do this, we can appreciate others for who they are and how they reflect God’s image in their lives.
	6. Analyze how an author’s choice of genre affects the expression of a theme or topic.	Reinforced	Weeks 1-4	CC; Co; Cr; Dem; Dis; DP; Dr; GW; GWr; ID; I; In; IW; IR; IRA; L; Pa; P; R; Re; SR; TM; VE; V	<b>Prentice Hall Literature (Gold Level): Unit 1 Spine Tingle</b> “The Cask of Amontillado” by Edgar Allan Poe (pp. 1-12); Journaling; Group Assignments of “Storyboarding”,	Group work rubrics; oral and written student responses to literature questions; quizzes	The Bible as a whole is the perfect example of a variety of genres and themes. God chose to employ writers from many different walks of life (physicians, prophets, kings, fishermen, recovering legalists, etc.) to express

					<p>“Movie Set” and “Changing Character Perspectives”</p> <p><b>Unit 6 Short Stories</b></p> <p>“Exploring the Genre” (pp. 518-521) “The Invalid’s Story” by Mark Twain (pp. 596-602)</p>		<p>themselves in letters, poetry, books of law, etc. all to convey the themes of Salvation and Redemption.</p>
	<p>7. Explain how foreshadowing and flashback are used to shape plot in a literary text.</p>	Reinforced	Weeks 1-4	<p>CC; Co; Cr; Dem; Dis; DP; Dr; GW; GWr; ID; I; In; IW; IR; IRA; L; Pa; P; R; Re; SR; TM; VE; V</p>	<p><i><b>Prentice Hall Literature (Gold Level): Unit 1 Spine Tingle</b></i></p> <p>“The Cask of Amontillado” by Edgar Allan Poe (pp. 1-12); Journaling; Group Assignments of “Storyboarding”, “Movie Set” and “Changing Character Perspectives”</p> <p><b>Unit 6 Short Stories</b></p> <p>“Exploring the Genre” (pp. 518-521) “The Invalid’s Story” by Mark Twain (pp. 596-602)</p>	<p>Group work rubrics; oral and written student responses to literature questions; quizzes</p>	<p>The Old Testament provides hundreds of examples of foreshadowing in the form of prophecy. Again and again, the prophets told of the coming of Christ. Isaiah 53 is riddled with images of Christ yet was written hundreds of years in advance.</p>
	<p>8. Define and identify types of</p>	Reinforced	Weeks 13-15	<p>Dis; DP; ID; P; R; SR;</p>	<p><i><b>Prentice Hall Literature (Gold</b></i></p>	<p>Written/oral responses to</p>	<p>Writing anticipates action, yet it reflects</p>

	irony, including verbal, situational and dramatic, used in literary texts.			WP;VE	<b>Level) Unit 6 Short Stories</b> “The Gift of the Magi” by O. Henry (pp. 522-533); Journaling	literature questions in text; chart of “The Joys of Giving”; journaling “The Gift”	on what has happened in the past as well. The gift we have in language is found in Hebrews 11 in the “Hall of Faith”. We see great examples of reflective writing and words of encouragement.
	9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	Reinforced	Weeks 1-4	CC; Co; Cr; Dem; Dis; DP; Dr; GW; GWr; ID; I; In; IW; IR; IRA; L; Pa; P; R; Re; SR; TM; VE; V	<b>Prentice Hall Literature (Gold Level): Unit 1 Spine Tingers</b> “The Cask of Amontillado” by Edgar Allan Poe (pp. 1-12); Journaling; Group Assignments of “Storyboarding”, “Movie Set” and “Changing Character Perspectives” <b>Unit 6 Short Stories</b> “Exploring the Genre” (pp. 518-521) “The Invalid’s Story” by Mark Twain (pp. 596-602)	Group work rubrics; oral and written student responses to literature questions; quizzes	Proverbs 18:4 declares “The words of a man’s mouth are deep waters; the wellspring of wisdom is a flowing brook.” This passage clearly demonstrates the complexity of man and the value of studying his words and thoughts.
	10. Explain how authors use symbols to create broader meanings.	Reinforced	Weeks 1-4	CC; Co; Cr; Dem; Dis; DP; Dr; GW; GWr; ID; I;	<b>Prentice Hall Literature (Gold Level): Unit 1 Spine Tingers</b>	Group work rubrics; oral and written student responses to	While the book of Revelation is filled with literal meanings, it is also packed with



				In; IW; IR; IRA; L; Pa; P; R; Re; SR; TM; VE; V	“The Cask of Amontillado” by Edgar Allan Poe (pp. 1-12); Journaling; Group Assignments of “Storyboarding”, “Movie Set” and “Changing Character Perspectives” <b>Unit 6 Short Stories</b> “Exploring the Genre” (pp. 518- 521) “The Invalid’s Story” by Mark Twain (pp. 596-602)	literature questions; quizzes	symbolic images. It encourages us to be students of the Word so that we know what is to come and also what we are dealing with today.
	11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.	Reinforced	Weeks 1-4	CC; Co; Cr; Dem; Dis; DP; Dr; GW; GWr; ID; I; In; IW; IR; IRA; L; Pa; P; R; Re; SR; TM; VE; V	<b><i>Prentice Hall Literature (Gold Level): Unit 1 Spine Tingle</i></b> “The Cask of Amontillado” by Edgar Allan Poe (pp. 1-12); Journaling; Group Assignments of “Storyboarding”, “Movie Set” and “Changing Character Perspectives” <b>Unit 6 Short Stories</b> “Exploring the Genre” (pp. 518-	Group work rubrics; oral and written student responses to literature questions; quizzes	In 1 Kings 4:32 we are reminded that Solomon wrote 3,000 proverbs and 1,005 songs. As God’s approval is noted, we are able to see the value in a variety of literary forms and devices.

					521) “The Invalid’s Story” by Mark Twain (pp. 596-602)		
<b>Writing Processes</b>	1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Reinforced	Weeks 1-4	CC; Co; Cr; Dem; Dis; DP; Dr; GW; GWr; ID; I; In; IW; IR; IRA; L; Pa; P; R; Re; SR; TM; VE; V	<i>Prentice Hall Literature (Gold Level): Unit 1 Spine Tingle</i> s “The Cask of Amontillado” by Edgar Allan Poe (pp. 1-12); Journaling; Group Assignments of “Storyboarding”, “Movie Set” and “Changing Character Perspectives” <b>Unit 6 Short Stories</b> “Exploring the Genre” (pp. 518-521) “The Invalid’s Story” by Mark Twain (pp.596-602)	Journal listings of writing ideas; peer evaluation; group work rubrics; oral and written student responses to literature questions; quizzes	Paul uses many rhetorical questions in his writings (Romans 8:31-35; 9:14, 19-24). These thought-provoking questions provide many opportunities to go beyond the surface. In looking more deeply into matters, we are challenged to continue thinking and processing in a way that causes our faith to grow.
	2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<i>Prentice Hall Literature (Gold Level) Unit 10 The Epic</i> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric;	From a Biblical perspective, we see the importance of His truth as demonstrated in Exodus 7:3, 5 where God reveals what is going on inside of Pharaoh. We need to understand background

					1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	quizzes; tests; collaboration rubric for group work assignment	information as well.
	3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In the Old Testament books of the Law, we see God clearly communicating what His expectations in and purpose for the people of Israel. We need to follow that example.
	4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Luke gave a beautiful example of writing with a purpose in chapter one verses one through four, writing “an orderly account” for those who followed. We should aim to do likewise in our writing.
	5. Use organizational	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR;	<i>Prentice Hall Literature (Gold</i>	“Soundtrack” assignment/	In the Genesis account of Creation,

	strategies (e.g., notes and outlines) to plan writing.			GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<b>Level) Unit 10 The Epic</b> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	rubric; journaling; students’ oral and written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	we see God using an orderly approach in His work. Each day, something different was created which worked with the step prior. We need to be people of order to reflect His handiwork as well.
	6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<b>Prentice Hall Literature (Gold Level) Unit 10 The Epic</b> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	From Genesis to Revelation, we see God’s Masterpiece in one book written by many authors from various backgrounds over a prolonged period, which still had a centralized theme. It is the perfect example of organized writing.
	7. Use a variety of sentence structures and lengths (e.g., simple, compound	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L;	<b>Prentice Hall Literature (Gold Level) Unit 10 The Epic</b>	“Soundtrack” assignment/ rubric; journaling; students’ oral and	Many kinds of writing are used by God for His purposes: Historical

	and complex sentences; parallel or repetitive sentence structure).			MI; PA; P; PR; R; S; SR; TM; VE; V; WP	Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	(Pentateuch, the Gospels, etc.); Lists, genealogies, land distribution records (Genesis, Numbers, etc.); Poetry (Psalms, Job, Ecclesiastes, etc.); Proverbs; Letters (most of the New Testament) and each serves its purpose.
	8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<b>Prentice Hall Literature (Gold Level) Unit 10 The Epic</b> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	Especially in Paul’s letters, we see Paul addressing issues that would arise in the church from time to time. For instance, in Galatians, we find Him addressing the issue of Jews and Gentiles making issue of circumcision. He addressed the issue in an organized manner.
	9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to	Reinforced	Weeks 1-4	CC; Co; Cr; Dem; Dis; DP; Dr; GW; GWr; ID; I; In; IW; IR; IRA; L; Pa;	<b>Prentice Hall Literature (Gold Level): Unit 1 Spine Tingle</b> “The Cask of Amontillado” by	Group work rubrics; oral and written student responses to literature questions; quizzes	Jesus’ example in teaching (found in the Gospels) was rich with colorful language. He knew how to engage His

	audience and purpose and use techniques to convey a personal style and voice.			P; R; Re; SR; TM; VE; V	Edgar Allan Poe (pp. 1-12); Journaling; Group Assignments of “Storyboarding”, “Movie Set” and “Changing Character Perspectives” <b>Unit 6 Short Stories</b> “Exploring the Genre” (pp. 518-521) “The Invalid’s Story” by Mark Twain (pp. 596-602)		audiences and to captivate them by using examples with which they could relate from farming and crops to money and family issues. His voice came through very clearly, and we can emulate His teaching style in our writing.
	10. Use available technology to compose text.	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<b>Prentice Hall Literature (Gold Level) Unit 10 The Epic</b> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	In Scripture, we see various forms of communication used according to what would be the most effective at the time. In 2 Corinthians 13:10, we see Paul concerned with his communicating to help not hinder the saints.
	11. Reread and analyze clarity of writing,	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW;	<b>Prentice Hall Literature (Gold Level) Unit 10</b>	“Soundtrack” assignment/ rubric; journaling;	In Acts 15:20, we see a decision to write a letter so that the

	consistency of point of view and effectiveness of organizational structure.			IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<b>The Epic</b> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	students’ oral and written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	message would be clearly communicated rather than relying on the memory of the messenger. Language was clearly important here.
	12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Peter gives a great example of using information effectively when he uses the writings of the Apostle Paul to reinforce his own teaching (2 Peter 3:15-16).
	13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V;	<b>Prentice Hall Literature (Gold Level) Unit 10 The Epic</b> Introduction (pp. 974-977); “Casey at the Bat” by Ernest	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay	In Ecclesiastes 12:9-12, Solomon paints the picture of a wise preacher carefully crafting “acceptable words; and what was written was upright—

	consistent style, tone and voice.			WP	L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	words of truth”.
	14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In Acts 15:20, “It was decided that a letter be written, rather than leaving the conveying of the decision to the memory of the messengers.” From this, we can see that sometimes careful and effective writing is better than speaking.
	15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<b>Prentice Hall Literature (Gold Level) Unit 10 The Epic</b> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack”	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests;	In Ephesians 3:3-4, after Paul had previously visited the people of Ephesus, we see Paul writing to them in order to confirm the earlier message in a clear manner which they could study again and again.



	language.				Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	collaboration rubric for group work assignment	
	16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<b><i>Prentice Hall Literature (Gold Level) Unit 10 The Epic</i></b> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	In Scripture, we see written doctrine and standards making consistency possible from person to person and generation to generation (Exodus 24:3, 4, 7, 12; Deuteronomy 27:2-8; Esther 9:25-32; Acts 15:23-29). We need accountability for consistency.
	17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<b><i>Prentice Hall Literature (Gold Level) Unit 10 The Epic</i></b> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay comparing and contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group	Deuteronomy 6:6-9 is a beautiful example of the importance of our words being accurate and true. God wanted His Word to be in our hearts, taught to our children, bound on us, and written on our doorposts and gates. He did not want us to miss it, so He communicated clearly

	(e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.				Essay; Teacher Modeling; Group Presentations	work assignment	and continually.
<b>Writing Applications</b>	1. Write narratives that: a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); b. use a range of strategies and literary devices including figurative language and specific narration; and, c. include an organized, well developed structure.	Reinforced	Weeks 13-15	Dis; DP; ID; P; R; SR; WP; VE	<i>Prentice Hall Literature (Gold Level) Unit 6 Short Stories</i> “The Gift of the Magi” by O. Henry (pp. 522-533)	Written/oral responses to literature questions in text; chart of “The Joys of Giving”; journaling “The Gift”	Writing anticipates action, yet it reflects on what has happened in the past as well. The gift we have in language is found in Hebrews 11 in the “Hall of Faith”. We see great examples of reflective writing and words of encouragement.
	2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images	Reinforced	Weeks 5-12	CC; Co; Dis; DP; GR; GW; ID; IW; IR; IRA; L; MI; PA; P; PR; R; S; SR; TM; VE; V; WP	<i>Prentice Hall Literature (Gold Level) Unit 10 The Epic</i> Introduction (pp. 974-977); “Casey at the Bat” by Ernest L. Thayer (pp. 40-	“Soundtrack” assignment/ rubric; journaling; students’ oral and written responses to literature questions; essay comparing and	In the New Testament, we see the fulfillment of the prophecies of the Old Testament through and through. In order for the New Testament authors to

	and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.				44); from <i>The Odyssey</i> by Homer (pp.978-1049); “Soundtrack” Assignment; Compare/Contrast Essay; Teacher Modeling; Group Presentations	contrasting Jesus and Odysseus/rubric; quizzes; tests; collaboration rubric for group work assignment	emphasize this, they had to have a thorough knowledge of the prophecies.
	3. Write business letters, letters to the editor and job applications that: a. address audience needs, stated purpose and context in a clear and efficient manner; b. follow the conventional style appropriate to the text using proper technical terms; c. include appropriate facts and details; d. exclude extraneous details and inconsistencies; and e. provide a sense of closure to the writing.	Reinforced	Weeks 1, 9, 10	AR; Dis; GR; IRA; MI; R; SR; SRT; TM; VE	STAR Reading Test; Reading aloud in class; Explanation of results from STAR testing; Lecture on appropriateness of books according to academic and Biblical standards; letters to authors; character profiles	STAR Testing; book selections by students; rubrics for book reports/letters	Most of the New Testament was written in letter form. We can certainly see from the examples in Scripture how very important written communication is in our own lives as we benefit from those letters still today. In 2 Corinthians 13:10, Paul was concerned with communicating in a way that would be beneficial to the church in Corinthians. We, too, need to monitor our words wisely.

	<p>4. Write informational essays or reports, including research that:</p> <ul style="list-style-type: none"> <li>a. pose relevant and tightly drawn questions that engage the reader;</li> <li>b. provide a clear and accurate perspective on the subject;</li> <li>c. create an organizing structure appropriate to the purpose, audience and context;</li> <li>d. support the main ideas with facts, details, examples and explanations from sources; and</li> <li>e. document sources and include bibliographies.</li> </ul>	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Ecclesiastes 12:9-12 clearly sets the example of careful research, documentation, and wise expression as a means of writing effectively. Even Solomon, the wisest man, understood that it is hard work to write well.
	<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a controlling idea;</li> <li>b. support arguments with detailed evidence;</li> </ul>	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	I Peter 3:14 clearly commands us to be ready to give the reason for the hope that we have. As Christians, we need to be articulate about what we believe and

	c. exclude irrelevant information; and d. cite sources of information.				documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)		why. Because we truly believe what God is about, we should be passionate and as a result, very persuasive as well.
	6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	Reinforced	Weeks 1-36	CC; Co; Com; Cr; D; Dr; GW; GWr; ID; I; IW; MI; Pa; P; PR; R; Re; S; TM; WP; WS	Journaling throughout the school year will include comparing and contrasting, collaborating with other students, completing writing prompts, creating original pieces in various genres, drawing/illustrating, group work, identifying literary elements, independent writing in response to quotes and other assignments, predicting story endings from literature, peer reviewing, reading previous entries, recreating literature with variations, evaluating song lyrics, teacher modeling, writing practice, and studying words	Written responses and participation	Some of the most beautifully written Scriptures were penned with a more informal approach. We see such writing in the Psalms where David especially wrote again and again from the heart. We see virtually every human emotion embodied in the Psalms. Sometimes, when we simply write from the heart, God is blessed by our honesty with Him and we can grow from the experience.

<b>Writing Conventions</b>	1. Use correct spelling conventions.	Reinforced	Weeks 1-36	CC; Co; Com; Cr; D; Dr; GW; GWr; ID; I; IW; MI; Pa; P; PR; R; Re; S; TM; WP; WS	Journaling throughout the school year will include comparing and contrasting, collaborating with other students, completing writing prompts, creating original pieces in various genres, drawing/illustrating, group work, identifying literary elements, independent writing in response to quotes and other assignments, predicting story endings from literature, peer reviewing, reading previous entries, recreating literature with variations, evaluating song lyrics, teacher modeling, writing practice, and studying words	Written responses and participation	The importance of writing clearly and effectively is clearly stated in Habakkuk 2:2, “Then the LORD answered me and said: ‘Write the vision and make it plain on tablets, that he may run who reads it’.” Effective writing produces clear understanding.
	2. Use correct capitalization and punctuation.	Reinforced	Weeks 1-36	CC; Co; Com; Cr; D; Dr; GW; GWr; ID; I; IW; MI; Pa; P; PR; R; Re;	Journaling throughout the school year will include comparing and contrasting, collaborating with	Written responses and participation	I Corinthians 14; 33, 40, clearly states that God is an orderly God, “not the author of confusion” but He desires that “all

				S; TM; WP; WS	other students, completing writing prompts, creating original pieces in various genres, drawing/illustrating, group work, identifying literary elements, independent writing in response to quotes and other assignments, predicting story endings from literature, peer reviewing, reading previous entries, recreating literature with variations, evaluating song lyrics, teacher modeling, writing practice, and studying words		things be done decently and in order.”
	3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	Reinforced	Weeks 1-36	CC; Co; Com; Cr; D; Dr; GW; GWr; ID; I; IW; MI; Pa; P; PR; R; Re; S; TM; WP; WS	Journaling throughout the school year will include comparing and contrasting, collaborating with other students, completing writing prompts, creating original pieces in various genres, drawing/illustrating,	Written responses and participation	Matthew 24:15 is an example of the need for writing to be clear and easily understood: “whoever reads let him understand”. This must be our goal in communicating at all times.

					group work, identifying literary elements, independent writing in response to quotes and other assignments, predicting story endings from literature, peer reviewing, reading previous entries, recreating literature with variations, evaluating song lyrics, teacher modeling, writing practice, and studying words		
	4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	Reinforced	Weeks 1-36	CC; Co; Com; Cr; D; Dr; GW; GWr; ID; I; IW; MI; Pa; P; PR; R; Re; S; TM; WP; WS	Journaling throughout the school year will include comparing and contrasting, collaborating with other students, completing writing prompts, creating original pieces in various genres, drawing/illustrating, group work, identifying literary elements, independent writing in response to quotes and other	Written responses and participation	Tucked away in 1 Chronicles 4, we find the abbreviated story of Jabez. He was an incredible man of God; however, his story could easily get lost in the midst of a list of historical accounts and listings. In this example, we learn that we must be careful writers and readers in order to communicate effectively.



					assignments, predicting story endings from literature, peer reviewing, reading previous entries, recreating literature with variations, evaluating song lyrics, teacher modeling, writing practice, and studying words		
	5. Use proper placement of modifiers.	Reinforced	Weeks 1-36	CC; Co; Com; Cr; D; Dr; GW; GWr; ID; I; IW; MI; Pa; P; PR; R; Re; S; TM; WP; WS	Journaling throughout the school year will include comparing and contrasting, collaborating with other students, completing writing prompts, creating original pieces in various genres, drawing/illustrating, group work, identifying literary elements, independent writing in response to quotes and other assignments, predicting story endings from literature, peer reviewing, reading previous entries,	Written responses and participation	Romans 8:28 clearly states a truth that we as believers can hold fast. Some would look at the first part, “And we know that all things work together for good” and stop there, either hopeful that God will make all things right or dismayed that He has not. It is crucial that we continue on, “to those who love God, to those who are called according to <i>His</i> purpose.” The whole must be determined in proper context, as should be the case in our writing as well.

					recreating literature with variations, evaluating song lyrics, teacher modeling, writing practice, and studying words		
	6. Maintain the use of appropriate verb tenses.	Reinforced	Weeks 1-36	CC; Co; Com; Cr; D; Dr; GW; GWr; ID; I; IW; MI; Pa; P; PR; R; Re; S; TM; WP; WS	Journaling throughout the school year will include comparing and contrasting, collaborating with other students, completing writing prompts, creating original pieces in various genres, drawing/illustrating, group work, identifying literary elements, independent writing in response to quotes and other assignments, predicting story endings from literature, peer reviewing, reading previous entries, recreating literature with variations, evaluating song lyrics, teacher modeling, writing practice, and	Written responses and participation	Psalms 102:18 states, "This will be written for the generation to come, that a people yet to be created may praise the LORD." God's example in Scriptures helps us understand past, present, and future events.

					studying words		
<b>Research</b>	1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Luke 1:1-4 states the reason for the Gospel of Luke as “. . .to write to you an orderly account. . .that you may know the certainty of those things in which you were instructed.” Knowing the facts is an integral part of being a good communicator.
	2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Some sources just do not matter, and we must learn what is credible and what is not. Likewise, there will come a day when the only source that will matter will be the Book of Life (Revelation 20:15).
	3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority,	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and	In 2 Timothy 3:16, we see “All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for

	accuracy, objectivity, publication date and coverage, etc.).				will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	oral work	instruction in righteousness.” We can use this as a filter for our sources.
	4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In 1 Corinthians, 14: 14-16, 19, Paul is determined to communicate (speaking and singing) with understanding so that people may join with him and learn. We need to share this desire.
	5. Integrate quotations and citations into written text to maintain a flow of ideas.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	From Genesis to Revelation, we see God’s Masterpiece in one book written by many authors from various backgrounds over a prolonged period, which still had a centralized theme. It is the perfect example of organized writing.

	6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Hebrews 12:2 acknowledges that even in spiritual matters, we need to give credit where credit is due. It tells us to keep our eyes on "Jesus, the author and finisher of our faith".
	7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In 1 Corinthians 2:1-6, Paul's testimony is not one of perfection but one of dependence. In everything, whether written or spoken word, or whether by thought or deed, his desire was complete reliance on the Holy Spirit for guidance. We would be wise to seek the same.
<b>Communication: Oral and Visual</b>	1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and	Reinforced	Weeks 16-17, 21-22	CC; Co; D; Dem; Dis; Dr; GWR; ID; I; IR; MM; R; S; SR; V	<i>Prentice Hall Literature (Gold Level) Unit 7 Nonfiction</i> "Exploring the	Peer evaluations; journaling; discuss questions from text (pp. 644, 647) and	In the Gospels, we repeatedly hear Christ telling those whom he taught, "He who has ears to hear, let him

	organizing essential information, noting cues such as changes in pace) in a variety of settings.				Genre” (pp. 630-633) “The New Frontier” by John F. Kennedy (pp. 644-647) <b>Unit 2 Challenges and Choices</b> “I Have A Dream” by Martin Luther King, Jr. (pp. 162-166); “Pride” by Bono and The Edge (p. 167); “There Is A Longing” by Chief Dan George (p. 170-171); “I Hear America Singing” by Walt Whitman (p. 172)	evaluate the effectiveness of Kennedy’s speech; discuss literature questions and speeches themselves from King, Bono and the Edge (pp. 162-163, 166-167), George (p. 171) and Whitman (p. 172)	hear!” He was not just telling them to hear, but to listen closely and do what He instructed. We can also see Christ’s ministry as one of listening to the needs of others and then meeting those needs in accordance with His Father’s plan.
	2. Identify types of arguments used by the speaker, such as authority and appeals to emotion.	Reinforced	Weeks 16-17, 21-22	CC; Co; D; Dem; Dis; Dr; GWr; ID; I; IR; MM; R; S; SR; V	<b>Prentice Hall Literature (Gold Level) Unit 7 Nonfiction</b> “Exploring the Genre” (pp. 630-633) “The New Frontier” by John F. Kennedy (pp. 644-647) <b>Unit 2 Challenges and Choices</b> “I Have A Dream” by Martin Luther King, Jr. (pp. 162-166); “Pride” by Bono and The Edge (p. 167); “There Is	Peer evaluations; journaling; discuss questions from text (pp. 644, 647) and evaluate the effectiveness of Kennedy’s speech; discuss literature questions and speeches themselves from King, Bono and the Edge (pp. 162-163, 166-167), George (p. 171) and	I Peter 3:14 clearly commands us to be ready to give the reason for the hope that we have. As Christians, we need to be articulate about what we believe and why. Because we truly believe what God is about, we should be passionate and as a result, very persuasive as well.

					A Longing” by Chief Dan George (p. 170-171); “I Hear America Singing” by Walt Whitman (p. 172)	Whitman (p. 172)	
	3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.	Reinforced	Weeks 16-17, 21-22	CC; Co; D; Dem; Dis; Dr; GWr; ID; I; IR; MM; R; S; SR; V	<b>Prentice Hall Literature (Gold Level) Unit 7 Nonfiction</b> “Exploring the Genre” (pp. 630-633) “The New Frontier” by John F. Kennedy (pp. 644-647) <b>Unit 2 Challenges and Choices</b> “I Have A Dream” by Martin Luther King, Jr. (pp. 162-166); “Pride” by Bono and The Edge (p. 167); “There Is A Longing” by Chief Dan George (p. 170-171); “I Hear America Singing” by Walt Whitman (p. 172)	Peer evaluations; journaling; discuss questions from text (pp. 644, 647) and evaluate the effectiveness of Kennedy’s speech; discuss literature questions and speeches themselves from King, Bono and the Edge (pp. 162-163, 166-167), George (p. 171) and Whitman (p. 172)	In Isaiah 50:4, his testimony is clear, “The Lord God has given me the tongue of the learned, that I should know how to speak a word in season to him who is weary. He awakens me morning by morning; he awakens my ear to hear as the learned.” We must learn to be discerning as we hear from speakers. If their authority is not grounded in Christ, they are missing out.
	4. Identify the speaker’s choice of language and delivery styles (e.g., repetition, appeal to emotion,	Reinforced	Weeks 16-17, 21-22	CC; Co; D; Dem; Dis; Dr; GWr; ID; I; IR; MM; R; S; SR; V	<b>Prentice Hall Literature (Gold Level) Unit 7 Nonfiction</b> “Exploring the Genre” (pp. 630-	Peer evaluations; journaling; discuss questions from text (pp. 644, 647) and evaluate the	Our words should be directed by God, as was the case in Jeremiah 1:9: “. . . Behold, I have put My words in your

	eye contact) and explain how they contribute to meaning.				633) “The New Frontier” by John F. Kennedy (pp. 644-647) <b>Unit 2 Challenges and Choices</b> “I Have A Dream” by Martin Luther King, Jr. (pp. 162-166); “Pride” by Bono and The Edge (p. 167); “There Is A Longing” by Chief Dan George (p. 170-171); “I Hear America Singing” by Walt Whitman (p. 172)	effectiveness of Kennedy’s speech; discuss literature questions and speeches themselves from King, Bono and the Edge (pp. 162-163, 166-167), George (p. 171) and Whitman (p. 172)	mouth.” We should be able to look at the speaker’s word choices and understand something about their purpose.
	5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Proverbs 20:15 gives insight into the power of words, “There is gold, and a multitude of rubies: but the lips of knowledge are a precious jewel.”
	6. Adjust volume, phrasing, enunciation, voice modulation and	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P;	Text; students’ collections of resources; teacher modeling; reading;	Oral and written responses; research; journaling; class	In Proverbs 15:1, we can see how important volume and tone can be, “A soft



	inflection to stress important ideas and impact audience response.			PR; PP; R; TM; VE; WP	peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	discussions; peer review; rubrics for written and oral work	answer turns away wrath, but a harsh word stirs up anger.”
	7. Vary language choices as appropriate to the context of the speech.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	“A word fitly spoken is like apples of gold in settings of silver. Like an earring of gold and an ornament of fine gold is a wise reprover to an obedient ear” (Proverbs 25:11-12). Clearly, understanding language and context are vital.
	8. Deliver informational presentations (e.g., expository, research) that: a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;	Reinforced	Weeks 18-20	Co, Cr, Dis, Pa, D, MM, R, CC, GWSR	<b><i>Prentice Hall Literature (Gold Level): Unit 7 Nonfiction</i></b> “Single Room, Earth View” by Sally Ride (pp. 636-640); “The Washwoman” by Isaac Bashevis Singer (pp. 650-655); “A	Group presentations; group questions; class discussions; rubrics	Exodus 4:15-16 is a prime example of understanding your role in the communication process. God explained to Moses that He would put the words in Moses and then Moses would give the words to

	<p>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</p> <p>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</p> <p>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation;</p> <p>and</p> <p>e. draw from multiple sources, including both primary and secondary sources, and identify sources used.</p>				<p>Celebration of Grandfathers” by Rudolfo A. Anaya (pp. 662-684); “Arthur Ashe Remembered” by John McPhee (pp. 682-684); from <i>Rosa Parks: My Story</i> by Rosa Parks (pp. 168-169); Internet, Video/DVD</p>		<p>Aaron. Each had an important role in the process.</p>
--	---	--	--	--	---	--	--

	9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	The book of James is full of wisdom concerning the tongue. In James 1:26, he states, "If anyone among you thinks he is religious, and does not bridle his tongue but deceives his own heart, this one's religion is useless."
	10. Deliver persuasive presentations that: a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason;	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In order for us to teach our students to communicate effectively and persuasively, we must be certain that they understand the most important issues. Matthew 12:34-35 paints a vivid picture of our job as Christian educators. It is not enough to teach head knowledge. We must reach the heart. After all, how can they convince others, if they themselves do not understand? For "out of the abundance of the heart the mouth speaks".

	d. use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).						
--	--	--	--	--	--	--	--

**Mansfield Christian School**  
**10<sup>th</sup> Grade - English II**  
**Curriculum Guide**

<b><u>Performance Scale Key</u></b>		<b><u>Instructional Method Key</u></b>					
Introduced		B—Brainstorm IR—Independent reading SG—Small group					
Developed		BB---Book group IW—Independent writing SSR—Silent sustained reading					
Reinforced		CL—Computer lab MM—Multimedia TA—Text annotation					
Not Addressed		D—Discussion OH--Overhead TM—Teacher modeling					
		GR—Guided reading PP—Power point WA—Writing assignment					
		GW—Group work PR—Peer review WC—Writing conference					
		HO—Handout RA—Read aloud/around WGR—Whole group read					
		IA—Internet activity S—Samples WN—Writing notebook					
<b>Standard</b>	<b>Indicator</b>	<b>Performance Scale</b>	<b>Time Frame</b>	<b>Instructional Method</b>	<b>Instructional Activities and Resources</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Acquisition of Vocabulary</b>	1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect	Developed	Weeks 3-35  Weeks short story	W/S	<i>Vocabulary for Achievement</i> (Fourth Course) Lesson develops correspondence between skills and words; reading and reasoning skills: contextual clues; skill practice	Bi-weekly testing: students will match words with definitions; worksheets	The ability to communicate with God as well as other humans while using a commonality of language is part of God's plan. Gen: 2:20-24; Ex. 4:10-12; Jer. 1:4-9
	2. Analyze the relationships of pairs of words in analogical statements and infer word meanings	Developed	Weeks 3-35	W/S	<i>Vocabulary for Achievement</i> (Fourth Course) Exercises directly apply word usage and comprehension; skill practice	Bi-weekly testing: students will match words with definitions	

	3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	Developed	Week 24	TM, D	Crossword/terms of poetry; teacher models the expectation	Students identify and define literary devices with a partner and individually	
	4. Analyze the ways that historical events influenced the English language.	Introduced	Week 9	I, IA, W/S	Internet search of Plimoth Plantation; search website, respond to questions, explore language component	Students complete a worksheet	
	5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary	Developed	Weeks 3-35	W/S, HO	Lessons review Greek and Latin word elements: prefixes, suffixes, root words	Bi-weekly testing: students will match words with definitions	
	6. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional foot notes or sidebars.	Reinforced	Weeks 5-8	RA	Note textual features in literature book: pictures, definitions, supplemental information	Participation of all students noted	

<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions	Developed	Weeks 4-8	MM	<i>Prentice Hall: Penguin Edition</i> , 2007; “The Notorious Jumping Frog of Calaveras County” (pp. 581-586)	Discuss questions p. 586: 2,4,6	The use of narrative to impart information as well as to understand humanity was a strategy used by Jesus. Matt. 12: 34-37
	2. Answer literal, inferential evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Developed	Weeks 5-8	IR, RA, WN, HO, W/S	Handout: “The Lottery” (Shirley Jackson) paired with picture book by Eve Bunting, <i>Terrible Things</i> ----- <i>Prentice Hall: Penguin Edition</i> , 2007; “War” (pp. 566-570)	Writing notebook entry  Student response to handout/worksheet with evaluative questions	Man’s writings reflect his inner thoughts and desires; therefore we study literature to see the heart of mankind. Matt. 15: 18-20
	3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	Developed	Weeks 17-19	IR	Students select appropriate articles for research paper assignment	Evaluation of Works Cited page prior to submission of final paper	
	4. Use criteria to	Developed	Week	L, BG	Book talk to	Successful	

	choose independent reading materials		20		generate student interest and develop personal selection of text	participation in book groups	
	5. Independently read books for various purposes	Developed	Weeks 20-28	SSR, HO	Book group expectations explained in “Flamesnotes” handout	Successful participation in book groups; group presentations assessed with rubric	
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	1. Identify and understand organizational patterns and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.	Developed	Weeks 24-32	L, GW, HO	Read selected literary texts in handouts, <i>Prentice Hall: Penguin Edition</i> ; write analytical paper	Rubric; unit exam	The Bible in its use of many styles and types of writing provides patterns for modern writers. Psalm 108:3
	2. Critique the treatment, scope, and organization of ideas from multiple sources on the same topic.	Developed	Weeks 33-37	GR	Read <i>To Kill a Mockingbird</i> , nonfiction texts, related poetry	Evaluation of written responses to prompts in writing notebooks	
	3. Evaluate the effectiveness of information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.	Developed	Week 28	W/S	OGT preparation	Students self grade worksheets	



	4. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques and examples of propaganda, bias and stereotyping.	Developed	Weeks 33-37	GR, D	Compose written responses to text, discuss responses	Evaluation of writing notebooks	The authority of the Bible supersedes that of other literature: it must therefore be approached with a different attitude. Psalm 119:92
	5. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.	Developed	Weeks 33-37	GR, D	Compose written responses to text, discuss responses	Evaluation of writing notebooks	The Bible exhibits styles of writing which, though they express the message of God without error, show the personalities of the human writers. II Peter 1:20, 21
	6. Identify appeals to authority, reason and emotion.	Developed	Week 30	GR, W/S	Read <i>Write for College</i> , "Fallacies of Thinking"	Evaluation of worksheet	
<b>Reading Applications: Literary Texts</b>	1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves,	Developed	Weeks 9-14	RA, WA, D, L	Component of <i>The Crucible</i> unit; assign parts and consistently read one character; read aloud; write character analysis	Rubric	The Bible displays the art of choosing the right words and putting them together in a way that stimulates the reader's

	including dialect, dramatic monologues and soliloquies.						appetite to keep reading the vital message. Each of the sixty-six books has its own peculiar message to convey, and each stands on its own as a work of art.
	2. Analyze the features of setting and their importance in a literary text.	Developed	Weeks 6-7	L, D, RA	Read “To Build a Fire”; answer assigned questions	Evaluate responses to questions	
	3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.	Developed	Weeks 6-7	L, RA	Read “To Build a Fire”; answer assigned questions	Evaluate responses to questions	
	4. Interpret universal themes across different works by the same author or by different authors.	Developed	Weeks 15-17	HO, D, GR, IA	Explore Greek mythology, internet search	Rubric, unit test	
	5. Analyze how an author’s choice of genre affects the expression of a theme or topic.	Developed	Weeks 22-25	GW, TM, MM	Emily Dickinson poetry exploration: group preparations and presentations	Rubric	
	6. Explain how literary techniques,	Developed	Week 6	GR, W/S	Read “To Build a Fire”; respond to	Evaluate questions	

	including foreshadowing and flashback, are used to shape the plot of a literary text.				questions		
	7. Recognize how irony is used in a literary text.	Developed	Weeks 6-7	IR, TA	<i>Prentice Hall: Penguin Edition</i> , 2007; “The Story of an Hour” (pp. 642-646) Supplement: Reader’s Notebook, pp. 215-218 (literary analysis, reading strategy, reading check)	Evaluate student response	The Bible, in its use of many styles and types of writing, provides patterns for modern writers.
	8. Analyze the author’s use of point of view, mood and tone.	Developed	Weeks 22-27	TA, L, HO	Read selected poems, discuss, identify	Unit test	
	9. Explain how authors use symbols to create broader meanings.	Developed	Weeks 9-14	RA, L	Read <i>The Crucible</i> , direct instruction on play’s symbols	Unit test	
	10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).	Developed	Weeks 22-27	TA, L, HO	Poetry handout: read, discuss, identify devices	Analytical paper, unit test	
	11. Explain ways in which an author develops a point of view and style	Developed	Weeks 22-27	GW, L	Poetry of Emily Dickinson, presentations	Rubric/ group presentation	

	(e.g., figurative language, sentence structure and tone), and cite specific examples from the text.						
<b>Writing Processes</b>	1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Developed	Weeks 2-34	WN, B	Students will generate writing from prompts, from their own ideas	Assessments of writing notebooks	Written records enable us to know the past and learn from past events. Romans 15:4
	2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	Developed	Weeks 13-14	L, HO, TM, S	Teacher will model the process; students will interview each other; students will interview a family member using suggested questions from handout; students compose interview narratives	Rubric	
	3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	Developed	Week 4	GW, HO, TM, WN	Teacher models the concept; students will develop a plan for their writing using handout as guide; students will practice in writing notebooks	Rubric	Writing that follows God's plan makes use of numerous techniques. Matthew 13
	4. Determine a purpose and audience and plan strategies (e.g., adapting focus,	Developed	Weeks 17-37	L, S, HO	Teacher presents the project using handout as guide for components (Multigenre	Rubric	Many kinds of writing are used by God for His purposes.

	content structure, and point of view) to address purpose and audience.				Research Paper)		Historical writing, for example, gives the facts, often in narrative form (Pentateuch)
	5. Use organizational strategies (e.g., notes, outlines) to plan writing.	Developed	Weeks 7; 26-27	L	Students will use plot outline to construct short stories; students will use <i>Write for College</i> as guide for outlining process	Rubric	
	6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	Developed	Weeks 13-14	L, HO	Teacher will instruct students in objective of this writing assignment using handout and <i>Prentice Hall: Penguin Edition</i> , 2007	Assess first draft	Effective writing demands careful research, documentation, and wise expression. Ecclesiastes 12:9-12
	7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive	Introduced	Weeks 1-3	PP, L, W/S	Teacher presents concepts, student practice and apply concepts of sentence development; Harry Noden, <i>Image Grammar</i> ; Don	Informal assessment of student responses on worksheets	

	sentence structure).				Killgallon, <i>Sentence Composing for High School Students</i>		
	8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	Developed	Weeks 13-14	TM, L, S, WN	Students practice in writing notebooks	Bi-yearly or quarterly assessment of Writing Notebooks	
	9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	Developed	Weeks 1-3	WN, S	Teacher will explain “exploded moment” concept; students will read “The Lady or the Tiger?” and compose exploded moment that ends the story; Barry Lane, <i>After the End</i>	Assessment of student response in writing notebook	Writing that follows God’s plan makes use of numerous techniques. Jeremiah 2:20, 24
	10. Use available technology to compose text.	Developed	Week 4	IW, WN	Students begin short story in writing notebooks, use computer lab to compose short fiction	Rubric	

	11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	Introduce	Week 5	PR	Students will meet with revision partner for suggestions that will enhance text	Teacher circulates and assesses student interaction	Writing should be clear and legible. Deuteronomy 27:8
	12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.	Developed	Weeks 7-8	PR, WC	Students will meet with revision partner	Rubric	
	13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.	Developed	Weeks 7-8	WC, TM, PR	Students will meet with revision partner(s)	Rubric applied to final product	
	14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	Developed	Weeks 7-8	L, TM, CL	Teacher models the process; students use classroom resources, computer lab to develop a text's potential	Rubric	Effective writing demands careful research, documentation, and wise expression. Ecclesiastes 12:9-12

	15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	Developed	Week 8	W/S, OH	Teacher collects authentic student errors from written work, students view errors on overhead projection device and correct (whole class, peer partners, individually)	All writing assessed for improved editing skills (fewer errors)	
	16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Developed	Week 6	TM, SG	Teacher explains, models the objective, provides samples, students work in small groups to apply objective	Teachers circulates and assesses student mastery of concept	
	17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and	Developed	Weeks 6; 26-27	L, D, IW  HO, L, TM, S	Class-generated rubric  Students will draft and prepare for final publication a research paper, <i>Write for College</i>	Application of rubric to student writing Rubric	



	columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.						
<b>Writing Applications</b>	1. Write narratives that: a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); b. use a range of strategies and literary devices including figurative language and specific narration; and c. include an organized, well-developed structure.	Developed	Weeks 4-6	S, TM, L, D, PR	Read student-generated and professional writers' stories as models, students will generate stories that exhibit qualities expressed in indicators a-c	Rubric as well as less formal evaluation	There are times when writing is better than speaking. Acts 15:20
	2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with	Developed	Weeks 24-25	HO, TM, S	Teacher models thinking and writing that leads to analytical paper; students receive handout with prompts for critical thinking; students draft a poetry analysis	Rubric	The use of written materials in teaching makes it possible for learners to review what has been presented in other ways,

	<p>specific references to the original text, to other texts, authors and to prior knowledge.</p> <p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> <li>a. address audience needs, stated purpose and context in a clear and efficient manner;</li> <li>b. follow the conventional style appropriate to the text using proper technical terms;</li> <li>c. include appropriate facts and details;</li> <li>d. exclude extraneous details and inconsistencies;</li> <li>and</li> <li>e. provide a sense of closure to the writing.</li> </ul>	Developed	Weeks 23; 31-32	S, L, HO	Students will draft a letter in response to questions that elicit reflective responses; format derived from <i>Write for College</i>	Assessment derived from assignment	and to study it more deeply. II Peter 3:1,2
	<p>4. Write informational essays or reports, including research that:</p> <ul style="list-style-type: none"> <li>a. pose relevant and</li> </ul>	Developed	Weeks 26-28	TM, L, PR, HO, S	Students will find appropriate sources, make note cards, organize text that is cohesive, learn MLA format,	Intermediate check points; rubric for final formal assessment	Effective writing demands careful research, documentation,

	<p>tightly drawn questions that engage the reader.</p> <p>b. provide a clear and accurate perspective on the subject.</p> <p>c. create an organizing structure appropriate to the purpose, audience and context.</p> <p>d. support the main ideas with facts, details, examples and explanations from sources; and</p> <p>e. document sources and include bibliographies.</p>				produce a research document that meets indicators		and wise expression. Ecclesiastes 12:9-12
	<p>5. Write persuasive compositions that:</p> <p>a. support arguments with detailed evidence;</p> <p>b. exclude irrelevant information; and</p> <p>c. cite sources of information.</p>	Developed	Week 28	TM, W/S, PW, S	In response to persuasive prompts, students will compose first drafts that persuade; <i>Write for College</i>	Informal evaluation	
	<p>6. Produce informal writings (e.g., journals, notes and poems) for various</p>	Developed	Weeks 2-34	IW, WN	Students will compose informal prompted entries in writing notebooks	Assessment of student response in writing notebook	

	purposes.						
<b>Writing Conventions</b>	1. Use correct spelling conventions.	Reinforced	Weeks 2-37	PR	Students will aid in peer revision	Rubrics applied to formal papers	Writing should be clear and legible. Deuteronomy 27:8
	2. Use correct capitalization and punctuation.	Developed	Weeks 2-37	L, HO	Students will review rules for mechanics in <i>Write for College</i> ; students will review and practice comma rules (“Condense Comma Rules” handout)	Rubrics applied to formal papers	
	3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).	Introduced	Weeks 1-3	HO, L, TM, W/S, PP	Teacher presents these concepts; students interact in whole class activities; students perform tasks individually using the same concepts	Graded worksheets	
	4. Use parallel structure to present items in a series and items juxtaposed for emphasis.	Introduced	Weeks 1-3	HO, L, TM, W/S, PP	Teacher presents these concepts; students interact in whole class activities; students perform tasks individually using the same concepts	Graded worksheets	
	5. Use proper placement of modifiers.	Introduced	Weeks 1-3	HO, L, TM, W/S, PP	Teacher presents these concepts; students interact in whole class activities; students perform tasks	Graded worksheets	

					individually using the same concepts		
<b>Research</b>	1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	Developed	Weeks 26-28	TM, L, PR, HO, S	Teacher will provide student samples that meet the requirements for the research paper; teacher will explain the research task; students will submit a potential question	Checkpoint assessment: topic selection	God has used writers down through history to accomplish His purposes. Moses gave the Law and the early history of the world.
	2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Developed	Weeks 26-28	TM, L, PR, HO, S	Students will find appropriate sources, make note cards, organize text that is cohesive, learn MLA format, produce a research document that meets indicators	Checkpoint assessment: work cited page	Effective writing demands careful research, documentation, and wise expression. Ecclesiastes 12:9-12
	3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date	Developed	Weeks 26-28	TM, L, PR, HO, S	Students will find appropriate sources, based on direct instruction; students will use <i>Write for College</i> ; teacher will answer whole class and individual questions with Exit Slips	Checkpoint assessment: work cited page	

	and coverage, etc.).						
	4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.	Developed	Weeks 26-28	TM, L, PR, HO, S	Students will find appropriate sources, make note cards, organize text that is cohesive, utilize MLA format, produce a research document that meets indicators	Intermediate check points; rubric for final formal assessment	
	5. Integrate quotations and citations into written text to maintain a flow of ideas.	Developed	Weeks 26-28	TM, L, HO, S	Teacher will deliver direct instruction using <i>Write for College</i> for basic placement of in-text citations; teacher will distribute updated information on MLA format	Intermediate check points; rubric for final formal assessment	
	6. Use style guides to produce oral and written reports that give proper credit for sources, and include an acceptable format for source acknowledgement. 7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that	Developed  Developed	Weeks 26-28  Weeks 20-28	L, HO  GW, HO	Students will use <i>Write for College</i> and teacher-generated handout with MLA updates  Students will participate in book groups: each group selects a common book; each group presents a “book talk” guided with instructions and	Intermediate check point  Rubric	

	supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.				choice offerings		
<b>Communication: Oral and Visual</b>	1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	Developed	Weeks 5-8	MM, RA, D, W/S	Students will listen and respond to a CD reading of a short story; students will each read a section of a short story in a whole class activity; students will volunteer to read selections of text while others follow along	Evaluation of oral responses; graded worksheets	Speech has great potential for good and evil. Proverbs 18:21
	2. Interpret types of arguments used by the speaker such as authority and appeals to audience.	Developed	Weeks 28-29	W/S; L; D	Students will read persuasive texts and respond to written questions, oral questions which will lead them to evaluation of the text's argument and components of effective argument	Evaluation of oral (not documented in gradebook) and written responses	
	3. Evaluate the credibility of the speaker (e.g., hidden agendas, slanted or biased	Developed	Weeks 28-29	L; D; IR	Students will read persuasive texts and respond to written questions, oral questions which will	Evaluation of oral (not documented in grade book) responses	

	material) and recognize fallacies of reasoning used in presentations and media messages.				lead them to evaluation of the text's argument and components of effective argument; <i>Write for College</i>		
	4. Identify how language choice and delivery styles (e.g., repetition, appeal to emotion, eye contact) contribute to meaning.	Developed	Week 19	HO, WGR, D, L	Teacher will introduce the speech and prepare students to discuss rhetorical elements of the speech; students will read Martin Luther King's "I Have a Dream" speech; class will discuss their findings	Evaluation of oral (not documented in grade book) responses	God will guide even the choice of words and the organization of what we say, as we permit Him to do so. I Corinthians 2: 1-6
	5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Developed	Weeks 35-37	MM, S, L, D, HO	Teacher will present the expectations for the culminating oral presentation for the multigenre research project; students will watch a DVD presentation of several students' oral presentations; students will prepare a 10 minute presentation	Rubric	
	6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and	Developed	Weeks 35-37	MM, S, L, D, HO	Teacher will present the expectations for the culminating oral presentation for the multigenre research project; students	Rubric	



	impact audience response.				will watch a DVD presentation of several students' oral presentations; students will prepare a 10 minute presentation		
	7. Vary language choices as appropriate to the context of the speech.	Developed	Weeks 35-37	MM, S, L, D, HO	Teacher will present the expectations for the culminating oral presentation for the multigenre research project; students will watch a DVD presentation of several students' oral presentations; students will prepare a 10 minute presentation	Rubric	God will guide even the choice of words and the organization of what we say, as we permit Him to do so. Jeremiah 1:9
	8. Deliver informational presentations (e.g., expository, research) that: a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; b. support the controlling idea or thesis with well-chosen and relevant facts, details,	Developed	Week 24	HO, L, GW	Students will receive information and explanation of presentation; students will work in groups to construct 3-5 minute presentations on an Emily Dickinson poem	Rubric	God will enable us to speak as we submit ourselves to Him. Exodus 4:10-12
		Developed	Week 28	HO, L, GW	Students will receive information and explanation of presentation; students will work	Rubric	

	examples, quotations, statistics, stories and anecdotes; c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and e. draw from multiple sources, including both primary and secondary sources, and identify sources used.	Developed	Weeks 35-37	MM, S, L, D, HO	in book groups to construct a 10 minute book talk  Teacher will present the expectations for the culminating oral presentation for the multigenre research project; students will watch a DVD presentation of several students' oral presentations; students will prepare a 10 minute presentation	Rubric	
		Developed	Week 33	IA, HO, S	Students will visit Library of Congress' website and select a Slave Narrative; students will follow guidelines in handout and construct a brochure honoring the life of a narrator; students will present brochure and place it on the “	Rubric	

	9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	Developed	Weeks 15-17	IA, GW, HO	Students will explore a website and prepare a presentation on one of the Labors of Hercules	Rubric	
	10. Deliver persuasive presentations that: a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; and d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast,	Developed	Weeks 27-28	HO, D, L, GW, BG	Students will prepare a persuasive presentation that “sells” a book to an audience of their peers; useful strategies and activities will be utilized to develop this ten minute presentation	Rubric	Our speech is an index of our inner attitudes and or spiritual maturity. Proverbs 16:23

	problem-solution); and e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).						
--	--	--	--	--	--	--	--

**Mansfield Christian School**  
**11<sup>th</sup> Grade – English III**  
**Curriculum Guide**

<b><u>Performance Scale Key</u></b>		<b><u>Instructional Method Key</u></b>					
<b>Introduced</b> <b>Developed</b> <b>Reinforced</b> <b>Not Addressed</b>		AR—Accelerated Reader CC—Compare & Contrast Com—Complete Dem—Demonstration Dr—Draw GR—Guided Reading GWr—Group Writing In—Investigation IRA—Interactive Read Aloud MM—Multi Media (Video, Audio) PR—Peer Review Re—Recreation SRT—Star Reading Test V—View BD—Build & Describe Co—Collaboration Cr—Create Dis—Discuss FT—Field Trip GS—Guest Speaker ID—Identification IW—Independent Writing L—Lecture Pa—Participation PP—Power Point S—Songs TM—Teacher Modeling WP—Written Practice C—Construct Col—Collect D—Drama DP—Descriptive Presentation G—Games GW—Group Work I—Illustration IR—Independent Reading MI—Managed Independent P—Prediction R—Read SR—Shared Reading VE—Verbal Explanation WS—Word Study					
<b>Standard</b>	<b>Indicator</b>	<b>Performance Scale</b>	<b>Time Frame</b>	<b>Instructional Method</b>	<b>Instructional Activities and Resources</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Acquisition of Vocabulary</b>	1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	Reinforced	Weeks 1-36	G; GR; ID; In; IR; L; Pa; PR; PP; R; SR; TM; WP; WS	<i>Vocabulary From Classical Roots; Prentice Hall Writing and Grammar (Ruby Level): Vocabulary and Spelling Practice Book; Games</i>	Worksheets; Independent Writing; Quizzes	Nehemiah 8:8 discusses the importance of reading and understanding. We must know the language well in order to communicate effectively and represent Christ to the fullest.

	2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.	Reinforced	Weeks 1-36	G; GR; ID; In; IR; L; Pa; PR; PP; R; SR; TM; WP; WS	<b><i>Vocabulary From Classical Roots; Prentice Hall Writing and Grammar (Ruby Level): Vocabulary and Spelling Practice Book; Games</i></b>	Worksheets; Independent Writing; Quizzes	Nehemiah 8:8 discusses the importance of reading and understanding. We must know the language well in order to communicate effectively and represent Christ to the fullest.
	3. Examine and explain the influence of the English language on world literature, communications and popular culture.	Reinforced	Weeks 1-36	G; GR; ID; In; IR; L; Pa; PR; PP; R; SR; TM; WP; WS	<b><i>Vocabulary From Classical Roots; Prentice Hall Writing and Grammar (Ruby Level): Vocabulary and Spelling Practice Book; Games</i></b>	Worksheets; Independent Writing; Quizzes	Nehemiah 8:8 discusses the importance of reading and understanding. We must know the language well in order to communicate effectively and represent Christ to the fullest.
	4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in	Reinforced	Weeks 1-36	G; GR; ID; In; IR; L; Pa; PR; PP; R; SR; TM; WP; WS	<b><i>Vocabulary From Classical Roots; Prentice Hall Writing and Grammar (Ruby Level): Vocabulary and Spelling Practice Book; Games</i></b>	Worksheets; Independent Writing; Quizzes	Nehemiah 8:8 discusses the importance of reading and understanding. We must know the language well in order to communicate effectively and

	science, mathematics and social studies).						represent Christ to the fullest.
	5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	Reinforced	Weeks 1-36	G; GR; ID; In; IR; L; Pa; PR; PP; R; SR; TM; WP; WS	<i>Vocabulary From Classical Roots; Prentice Hall Writing and Grammar (Ruby Level): Vocabulary and Spelling Practice Book; Games</i>	Worksheets; Independent Writing; Quizzes	Nehemiah 8:8 discusses the importance of reading and understanding. We must know the language well in order to communicate effectively and represent Christ to the fullest.
<b>Reading Process: Concepts of Print, Comprehension Strategies &amp; Self-Monitoring Strategies</b>	1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	Reinforced	Weeks 10-15	CC; Co; Cr; Dis; DP; Dr; GR; GW; ID; I; IW; IRA; L; MI; MM; Pa; P; PP; R; Re; SR; VE; WS	<i>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Two The Epic Beowulf</i> translated by Burton Raffel (pp. 36-66); journaling; independent writing; discuss/predict; recreations through drawing/illustration; collaborative work; interactive read aloud; discussion; reading; “Wordle” presentation	Written/oral responses to literature questions in text; collaborative rubrics; writing rubrics; test; “Legacy” essay	Writing anticipates action, yet it reflects on what has happened in the past as well. The gift we have in language is found in Hebrews 11 in the “Hall of Faith”. We see great examples of reflective writing and words of encouragement.

	2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Reinforced	Weeks 10-15	CC; Co; Cr; Dis; DP; Dr; GR; GW; ID; I; IW; IRA; L; MI; MM; Pa; P; PP; R; Re; SR; VE; WS	<b>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Two The Epic Beowulf</b> translated by Burton Raffel (pp. 36-66); journaling; independent writing; discuss/predict; recreations through drawing/illustration; collaborative work; interactive read aloud; discussion; reading; “Wordle” presentation	Written/oral responses to literature questions in text; collaborative rubrics; writing rubrics; test; “Legacy” essay	Writing anticipates action, yet it reflects on what has happened in the past as well. The gift we have in language is found in Hebrews 11 in the “Hall of Faith”. We see great examples of reflective writing and words of encouragement.
	3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	Reinforced	Weeks 27-36	CC; Co; Col; Cr; D; Dem; Dis; DP; G; GR; GW; ID; In; IW; IR; IRA; L; MI; MM; Pa; P; PR; PP; R; SR; TM; VE; WP; WS	<b>Screwtape Letters by C.S. Lewis;</b> writing; journaling; independent writing; discussion; prediction; drama; reading; multimedia; discussion; interactive read aloud; teacher model; collaborative work; peer review	Quizzes; tests; worksheets; homework; writing rubrics; collaborative rubrics; peer evaluation; teacher consultation; discussions; verbal responses; written responses	In Philippians 2:5-11, we see a beautiful image of a humble Servant who was fully God, yet “did not consider equality with God something to be grasped”. That is the picture of a true hero. In God’s Kingdom, the weakest are truly the



							strongest and the last are first. In this “all about me” culture, we cannot teach the example of Christ enough.
	4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Reinforced	Weeks 1, 9, 10, 18, 19, 27, 28, and 36	AR; Dis; GR; IRA; MI; R; SR; SRT; TM; VE	STAR Reading Test; Reading aloud in class; Explanation of results from STAR testing; Lecture on appropriateness of books according to academic and Biblical standards; letters to authors; character profiles	STAR Testing; book selections by students; rubrics for book reports/letters	2 Corinthians 8:12 refers to our gifts being very individual. God looks on the heart. If we willingly present our best to Him, whether the offering is great or small, He is pleased.
	5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Reinforced	Weeks 1, 9, 10, 18, 19, 27, 28, and 36	AR; Dis; GR; IRA; MI; R; SR; SRT; TM; VE	STAR Reading Test; Reading aloud in class; Explanation of results from STAR testing; Lecture on appropriateness of books according to academic and Biblical standards; letters to authors; character profiles	STAR Testing; book selections by students; rubrics for book reports/letters	2 Corinthians 8:12 refers to our gifts being very individual. God looks on the heart. If we willingly present our best to Him, whether the offering is great or small, He is pleased.
<b>Reading Applications:</b>	1. Analyze the rhetorical devices	Reinforced	Weeks 16-24	CC; Co; Com; Dis; DP; G;	<i>Prentice Hall Literature (The</i>	Quizzes; tests; written/oral	I Peter 3:14 clearly

<b>Informational, Technical and Persuasive Text</b>	used in public documents, including newspaper editorials and speeches.			GR; GW; GWr; ID; In; IW; IR; IRA; L; MM; Pa; P; PP; R; Re; SR; TM; VE; WP; WS	<b>British Tradition)</b> <b>Unit One From Legend to History Part Three A National Spirit</b> Introductions (pp. 75-77); From <i>The History of the English Church and People</i> by Bede (pp.78-82); <i>The Anglo-Saxon Chronicle</i> (pp. 83-86); from <i>The Canterbury Tales</i> by Chaucer (pp. 98-155); journaling; discussion; prediction; letter writing; reading; multimedia; interactive read aloud; teacher modeling; collaborative work	responses to questions in literature text; writing rubrics; collaborative rubrics; teacher consultation; peer evaluation	commands us to be ready to give the reason for the hope that we have. As Christians, we need to be articulate about what we believe and why. Because we truly believe what God is about, we should be passionate and as a result, very persuasive as well.
	2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors	Reinforced	Weeks 27-36	CC; Co; Col; Cr; D; Dem; Dis; DP; G; GR; GW; ID; In; IW; IR; IRA; L; MI; MM; Pa; P; PR; PP; R; SR; TM; VE; WP; WS	<b>Screwtape Letters by C.S. Lewis;</b> writing; journaling; independent writing; discussion; prediction; drama; reading; multimedia; discussion; interactive read aloud; teacher	Quizzes; tests; worksheets; homework; writing rubrics; collaborative rubrics; peer evaluation; teacher consultation; discussions; verbal responses;	1 Corinthians 14: 33 and 40 clearly state that God is a God of order, not confusion; therefore, we need to be logical in our approach to academics as

	use to accomplish their purpose and reach their intended audience.				model; collaborative work; peer review	written responses	well.
	3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.	Reinforced	Weeks 27-36	CC; Co; Col; Cr; D; Dem; Dis; DP; G; GR; GW; ID; In; IW; IR; IRA; L; MI; MM; Pa; P; PR; PP; R; SR; TM; VE; WP; WS	<b><i>Screwtape Letters by C.S. Lewis;</i></b> writing; journaling; independent writing; discussion; prediction; drama; reading; multimedia; discussion; interactive read aloud; teacher model; collaborative work; peer review	Quizzes; tests; worksheets; homework; writing rubrics; collaborative rubrics; peer evaluation; teacher consultation; discussions; verbal responses; written responses	According to 2 Corinthians 6:1-7, we are to use God's standard as the absolute authority when we evaluate everything: "...One criterion for approval of one who ministers is adherence to the Word of God..."
	4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	Reinforced	Weeks 27-36	CC; Co; Col; Cr; D; Dem; Dis; DP; G; GR; GW; ID; In; IW; IR; IRA; L; MI; MM; Pa; P; PR; PP; R; SR; TM; VE; WP; WS	<b><i>Screwtape Letters by C.S. Lewis;</i></b> writing; journaling; independent writing; discussion; prediction; drama; reading; multimedia; discussion; interactive read aloud; teacher model; collaborative work; peer review	Quizzes; tests; worksheets; homework; writing rubrics; collaborative rubrics; peer evaluation; teacher consultation; discussions; verbal responses; written responses	In Isaiah 8:20, we are challenged to look at everything in life through the filter of God's Word which is absolute truth. When looking at an author's arguments, we always need to look at it in light of God's Word.

	5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	Reinforced	Weeks 10-15	CC; Co; Cr; Dis; DP; Dr; GR; GW; ID; I; IW; IRA; L; MI; MM; Pa; P; PP; R; Re; SR; VE; WS	<b>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Two The Epic Beowulf</b> translated by Burton Raffel (pp. 36-66); journaling; independent writing; discuss/predict; recreations through drawing/illustration; collaborative work; interactive read aloud; discussion; reading; "Wordle" presentation	Written/oral responses to literature questions in text; collaborative rubrics; writing rubrics; test; "Legacy" essay	I Peter 3:14 clearly commands us to be ready to give the reason for the hope that we have. As Christians, we need to be articulate about what we believe and why. Because we truly believe what God is about, we should be passionate and as a result, very persuasive as well.
	6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	Reinforced	Weeks 16-24	CC; Co; Com; Dis; DP; G; GR; GW; GWr; ID; In; IW; IR; IRA; L; MM; Pa; P; PP; R; Re; SR; TM; VE; WP; WS	<b>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Three A National Spirit</b> Introductions (pp. 75-77); From <i>The History of the English Church and People</i> by Bede (pp.78-82); <i>The Anglo-Saxon Chronicle</i> (pp. 83-86); from	Quizzes; tests; written/oral responses to questions in literature text; writing rubrics; collaborative rubrics; teacher consultation; peer evaluation	In Isaiah 8:20, we are challenged to look at everything in life through the filter of God's Word which is absolute truth. When looking at an author's arguments, we always need to look at it in light of God's Word.

					<i>The Canterbury Tales</i> by Chaucer (pp. 98-155); journaling; discussion; prediction; letter writing; reading; multimedia; interactive read aloud; teacher modeling; collaborative work		
	7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.	Reinforced	Weeks 16-24	CC; Co; Com; Dis; DP; G; GR; GW; GWr; ID; In; IW; IR; IRA; L; MM; Pa; P; PP; R; Re; SR; TM; VE; WP; WS	<b><i>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Three A National Spirit</i></b> Introductions (pp. 75-77); From <i>The History of the English Church and People</i> by Bede (pp.78-82); <i>The Anglo-Saxon Chronicle</i> (pp. 83-86); from <i>The Canterbury Tales</i> by Chaucer (pp. 98-155); journaling; discussion; prediction; letter writing; reading; multimedia; interactive read	Quizzes; tests; written/oral responses to questions in literature text; writing rubrics; collaborative rubrics; teacher consultation; peer evaluation	1 Corinthians 14: 33 and 40 clearly state that God is a God of order, not confusion; therefore, we need to be logical in our approach to academics as well.

					aloud; teacher modeling; collaborative work		
	8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	Reinforced	Weeks 16-24	CC; Co; Com; Dis; DP; G; GR; GW; GWr; ID; In; IW; IR; IRA; L; MM; Pa; P; PP; R; Re; SR; TM; VE; WP; WS	<b><i>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Three A National Spirit</i></b> Introductions (pp. 75-77); From <i>The History of the English Church and People</i> by Bede (pp.78-82); <i>The Anglo-Saxon Chronicle</i> (pp. 83-86); from <i>The Canterbury Tales</i> by Chaucer (pp. 98-155); journaling; discussion; prediction; letter writing; reading; multimedia; interactive read aloud; teacher modeling; collaborative work	Quizzes; tests; written/oral responses to questions in literature text; writing rubrics; collaborative rubrics; teacher consultation; peer evaluation	1 Corinthians 14: 33 and 40 clearly state that God is a God of order, not confusion; therefore, we need to be logical in our approach to academics as well.
<b>Reading Applications: Literary Text</b>	1. Compare and contrast motivations and reactions of literary characters	Reinforced	Weeks 10-15	CC; Co; Cr; Dis; DP; Dr; GR; GW; ID; I; IW; IRA; L; MI; MM; Pa;	<b><i>Prentice Hall Literature (The British Tradition) Unit One From Legend to History</i></b>	Written/oral responses to literature questions in text; collaborative	Peter's story of denial of and reconciliation with Christ is a perfect

	confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.			P; PP; R; Re; SR; VE; WS	<b>Part Two <i>The Epic Beowulf</i></b> translated by Burton Raffel (pp. 36-66); journaling; independent writing; discuss/predict; recreations through drawing/illustration; collaborative work; interactive read aloud; discussion; reading; "Wordle" presentation	rubrics; writing rubrics; test; "Legacy" Essay	example of individuals reacting differently in a variety of circumstances. As a result of Peter being humbled and restored, we can see a dramatic growth in Peter as a leader for the Early Church.
	2. Analyze the historical, social and cultural context of setting.	Reinforced	Weeks 10-15	CC; Co; Cr; Dis; DP; Dr; GR; GW; ID; I; IW; IRA; L; MI; MM; Pa; P; PP; R; Re; SR; VE; WS	<b><i>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Two The Epic Beowulf</i></b> translated by Burton Raffel (pp. 36-66); journaling; independent writing; discuss/predict; recreations through drawing/illustration; collaborative work; interactive read aloud; discussion; reading; "Wordle" presentation	Written/oral responses to literature questions in text; collaborative rubrics; writing rubrics; test; "Legacy" essay	Reading God's Word provides the backdrop in every situation. It is the setting by which we measure everything else. This is clearly stated in Psalm 119:130.

	3. Explain how voice and narrator affect the characterization, plot and credibility.	Reinforced	Weeks 16-24	CC; Co; Com; Dis; DP; G; GR; GW; GWr; ID; In; IW; IR; IRA; L; MM; Pa; P; PP; R; Re; SR; TM; VE; WP; WS	<b><i>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Three A National Spirit</i></b> Introductions (pp. 75-77); From <i>The History of the English Church and People</i> by Bede (pp.78-82); <i>The Anglo-Saxon Chronicle</i> (pp. 83-86); from <i>The Canterbury Tales</i> by Chaucer (pp. 98-155); journaling; discussion; prediction; letter writing; reading; multimedia; interactive read aloud; teacher modeling; collaborative work	Quizzes; tests; written/oral responses to questions in literature text; writing rubrics; collaborative rubrics; teacher consultation; peer evaluation	Psalm 19:1-6 clearly shows how God is revealed through His work. Even Creation testifies to His glory.
	4. Evaluate the author's use of point of view in a literary text.	Reinforced	Weeks 16-24	CC; Co; Com; Dis; DP; G; GR; GW; GWr; ID; In; IW; IR; IRA; L; MM; Pa; P; PP; R; Re; SR; TM; VE; WP; WS	<b><i>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Three A National Spirit</i></b> Introductions (pp. 75-77); From <i>The</i>	Quizzes; tests; written/oral responses to questions in literature text; writing rubrics; collaborative rubrics; teacher consultation; peer	God instructs us through 2 Corinthians 6:1-7 to use His Word as a filter. His Word is truth, so we are able to use it to test



					<i>History of the English Church and People</i> by Bede (pp.78-82); <i>The Anglo-Saxon Chronicle</i> (pp. 83-86); from <i>The Canterbury Tales</i> by Chaucer (pp. 98-155); journaling; discussion; prediction; letter writing; reading; multimedia; interactive read aloud; teacher modeling; collaborative work	evaluation	whatever is written or spoken. When we do this, we can appreciate others for who they are and how they reflect God's image in their lives.
	5. Analyze variations of universal themes in literary texts.	Reinforced	Weeks 10-15	CC; Co; Cr; Dis; DP; Dr; GR; GW; ID; I; IW; IRA; L; MI; MM; Pa; P; PP; R; Re; SR; VE; WS	<b>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Two The Epic Beowulf</b> translated by Burton Raffel (pp. 36-66); journaling; independent writing; discuss/predict; recreations through drawing/illustration; collaborative work; interactive read aloud; discussion;	Written/oral responses to literature questions in text; collaborative rubrics; writing rubrics; test; "Legacy" essay	Scripture is rich with universal themes and provides a great example of what we study elsewhere in literature. In Deuteronomy 17:18-20, God used Moses in 1451 B.C. to speak of the permanence of the Law of God for an event

					reading; “Wordle” presentation		that would not take place for another 350 years.
	6. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.	Reinforced	Weeks 16-24	CC; Co; Com; Dis; DP; G; GR; GW; GWr; ID; In; IW; IR; IRA; L; MM; Pa; P; PP; R; Re; SR; TM; VE; WP; WS	<b>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Three A National Spirit</b> Introductions (pp. 75-77); From <i>The History of the English Church and People</i> by Bede (pp.78-82); <i>The Anglo-Saxon Chronicle</i> (pp. 83-86); from <i>The Canterbury Tales</i> by Chaucer (pp. 98-155); journaling; discussion; prediction; letter writing; reading; multimedia; interactive read aloud; teacher modeling; collaborative work	Quizzes; tests; written/oral responses to questions in literature text; writing rubrics; collaborative rubrics; teacher consultation; peer evaluation	Group work rubrics; oral and written student responses to literature questions; quizzes
	7. Analyze the characteristics of various literary periods and how	Reinforced	Weeks 10-15	CC; Co; Cr; Dis; DP; Dr; GR; GW; ID; I; IW; IRA; L;	<b>Prentice Hall Literature (The British Tradition) Unit One From</b>	Written/oral responses to literature questions in text;	Many kinds of writing are used by God for His

	the issues influenced the writers of those periods.			MI; MM; Pa; P; PP; R; Re; SR; VE; WS	<b><i>Legend to History Part Two The Epic Beowulf</i></b> translated by Burton Raffel (pp. 36-66); journaling; independent writing; discuss/predict; recreations through drawing/illustration; collaborative work; interactive read aloud; discussion; reading; “Wordle” presentation	collaborative rubrics; writing rubrics; test; “Legacy” essay	purposes: Historical (Pentateuch, the Gospels, etc.); Lists, genealogies, land distribution records (Genesis, Numbers, etc.); Poetry (Psalms, Job, Ecclesiastes, etc.); Proverbs; Letters (most of the New Testament) and each serves its purpose.
	8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.	Reinforced	Weeks 5-9	CC; D; Dem; Dis; DP; GR; GW; GWr; ID; In; IW; IR; IRA; L; MM; Pa; P; R; Re; SR; VE; V; WP; WS	<b><i>Prentice Hall Literature (The British Tradition) Unit One From Legend to History The Old English and Medieval Periods</i></b> (pp. 1-14); <b>Part One: Earthly Exile, Heavenly Home</b> (pp. 15-32) Background, “The Seafarer”, “The Wanderer”, “The Wife’s Lament”; writing; journaling; charting; discussion;	Quizzes; homework; written and oral responses to literature questions in text; collaborative rubrics	Proverbs 18:4 declares “The words of a man’s mouth are deep waters; the wellspring of wisdom is a flowing brook.” This passage clearly demonstrates the complexity of man and the value of studying his words and

					prediction; drama; reading; multimedia; interactive read aloud; collaborative work		thoughts.
<b>Writing Processes</b>	1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	Reinforced	Weeks 27-36	CC; Co; Col; Cr; D; Dem; Dis; DP; G; GR; GW; ID; In; IW; IR; IRA; L; MI; MM; Pa; P; PR; PP; R; SR; TM; VE; WP; WS	<b><i>Screwtape Letters by C.S. Lewis;</i></b> writing; journaling; independent writing; discussion; prediction; drama; reading; multimedia; discussion; interactive read aloud; teacher model; collaborative work; peer review	Quizzes; tests; worksheets; homework; writing rubrics; collaborative rubrics; peer evaluation; teacher consultation; discussions; verbal responses; written responses	Paul uses many rhetorical questions in his writings (Romans 8:31-35; 9:14, 19-24). These thought-provoking questions provide many opportunities to go beyond the surface. In looking more deeply into matters, we are challenged to continue thinking and processing in a way that causes our faith to grow.
	2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews	Reinforced	Weeks 27-36	CC; Co; Col; Cr; D; Dem; Dis; DP; G; GR; GW; ID; In; IW; IR; IRA; L; MI;	<b><i>Screwtape Letters by C.S. Lewis;</i></b> writing; journaling; independent writing; discussion; prediction; drama;	Quizzes; tests; worksheets; homework; writing rubrics; collaborative rubrics; peer	From a Biblical perspective, we see the importance of His truth as demonstrated

	or surveys).			MM; Pa; P; PR; PP; R; SR; TM; VE; WP; WS	reading; multimedia; discussion; interactive read aloud; teacher model; collaborative work; peer review	evaluation; teacher consultation; discussions; verbal responses; written responses	in Exodus 7:3,5 where God reveals what is going on inside of Pharaoh. We need to understand background information as well.
	3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In the Old Testament books of the Law, we see God clearly communicating what His expectations in and purpose for the people of Israel. We need to follow that example.
	4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs,	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Luke gave a beautiful example of writing with a purpose in chapter one verses one through four, writing "an orderly account" for those who

					conclusions, bibliographies)		followed. We should aim to do likewise in our writing.
	5. Use organizational strategies (e.g., notes and outlines) to plan writing.	Reinforced	Weeks 1-5	CC; Co; Col; Com; Cr; Dem; Dis; DP; GR; GW; ID; I; IW; IR; IRA; L; MI; MM; Pa; PR; PP; R; Re; SR; TM; VE; V; WP	<b><i>Prentice Hall Writing and Grammar: Communication in Action</i></b> <b>Part One Writing</b> <b>Chapter One The Writer in You</b> <b>Chapter Two A Walk Through the Writing Process</b> <b>Chapter Four Narration: Autobiographical Writing</b> ; outlining; writing; journaling; recreating; perspective; interactive read aloud; teacher modeling; collaborative work; charting; peer review	Quizzes; tests; homework; writing rubrics; peer evaluation; verbal/written responses to questioning; creative writing assignment on personal object	In the Genesis account of Creation, we see God using an orderly approach in His work. Each day, something different was created which worked with the step prior. We need to be people of order to reflect His handiwork as well.
	6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence	Reinforced	Weeks 1-5	CC; Co; Col; Com; Cr; Dem; Dis; DP; GR; GW; ID; I; IW; IR; IRA; L; MI; MM; Pa; PR; PP; R; Re; SR; TM; VE;	<b><i>Prentice Hall Writing and Grammar: Communication in Action</i></b> <b>Part One Writing</b> <b>Chapter One The Writer in You</b>	Quizzes; tests; homework; writing rubrics; peer evaluation; verbal/written responses to questioning; creative writing	From Genesis to Revelation, we see God's Masterpiece in one book written by many authors from various

	that summarizes, extends or elaborates on points or ideas in the writing.			V; WP	<b>Chapter Two A Walk Through the Writing Process</b> <b>Chapter Four Narration: Autobiographical Writing;</b> outlining; writing; journaling; recreating; perspective; interactive read aloud; teacher modeling; collaborative work; charting; peer review	assignment on personal object	backgrounds over a prolonged period, which still had a centralized theme. It is the perfect example of organized writing.
	7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	Reinforced	Weeks 10-15	CC; Co; Cr; Dis; DP; Dr; GR; GW; ID; I; IW; IRA; L; MI; MM; Pa; P; PP; R; Re; SR; VE; WS	<b>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Two The Epic Beowulf</b> translated by Burton Raffel (pp. 36-66); journaling; independent writing; discuss/predict; recreations through drawing/illustration; collaborative work; interactive read aloud; discussion; reading; “Wordle” presentation	Written/oral responses to literature questions in text; collaborative rubrics; writing rubrics; test; “Legacy” essay	Many kinds of writing are used by God for His purposes: Historical (Pentateuch, the Gospels, etc.); Lists, genealogies, land distribution records (Genesis, Numbers, etc.); Poetry (Psalms, Job, Ecclesiastes, etc.); Proverbs; Letters (most of the New

							Testament) and each serves its purpose.
	8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Especially in Paul's letters, we see Paul addressing issues that would arise in the church from time to time. For instance, in Galatians, we find Him addressing the issue of Jews and Gentiles making issue of circumcision. He addressed the issue in an organized manner.
	9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	Reinforced	Weeks 1-5	CC; Co; Col; Com; Cr; Dem; Dis; DP; GR; GW; ID; I; IW; IR; IRA; L; MI; MM; Pa; PR; PP; R; Re; SR; TM; VE; V; WP	<b><i>Prentice Hall Writing and Grammar: Communication in Action</i></b> <b><i>Part One Writing Chapter One The Writer in You Chapter Two A Walk Through the Writing Process Chapter Four</i></b>	Quizzes; tests; homework; writing rubrics; peer evaluation; verbal/written responses to questioning; creative writing assignment on personal object	Jesus' example in teaching (found in the Gospels) was rich with colorful language. He knew how to engage His audiences and to captivate them by using



					<b><i>Narration:</i></b> <b><i>Autobiographical Writing</i></b> ; outlining; writing; journaling; recreating; perspective; interactive read aloud; teacher modeling; collaborative work; charting; peer review		examples with which they could relate from farming and crops to money and family issues. His voice came through very clearly, and we can emulate His teaching style in our writing.
	10. Use available technology to compose text.	Reinforced	Weeks 27-36	CC; Co; Col; Cr; D; Dem; Dis; DP; G; GR; GW; ID; In; IW; IR; IRA; L; MI; MM; Pa; P; PR; PP; R; SR; TM; VE; WP; WS	<b><i>Screwtape Letters by C.S. Lewis</i></b> ; writing; journaling; independent writing; discussion; prediction; drama; reading; multimedia; discussion; interactive read aloud; teacher model; collaborative work; peer review	Quizzes; tests; worksheets; homework; writing rubrics; collaborative rubrics; peer evaluation; teacher consultation; discussions; verbal responses; written responses	In Scripture, we see various forms of communication used according to what would be the most effective at the time. In 2 Corinthians 13:10, we see Paul concerned with his communicating to help not hinder the saints.
	11. Reread and analyze clarity of writing, consistency of point of view and	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE;	Text; students' collections of resources; teacher modeling; reading; peer review; guest	Oral and written responses; research; journaling; class discussions; peer	In Acts 15:20, we see a decision to write a letter so that the

	effectiveness of organizational structure.			WP	speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	review; rubrics for written and oral work	message would be clearly communicated rather than relying on the memory of the messenger. Language was clearly important here.
	12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Peter gives a great example of using information effectively when he uses the writings of the Apostle Paul to reinforce his own teaching (2 Peter 3:15-16).
	13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs,	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In Ecclesiastes 12:9-12, Solomon paints the picture of a wise preacher carefully crafting "acceptable words; and what was written was upright—words

					conclusions, bibliographies)		of truth”.
	14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In Acts 15:20, “It was decided that a letter be written, rather than leaving the conveying of the decision to the memory of the messengers.” From this, we can see that sometimes careful and effective writing is better than speaking.
	15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In Ephesians 3:3-4, after Paul had previously visited the people of Ephesus, we see Paul writing to them in order to confirm the earlier message in a clear manner which they could study again and again.

	16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In Scripture, we see written doctrine and standards making consistency possible from person to person and generation to generation (Exodus 24:3, 4, 7, 12; Deuteronomy 27:2-8; Esther 9:25-32; Acts 15:23-29). We need accountability for consistency.
	17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g.,	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Deuteronomy 6:6-9 is a beautiful example of the importance of our words being accurate and true. God wanted His Word to be in our hearts, taught to our children, bound on us, and written on our doorposts and gates. He did

	drawings, charts and graphs) to enhance the final product.						not want us to miss it, so He communicated clearly and continually.
<b>Writing Applications</b>	1. Write reflective compositions that: a. use personal experiences as a basis for reflection on some aspect of life; b. draw abstract comparisons between specific incidents and abstract concepts; c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and d. move from specific examples to generalizations about life.	Reinforced	Weeks 1-5	CC; Co; Col; Com; Cr; Dem; Dis; DP; GR; GW; ID; I; IW; IR; IRA; L; MI; MM; Pa; PR; PP; R; Re; SR; TM; VE; V; WP	<b><i>Prentice Hall Writing and Grammar: Communication in Action</i></b> <b>Part One Writing</b> <b>Chapter One The Writer in You</b> <b>Chapter Two A Walk Through the Writing Process</b> <b>Chapter Four Narration: Autobiographical Writing</b> ; outlining; writing; journaling; recreating; perspective; interactive read aloud; teacher modeling; collaborative work; charting; peer review	Quizzes; tests; homework; writing rubrics; peer evaluation; verbal/written responses to questioning; creative writing assignment on personal object	Writing anticipates action, yet it reflects on what has happened in the past as well. The gift we have in language is found in Hebrews 11 in the “Hall of Faith”. We see great examples of reflective writing and words of encouragement.
	2. Write responses to literature that: a. advance a judgment that is interpretative, analytical, evaluative	Reinforced	Weeks 27-36	CC; Co; Col; Cr; D; Dem; Dis; DP; G; GR; GW; ID; In; IW; IR; IRA; L; MI; MM; Pa; P;	<b><i>Screwtape Letters by C.S. Lewis</i></b> ; writing; journaling; independent writing; discussion; prediction; drama; reading;	Quizzes; tests; worksheets; homework; writing rubrics; collaborative rubrics; peer evaluation;	In the New Testament, we see the fulfillment of the prophecies of the Old Testament

	<p>or reflective;</p> <p>b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;</p> <p>c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;</p> <p>d. identify and assess the impact of possible ambiguities, nuances and complexities within text;</p> <p>e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and</p> <p>f. provide a sense of closure to the writing.</p>			PR; PP; R; SR; TM; VE; WP; WS	multimedia; discussion; interactive read aloud; teacher model; collaborative work; peer review	teacher consultation; discussions; verbal responses; written responses	through and through. In order for the New Testament authors to emphasize this, they had to have a thorough knowledge of the prophecies.
	3. Write functional documents (e.g., requests for information, resumes, letters of complaint,	Reinforced	Weeks 1, 9, 10	AR; Dis; GR; IRA; MI; R; SR; SRT; TM; VE	STAR Reading Test; Reading aloud in class; Explanation of results from STAR testing; Lecture on	STAR Testing; book selections by students; rubrics for book reports/letters	Many kinds of writing are used by God for His purposes: Historical

	<p>memos and proposals) that:</p> <p>a. report, organize and convey information accurately.</p> <p>b. use formatting techniques that make a document user-friendly.</p> <p>c. anticipate readers' problems, mistakes and misunderstandings.</p>				<p>appropriateness of books according to academic and Biblical standards; letters to authors; character profiles</p>		<p>(Pentateuch, the Gospels, etc.); Lists, genealogies, land distribution records (Genesis, Numbers, etc.); Poetry (Psalms, Job, Ecclesiastes, etc.); Proverbs; Letters (most of the New Testament) and each serves its purpose.</p>
	<p>4. Write informational essays or reports, including research, that:</p> <p>a. develop a controlling idea that conveys a perspective on the subject;</p> <p>b. create an organizing structure appropriate to purpose, audience and context;</p> <p>c. include information on all relevant perspectives,</p>	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	<p>Ecclesiastes 12:9-12 clearly sets the example of careful research, documentation, and wise expression as a means of writing effectively. Even Solomon, the wisest man, understood that it is hard work to write well.</p>

	<p>considering the validity and reliability of primary and secondary sources;</p> <p>d. make distinctions about the relative value and significance of specific data, facts and ideas;</p> <p>e. anticipate and address a reader's potential biases, misunderstandings and expectations; and</p> <p>f. provide a sense of closure to the writing.</p>						
	<p>5. Write persuasive compositions that:</p> <p>a. articulate a clear position;</p> <p>b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and</p> <p>c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-</p>	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	I Peter 3:14 clearly commands us to be ready to give the reason for the hope that we have. As Christians, we need to be articulate about what we believe and why. Because we truly believe what God is about, we should be



	effect reasoning).						passionate and as a result, very persuasive as well.
	6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	Reinforced	Weeks 1-36	CC; Co; Com; Cr; D; Dr; GW; GWr; ID; I; IW; MI; Pa; P; PR; R; Re; S; TM; WP; WS	Journaling throughout the school year will include comparing and contrasting, collaborating with other students, completing writing prompts, creating original pieces in various genres, drawing/illustrating, group work, identifying literary elements, independent writing in response to quotes and other assignments, predicting story endings from literature, peer reviewing, reading previous entries, recreating literature with variations, evaluating song lyrics, teacher modeling, writing practice, and studying words	Written responses and participation	Some of the most beautifully written Scriptures were penned with a more informal approach. We see such writing in the Psalms where David especially wrote again and again from the heart. We see virtually every human emotion embodied in the Psalms. Sometimes, when we simply write from the heart, God is blessed by our honesty with Him and we can grow from the experience.

<b>Writing Conventions</b>	1. Use correct spelling conventions.	Reinforced	Weeks 1-36	CC; Co; Com; Cr; D; Dr; GW; GWr; ID; I; IW; MI; Pa; P; PR; R; Re; S; TM; WP; WS	Journaling throughout the school year will include comparing and contrasting, collaborating with other students, completing writing prompts, creating original pieces in various genres, drawing/illustrating, group work, identifying literary elements, independent writing in response to quotes and other assignments, predicting story endings from literature, peer reviewing, reading previous entries, recreating literature with variations, evaluating song lyrics, teacher modeling, writing practice, and studying words	Written responses and participation	The importance of writing clearly and effectively is clearly stated in Habakkuk 2:2, “Then the LORD answered me and said: ‘Write the vision and make it plain on tablets, that he may run who reads it’.” Effective writing produces clear understanding.
	2. Use correct capitalization and punctuation.	Reinforced	Weeks 1-36	CC; Co; Com; Cr; D; Dr; GW; GWr; ID; I; IW; MI; Pa; P; PR; R; Re; S; TM; WP;	Journaling throughout the school year will include comparing and contrasting, collaborating with	Written responses and participation	I Corinthians 14:33, 40, clearly states that God is an orderly God, “not the author

				WS	other students, completing writing prompts, creating original pieces in various genres, drawing/illustrating, group work, identifying literary elements, independent writing in response to quotes and other assignments, predicting story endings from literature, peer reviewing, reading previous entries, recreating literature with variations, evaluating song lyrics, teacher modeling, writing practice, and studying words		of confusion” but He desires that “all things be done decently and in order.”
	3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	Reinforced	Weeks 1-36	CC; Co; Com; Cr; D; Dr; GW; GWr; ID; I; IW; MI; Pa; P; PR; R; Re; S; TM; WP; WS	Journaling throughout the school year will include comparing and contrasting, collaborating with other students, completing writing prompts, creating original pieces in various genres, drawing/illustrating,	Written responses and participation	Matthew 24:15 is an example of the need for writing to be clear and easily understood: “whoever reads, let him understand”. This must be our goal in communicating

					group work, identifying literary elements, independent writing in response to quotes and other assignments, predicting story endings from literature, peer reviewing, reading previous entries, recreating literature with variations, evaluating song lyrics, teacher modeling, writing practice, and studying words		at all times.
<b>Research</b>	1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Luke 1:1-4 states the reason for the Gospel of Luke as “. . .to write to you an orderly account. . .that you may know the certainty of those things in which you were instructed.” Knowing the facts is an integral part of being a good

							communicator.
	2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Some sources just do not matter, and we must learn what is credible and what is not. Likewise, there will come a day when the only source that will matter will be the Book of Life (Revelation 20:15).
	3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In 2 Timothy 3:16, we see "All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness." We can use this as a filter for our sources.
	4. Analyze the complexities and discrepancies in information and	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP;	Text; students' collections of resources; teacher modeling; reading;	Oral and written responses; research; journaling; class	From Genesis to Revelation, we see God's Masterpiece in

	systematically organize relevant information to support central ideas, concepts and themes.			R; TM; VE; WP	peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	discussions; peer review; rubrics for written and oral work	one book written by many authors from various backgrounds over a prolonged period, which still had a centralized theme. It is the perfect example of organized writing.
	5. Integrate quotations and citations into written text to maintain a flow of ideas.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In 1 Corinthians, 14: 14-16, 19, Paul is determined to communicate (speaking and singing) with understanding so that people may join with him and learn. We need to share this desire.
	6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating	Oral and written responses; research; journaling; class discussions; peer review; rubrics for	Hebrews 12:2 acknowledges that even in spiritual matters, we need to give

	in-text documentation, notes and an acceptable format for source acknowledgement.				outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	written and oral work	credit where credit is due. It tells us to keep our eyes on “Jesus, the author and finisher of our faith”.
	7. Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In 1 Corinthians 2:1-6, Paul’s testimony is not one of perfection but one of dependence. In everything, whether written or spoken word, or whether by thought or deed, his desire was complete reliance on the Holy Spirit for guidance. We would be wise to seek the same.
<b>Communication: Oral and Visual</b>	1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential	Reinforced	Weeks 27-36	CC; Co; Col; Cr; D; Dem; Dis; DP; G; GR; GW; ID; In; IW; IR; IRA; L; MI;	<b><i>Screwtape Letters by C.S. Lewis;</i></b> writing; journaling; independent writing; discussion; prediction; drama;	Quizzes; tests; worksheets; homework; writing rubrics; collaborative rubrics; peer	In the Gospels, we repeatedly hear Christ telling those whom he taught, “He

	information, noting cues such as changes in pace) in a variety of settings.			MM; Pa; P; PR; PP; R; SR; TM; VE; WP; WS	reading; multimedia; discussion; interactive read aloud; teacher model; collaborative work; peer review	evaluation; teacher consultation; discussions; verbal responses; written responses	who has ears to hear, let him hear!” He was not just telling them to hear, but to listen closely and do what He instructed. We can also see Christ’s ministry as one of listening to the needs of others and then meeting those needs in accordance with His Father’s plan.
	2. Analyze types of arguments used by a speaker, such as causation, analogy and logic.	Reinforced	Weeks 27-36	CC; Co; Col; Cr; D; Dem; Dis; DP; G; GR; GW; ID; In; IW; IR; IRA; L; MI; MM; Pa; P; PR; PP; R; SR; TM; VE; WP; WS	<b><i>Screwtape Letters by C.S. Lewis;</i></b> writing; journaling; independent writing; discussion; prediction; drama; reading; multimedia; discussion; interactive read aloud; teacher model; collaborative work; peer review	Quizzes; tests; worksheets; homework; writing rubrics; collaborative rubrics; peer evaluation; teacher consultation; discussions; verbal responses; written responses	I Peter 3:14 clearly commands us to be ready to give the reason for the hope that we have. As Christians, we need to be articulate about what we believe and why. Because we truly believe what God is about, we should be



							passionate and as a result, very persuasive as well.
	3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.	Reinforced	Weeks 16-24	CC; Co; Com; Dis; DP; G; GR; GW; GWr; ID; In; IW; IR; IRA; L; MM; Pa; P; PP; R; Re; SR; TM; VE; WP; WS	<b>Prentice Hall Literature (The British Tradition) Unit One From Legend to History Part Three A National Spirit</b> Introductions (pp. 75-77); From <i>The History of the English Church and People</i> by Bede (pp.78-82); <i>The Anglo-Saxon Chronicle</i> (pp. 83-86); from <i>The Canterbury Tales</i> by Chaucer (pp. 98-155); journaling; discussion; prediction; letter writing; reading; multimedia; interactive read aloud; teacher modeling; collaborative work	Quizzes; tests; written/oral responses to questions in literature text; writing rubrics; collaborative rubrics; teacher consultation; peer evaluation	In Isaiah 50:4, his testimony is clear, "The Lord God has given me the tongue of the learned, that I should know how to speak a word in season to him who is weary. He awakens me morning by morning, he awakens my ear to hear as the learned." We must learn to be discerning as we hear from speakers. If their authority is not grounded in Christ, they are missing out.
	4. Evaluate how language choice, diction, syntax and delivery style	Reinforced	Weeks 5-9	CC; D; Dem; Dis; DP; GR; GW; GWr; ID; In; IW; IR;	<b>Prentice Hall Literature (The British Tradition) Unit One From</b>	Quizzes; homework; written and oral responses to	Our words should be directed by God, as was the

	(e.g., repetition, appeal to emotion, eye contact) effect the mood and tone and impact the audience.			IRA; L; MM; Pa; P; R; Re; SR; VE; V; WP; WS	<b>Legend to History</b> <i>The Old English and Medieval Periods</i> (pp. 1-14); <b>Part One: Earthly Exile, Heavenly Home</b> (pp. 15-32) Background, “The Seafarer”, “The Wanderer”, “The Wife’s Lament”; writing; journaling; charting; discussion; prediction; drama; reading; multimedia; interactive read aloud; collaborative work	literature questions in text; collaborative rubrics	case in Jeremiah 1:9: “. . . Behold, I have put My words in your mouth.” We should be able to look at the speaker’s word choices and understand something about their purpose.
	5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	Proverbs 20:15 gives insight into the power of words, “There is gold, and a multitude of rubies: but the lips of knowledge are a precious jewel.”
	6. Adjust volume, phrasing, enunciation, voice	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI;	Text; students’ collections of resources; teacher	Oral and written responses; research;	In Proverbs 15:1, we can see how

	modulation and inflection to stress important ideas and impact audience response.			Pa; P; PR; PP; R; TM; VE; WP	modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	journaling; class discussions; peer review; rubrics for written and oral work	important volume and tone can be, “A soft answer turns away wrath, but a harsh word stirs up anger.”
	7. Vary language choices as appropriate to the context of the speech.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	“A word fitly spoken is like apples of gold in settings of silver. Like an earring of gold and an ornament of fine gold is a wise reprove to an obedient ear” (Proverbs 25:11-12). Clearly, understanding language and context are vital.
	8. Deliver informational presentations (e.g., expository, research) that: a. present a clear and distinctive	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students’ collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral	Exodus 4:15-16 is a prime example of understanding your role in the communication process. God

	<p>perspective on the subject;</p> <p>b. present events or ideas in a logical sequence;</p> <p>c. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</p> <p>d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</p> <p>e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and</p> <p>f. draw from and cite multiple sources including both primary and secondary sources and consider the</p>				<p>will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)</p>	work	<p>explained to Moses that He would put the words in Moses and then Moses would give the words to Aaron. Each had an important role in the process.</p>
--	---	--	--	--	---	------	---

	validity and reliability of sources.						
	9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	The book of James is full of wisdom concerning the tongue. In James 1:26, he states, "If anyone among you thinks he is religious, and does not bridle his tongue but deceives his own heart, this one's religion is useless."
	10. Deliver persuasive presentations that: a. establish and develop a logical and controlled argument; b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias; c. use persuasive	Reinforced	Weeks 23-36	CC; Co; Col; Cr; Dem; Dis; GS; ID; MI; Pa; P; PR; PP; R; TM; VE; WP	Text; students' collections of resources; teacher modeling; reading; peer review; guest speaker; creating outlines; students will be drafting documents (outlines, speeches, introductions, body paragraphs, conclusions, bibliographies)	Oral and written responses; research; journaling; class discussions; peer review; rubrics for written and oral work	In order for us to teach our students to communicate effectively and persuasively, we must be certain that they understand the most important issues. Matthew 12:34-35 paints a vivid picture of our job as Christian

	<p>strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic;</p> <p>d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</p> <p>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</p>						<p>educators. It is not enough to teach head knowledge. We must reach the heart. After all, how can they convince others, if they themselves do not understand? For “out of the abundance of the heart the mouth speaks”.</p>
--	--	--	--	--	--	--	---

**Mansfield Christian School**  
**12<sup>th</sup> Grade – English IV**  
**Curriculum Guide**

<b><u>Performance Scale Key</u></b>		<b><u>Instructional Method Key</u></b>					
Introduced Developed Reinforced Not Addressed		AI—Analytical inquiry    IA—Internet assignment    R—Review previous learning B—Brainstorming    IR—Independent reading    RA—Read aloud CL—Computer lab    L—Lecture/direct instruction    S--Samples D—Discussion    M—Media (DVD, Video, CD)    SP—Student participation GR—Guided reading    P—Presentation    SR—Shared reading GS—Guest speaker    PP—Power point/overhead    TA—Text annotation GW—Group work    PR—Peer review    TM—Teacher modeling HO—Handout    Q/A—Question/answer    WC—Writing conference w/teacher WS—Worksheet, skill practice					
<b>Standard</b>	<b>Indicator</b>	<b>Performance Scale</b>	<b>Time Frame</b>	<b>Instructional Method</b>	<b>Instructional Activities and Resources</b>	<b>Assessment of Learning</b>	<b>Biblical Integration</b>
<b>Acquisition of Vocabulary</b>	1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	Developed	Week 2	GR, RA, SP, IR, IW, GW, D, RI	Read professional essays; discuss; define and employ techniques in student work	Rubric response to prompts	The ability to communicate with one another and with God is part of His plan for our lives. Exodus 4:10-12
			Weeks 15-19		Read short fiction; respond to analytical questions; write short story	Assess student participation; rubric	
	2. Analyze the relationships of	Developed	Week 28	WS, D, GW	Find solutions in groups, find	Quiz, assess worksheet	

	pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.				solutions independently		
	3. Examine and explain the influence of the English language on world literature, communications and popular cultures.	Reinforced Developed	Week 15  Weeks 29-30	GR, IR, HO, RI	Read short fiction (world literature-based) Read poetry (world literature-based)	Written and oral response to questions. Poetry: analytical essay	
	4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	Developed	Weeks 1-36	WS	Murray Bromberg and Julius Lieb, <i>Hot Words for the SAT I</i> , 1998; 10 words weekly	Evaluate worksheets; weekly quiz over words	
	5. Determine the meanings and pronunciations of	Reinforced	Week 5	RA, D, TM, GW, TA	Students utilize various resources: OED online,	Assess student participation; assess student	God is concerned that communication



	unknown words by using dictionaries, thesauruses, glossaries, technology and textual features such as definitional footnotes or sidebars.				classroom dictionaries, etc.	annotations in text	be clear and easily understood. Nehemiah 8:8
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	Developed	Weeks 12-15 Weeks 15-19	HO, SR, RA, M, D, RI  SR, GR, RA, D, RI, TA, IR	Reader's theater, discussion, written response Discuss story elements, write formal and informal responses, write short story	Written responses; quiz  Oral response and written response; semester exam	It is God's plan that people should be able to read well. II Timothy 3:16, 17
	2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	Developed	Weeks 23-24	TA, TM, S, D, HO	Read professional essays; discuss content and style, review and explain handout guidelines, reading response essay assignment	Analytical paper assignment will be graded using rubric	
	3. Monitor own comprehension by	Developed	Weeks 20-25	HO, IR, S	In and out of class reading time of	Rubric applied to student-	To be effective, reading must

	adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.				self-selected text; assignment: write book review; view samples of book reviews as well as guidelines provided in handout	generated book review	include understanding. Psalm 119: 73, 125
	4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	Developed	Weeks 20-25	L, D	In and out of class reading time of self-selected text	Reading Log will be maintained during in class reading time to determine effective text selection	
	5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	Developed	Weeks 20-25	D	In and out of class reading time of self-selected text	Reading Log will be maintained during in class reading time to determine effective text selection	

<b>Reading Applications: Informational, Technical and Persuasive Text</b>	1. Analyze the rhetorical devices use in public documents, including state or school policy statements, newspaper editorials and speeches.	Developed	Weeks 23-24	TA, RA, GR, IR, D, RI	Read professional essays; annotate and locate main ideas  Read editorials	Participation (whole class); written responses  Written and oral response	“The heart of the righteous ponders how to answer, but the mouth of the wicked pours out evil.” Man should be equipped to biblically evaluate a text. Prov. 15:28
		Developed	Weeks 26-27	HO			
	2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	Developed	Weeks 26-27	IA, D, HO, TM	View historical collection (www.Roadode.com/classic.htm); read: editorials, professional persuasive essays, student essays  <i>Write for College</i> , 1997 <i>The Little Brown Handbook</i> , 2001 Wake Forest University: Web Site for Political Speeches	Evaluate student response: *analysis of commercial *presentation of speech (rubric) *final persuasive essay (rubric)	“The heart of the righteous ponders how to answer, but the mouth of the wicked pours out evil.” Man should be equipped to biblically evaluate a text. Proverbs 15:28
	3. Analyze and compile information from several sources on a single issue or written by a single author, clarifying	Developed/ Reinforced	Weeks 7-11	HO, CL, IR, PR, D, L	Revisit research process using <i>Write for College</i> , 1997 <i>The Little Brown Handbook</i> , 2001 Barbara Mills and	3x5 card—exit slip Rubric	

	ideas and connecting them to other sources and related topics.				Mary Stiles, <i>A Rookie's Guide to Research</i> , 2009 www. Infohio.org		
	4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	Developed	Weeks 26-27	IA, R, TA	Fallacies defined using <i>Write for College</i> , 1997; view commercials for evaluative purpose; read professional essays	Student analysis (written and discussion) of fallacies used in advertising	Christ expected people to read and understand the Scriptures. Mark 12:24
	5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	Developed	Weeks 23-24	TA, TM, D, RI	Read and annotate professional essays; discuss; write responses to analytical questions Select a speech from Top 100 Speeches; prepare presentation	Collect and assess text annotations; evaluate student participation  Rubric applied to student presentation	Reading the Bible is important to growth in knowledge and understanding of life, and our responsibilities in it. The results of such reading can be obtained in no other way. Psalm 119: 92-95
	6. Evaluate the effectiveness and validity of	Developed	Weeks 26-27	IA	Select a speech from Top 100 Speeches;	Rubric applied to student presentation	

	arguments in public documents and their appeal to various audiences.				prepare presentation		
	7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.	Developed	Weeks 37-38	HO, IR, IW	Analyze various travel brochures for effective presentation of information; report back (informally) to whole class; keep information for further development of a project	Notation of collected and analyzed materials	
	8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader	Developed	Weeks 37-38	HO, IR, IW	Students will select a travel destination and plan a trip including all travel arrangements, hotel and eatery possibilities, budget, time management and create a poster presentation	Presentation of poster and travel plan; rubric	

	misunderstandings and visual appeal.						
<b>Reading Applications: Literary Text</b>	1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.	Developed	Weeks 15-19	HO, RA, SR, D, SP, GW	Read story; discuss literary elements of character  Text: copies of short fiction	Assess student response: written and oral; unit test; group presentation	Man's writings reflect his inner thoughts and desires; therefore we study literature to understand people. Proverbs 16:23
	2. Analyze the historical, social and cultural context of setting.	Developed	Week 15	GR, HO, D, RI	Read; discuss	Written response to analytical questions; quizzes; unit test	
	3. Explain how voice and narrator affect the characterization, plot and credibility.	Developed	Weeks 15-19	GR, HO, D, RI	Read; discuss	Written response to analytical questions; quizzes; unit test	
	4. Evaluate an author's use of point of view in a literary text	Developed	Weeks 15-19	GR, HO, D, RI	Read; discuss	Written response to analytical questions; quizzes; unit test	

	5. Analyze variations of universal themes in literary texts.	Developed	Weeks 12-14	GR, HO, D, RI, M	Read script; discuss	Written response to analytical questions; quizzes, unit test	
		Developed	Weeks 15-19	GR, HO, D, RI	Read; discuss		
	6. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic.	Developed	Weeks 12-14	M, HO, RT, D, SP, GW, SR, RI	Read script; discuss; inquire; watch play	Unit test	The Bible, in its use of many styles and types of writing, provides patterns for modern writers. (Historical, genealogies, poetry, proverbs, letters, oral discourse)
	7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature.	Developed	Weeks 15-19	D	Read short stories; discuss	Quality of student discussion	
	8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative	Developed	Week 4	HO, IR	Read text; discuss	Quizzes; unit test; analytical responses to questions	The Bible demonstrates the artistry of God, an expression of His eternal canvas.
			Weeks 15-19	Include above and add SR, AI, SP			
			Week 22	Include all	Write book review	Rubric	





					questionnaire to develop main character		
	2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews surveys).	Reinforced	Week 4  Weeks 7-11	B, GW, IA, CL  See above	Construct web; construct personal time line  Internet search	Rubric applied to final draft  Rubric applied to final draft	
	3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	Developed	Weeks 7-11  Weeks 26-27	GR, HO, L  Same as above	Explore style manuals: <i>Write for College</i> , 1997; <i>The Little Brown Handbook</i> , 2001; Barbara Mills and Mary Stiles, <i>A Rookie's Guide to Research</i> , 2009	Rubric applied to final draft  Same as above	Effective writing demands careful research, documentation, and wise expression. Ecclesiastes 12: 9-12
	4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to	Developed	Week 4	HO, L, S, D	Read and discuss content of handout; view student samples; interpret requirements of prompt from	Rubric applied to final draft	

	audience needs) to address purpose and audience.				application essay		
	5. Use organizational strategies (e.g., notes and outlines) to plan writing.	Developed	Weeks 7-11, 26-27	HO, P, TM	<i>Write for College</i> , 1997; <i>The Little Brown Handbook</i> , 2001	Check points: examine student work at early stages	
<b>Writing Processes: Prewriting Drafting, Revising and Editing</b>	6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	Developed	Weeks 3, 4, 7, 7-11, 26-27	HO, PR, L, S, D, TM, Q/A	Introduce organizational concepts and strategies for each genre, using an explanatory handout; <i>Write for College</i> , 1997; <i>The Little Brown Handbook</i> , 2001; Barbara Mills and Mary Stiles, <i>A Rookie's Guide to Research</i> , 2009	Draft check preliminary to final due date	Writing that follows God's plan makes use of numerous techniques.
	7. Use a variety of sentence structures and lengths (e.g., simple,	Developed	Weeks 5-6	WP, PP, WS, D	Explanation, definition of four basic sentence openers:	Assess student revisions for implementation of sentence variety	God recognizes writing as a powerful tool to influence others (Ex.

	compound and complex sentences; parallel or repetitive sentence structure).				participial phrase, prepositional phrase, adverb clause in samples of professional work; sentence combining exercise; “Sentence Opening Sheet”; Killgallon, <i>Sentence Composing for High School Students</i> , 1998; Noden, <i>Image Grammar</i> , 1999		31:18; 32:16; God commanded others to write (Jer. 30:2; Rev. 1:11, 19)
	8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole	Reinforced	Week 7, 7-11, 26-27	R, S	Assign task; review previous knowledge of appropriate organization; draft final essay	Rubric	

	through the use of parallel structures.						
	9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	Developed	Weeks 5-6	PP, HO	View power point presentation on word choice	Evaluate student work for these elements using rubric	Many kinds of writing are used by God for His purposes. (Letters, poetry, historical accounts, etc.)
	10. Use available technology to compose text.	Reinforced	Week 4	CL	Search internet for college applications or scholarship applications	Rubric	
	11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	Developed	Weeks 23-24	PR, HO	Students apply rubric requirements to each other's drafts	Improved student final drafts	
	12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis	Developed	Week 3	PR, WC	Students conference with a peer and with teacher to revise text	Improved student final drafts	Writing should be clear and legible. Deuteronomy 27:8

	or persuasive argument or to enhance plot, setting and character in narrative texts.						
	13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	Developed	Weeks 23-24	TM, S, PR, WC	Model revision of text on overhead projection device with whole class participation	Improved student essay	God is concerned that communication be clear and easily understood. Nehemiah 8:8
	14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	Developed	Week 3	TM, L	Model revision of text on overhead projection device with whole class participation	Improved student essay	
	15. Proofread writing, edit to improve conventions (e.g., grammar, spelling,	Developed	Weeks 11-12	HO, PR	Whole class as well as individual correction of student-generated most common errors (commas,	Improved score on rubric/mechanics section	

	punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.				comma splice, etc.); teacher comments on rubric and draft leads to student's final revision of draft		
	16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	Reinforced	Weeks 7, 11, 27, 24	PR	Students use rubric to assess one another's essays	Improved student essays; better scores on rubric	
<b>Writing Processes: Publishing</b>	17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g.,	Developed	Weeks 37-38	HO, CL	Students assess and reflect on the year's work; students prepare portfolio contents according to guidelines in handout; students construct an itinerary or brochure	Rubric	The ability to communicate with one another and with God is part of His plan for our lives. Jeremiah 1:4-9

	drawings, charts and graphs) to enhance the final product.						
<b>Writing Applications</b>	1. Write reflective compositions that: a. use personal experiences as a basis for reflection on some aspect of life; b. draw abstract comparisons between specific incidents and abstract concepts; c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and d. move from specific examples to generalizations about life.	Developed	Weeks 1-3	PP, JW, D, PR	Read professional essays; write journal response, make personal connection to text, note-taking, annotating text (locating elements of essay: thesis, main ideas, supporting details), written response to guided questions	Peer review, Rubric applied to final draft	Recording our personal narratives enables us to remember the past and learn from it; Isa. 30:8

	<p>2. Write responses to literature that:</p> <ul style="list-style-type: none"> <li>a. advance a judgment that is interpretative, analytical, evaluative or reflective;</li> <li>b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;</li> <li>c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;</li> <li>d. identify and assess the impact of possible ambiguities, nuances and complexities within text;</li> <li>e. anticipate and answer a reader's questions, counterclaims or</li> </ul>	Developed	Weeks 15-19, 23-24	HO, S, AI, D, GR, IW	Read and respond to literary text through responses to analytical questions; share responses (all class); write analytical essays	Written homework responses collected and assessed; essays assessed with rubric	We must evaluate the truth of all other communication by the Bible, since it alone is absolute truth. II Corinthians 6: 1-7
--	---	-----------	--------------------------	-------------------------	---	--	---



	divergent interpretations; and f. provide a sense of closure to the writing.						
	3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that: a. report, organize and convey information accurately; b. use formatting techniques that make a document user-friendly; and c. anticipate readers' problems, mistakes and misunderstandings.	Developed	Week 4	B, S, HO, L. IA, D	Read and discuss information on handout; search internet for appropriate college application or scholarship application; brainstorm; draft response to prompt	Rubric	Many kinds of writing are used by God for His purposes.
	4. Write informational essays or reports, including research, that:	Developed	Weeks 7-11	HO, CL, IR, PR, D, L	Revisit research process using <i>Write for College</i> , 1997 <i>The Little Brown</i>	3x5 card exit slip; rubric	Effective writing demands careful research,

	<p>a. develop a controlling idea that conveys a perspective on the subject;</p> <p>b. create an organizing structure appropriate to purpose, audience and context;</p> <p>c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;</p> <p>d. make distinctions about the relative value and significance of specific data, facts and ideas;</p> <p>e. anticipate and address a reader's potential biases, misunderstandings and expectations;</p> <p>and</p>				<p><i>Handbook</i>, 2001  Barbara Mills and Mary Stiles,  <i>A Rookie's Guide to Research</i>, 2009  www.  Infohio.org</p>	<p>documentation, and wise expression.  Ecclesiastes 12: 9-12</p>
--	---	--	--	--	--	---

	f. provide a sense of closure to the writing.						
	5. Write persuasive compositions that: a. articulate a clear position; b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).	Developed	Weeks 26-27	S, IA, HO, PR, R	Use <i>Write for College</i> , 1997 <i>The Little Brown Handbook</i> , 2001 Barbara Mills and Mary Stiles, <i>A Rookie's Guide to Research</i> , 2009; select topic and find supporting evidence; review essay format; draft essay; peer review	Rubric	Writing that follows God's plan makes use of numerous techniques. (Stephen's defense in Acts 7)
	6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	Developed	Weeks 3; 29-30	SW, HO	Prompt; "Eight Ways to Write a Poem" Students will draft journal response; students will compose poetry	Read and assess	

<b>Writing Conventions: Spelling</b>	1. Use correct spelling conventions.	Reinforced	Year-long and week 28	HO, PP, IA, W/S	Review homonyms; use style manual to respond to worksheet	Test	Writing should be clear and legible. Habakkuk 2:2
<b>Writing Conventions: Punctuation and Capitalization</b>	2. Use correct capitalization and punctuation	Reinforced	Year-long and week 12	HO, PP, IA, W/S	Review mechanics (Condensed Comma Rules); use style manual to respond to worksheet	Test	
<b>Writing Conventions: Grammar and Usage</b>	3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	Reinforced	Year-long and week 28	HO, PP, IA, W/S	Review grammar and usage; use style manual to respond to worksheet	Test	
<b>Research</b>	1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	Developed	Weeks 7-11; 26-27	D, HO, B, TM, SP, S	Use <i>Write for College</i> , 1997 <i>The Little Brown Handbook</i> , 2001 Barbara Mills and Mary Stiles, <i>A Rookie's Guide to Research</i> , 2009	Check points during research process; rubric applied to final draft	Effective writing demands careful research, documentation, and wise expression. Ecclesiastes 12: 9-12
	2. Identify appropriate	Developed	Weeks 7-11;	D, IA, HO, TM	Internet search; compose works	Evaluate works cited page; assess	

	sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).		12; 26-27		cited page	student homework	
	3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	Developed	Weeks 7-11; 26-27	L, D, GR	Student locates and evaluates appropriate sources; use <i>Write for College</i> , 1997 <i>The Little Brown Handbook</i> , 2001 Barbara Mills and Mary Stiles, <i>A Rookie's Guide to Research</i> , 2009	Collect works cited page early in research process and re-direct as necessary; use rubric to assess final draft	
	4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.	Developed	Weeks 23-24	D, SR, TA, SP, HO, AI	Read assigned professional essays; answer (orally, written) analytical questions	Evaluate responses (oral and written) for comprehension	The use of written materials in teaching makes it possible for learners to review what has been presented in other ways, and to study it more

							deeply. Ephesians 3:3,4
	5. Integrate quotations and citations into written text to maintain a flow of ideas.	Developed	Weeks 7-11	L, S, PP	Explain and demonstrate process; use style manual	Check points during research process	
	6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgment.	Developed	Weeks 7-11	L, S, PP	Explain and demonstrate process; use style manual	Check points during research process	
	7. Use a variety of communication techniques including oral, visual, written or multimedia report to present information that supports a clear position about the topic or research	Developed	Weeks 26-27; 34-36	GW, HO, L, Q/A	Students receive instruction and expectations; students present specified information; students create brochure	Rubric	

	question and defend the credibility and validity of the information presented.						
<b>Communication Oral and Visual</b>	1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).	Developed	Week 8	GS, D	Students listen to presentation, ask questions	Assess student engagement and participation; follow-up discussion	The ability to communicate with one another and with God is part of His plan for our lives. Jeremiah 1:4-9
	2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.	Developed	Weeks 26-27	IA, TM, GR	Watch and read professional speech; discuss argument types and process	Student participation	We must evaluate the truth of all other communication by the Bible, since it alone is absolute truth. II Timothy 3:16, 17
	3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.	Developed	Week 8	GS, D	Students listen to presentation, ask questions	Follow-up discussion	

	4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.	Developed	Week 16	RA, SP	Evaluate word choice in published text	Assess student comments and responses	
	5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	Developed	Weeks 36; 38	P, HO	Prepare presentations; present presentations	Rubric	
	6. Adjust volume, tempo, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	Developed	Weeks 36; 38	P, HO	Prepare presentations; present presentations	Rubric	God will enable us to speak as we submit ourselves to Him. Isaiah 50:4
	7. Vary language choices as appropriate to the context of the speech.	Developed	Weeks 36; 38	P, HO	Prepare presentations; present presentations	Rubric	



	<p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> <li>a. present a clear and distinctive perspective on the subject;</li> <li>b. present events or ideas in a logical sequence;</li> <li>c. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>e. use appropriate visual materials</li> </ul>	Developed	Weeks 36; 38	P, HO	Prepare presentations; present presentations	Rubric	<p>God will guide even in the choice of words and the organization of what we say, as we permit Him to do so. Jeremiah 1:9</p>
--	--	-----------	-----------------	-------	---	--------	--

	(e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and f. draw from and cite multiple sources, including both primary and secondary sources, and consider the validity and reliability of sources.						
	9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	Developed	Weeks 36; 38	P, HO	Prepare presentations; present presentations	Rubric	
	10. Deliver persuasive presentations that: a. establish and develop a logical and controlled argument; b. include	Developed	Week 27	S, IA, M	Culminating activity; students reformat persuasive essay as an oral presentation	Rubric	Speech has great potential for good or evil. Proverbs 18:21

	<p>relevant evidence, differentiating between evidence and opinion, to support position and to address counter-arguments or listener biases;</p> <p>c. use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic;</p> <p>d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</p> <p>e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or</p>						
--	--	--	--	--	--	--	--

	analogies).						
--	-------------	--	--	--	--	--	--

**Post-Secondary Option  
English 101  
Course Syllabus 2009-2010**

English 101 is a college-level composition class. The outcomes, textbooks, and expectations of the course are set by North Central State College's English Department. Grading rubrics and grading scales are determined by the college.

Course Description:

English 101 is a three credit course in writing effective, clearly organized themes. Emphasis on sophisticated patterns and variations in paragraphing, planning/writing/revision techniques for complete themes and various ways to make one's writing as effective as possible. Most students must take the English Placement Evaluation before registering for this course.

Course Outcomes and Biblical Integration:

Students should be able to:

<b>Outcome</b>	<b>Biblical Integration (rationale)</b>
1. Read expository essays critically and analytically	The ability to communicate with one another and with God is part of His plan for our lives. Genesis 2:20-24 (Adam and Eve communicated) We must evaluate the truth of all other communication by the Bible, since it alone is absolute truth. Deuteronomy 18:9-14
2. Paraphrase ideas from readings and incorporate quotations correctly.	
3. Implement an appropriate structure for each essay.	Writing effectively demands wise expression. Ecclesiastes 12:9-12
4. Develop each essay with specific, concrete detail.	Writing that follows God's plan makes use of numerous techniques. Jeremiah 2:32-36 (the use of contrast as one technique)
5. Better comprehend the organization and development of professional essays.	God is concerned that communication be clear and easily understood. Nehemiah 8:8
6. Write essays according to the English Department's ENG 101 writing standards.	
7. Reflect more on the student's writing process.	
8. Create, revise, and edit a supervised, in-class essay which meets the English Department writing standards.	Writing effectively demands wise expression. Ecclesiastes 12:9-12

It is the overall objective of MCS's English Department that students are exemplary communicators of the written word. This includes proficiently applying the appropriate mode of discourse, audience considerations, as well as writing that is targeted for a specific purpose. MCS students should be drafting, revising, and editing their writing, as well as critically evaluating the writing of others.

**Post-Secondary Option  
English 114  
Course Syllabus 2009-2010**

English 114 is a college-level composition and literature class. The outcomes, textbooks, and expectations of the course are set by North Central State College's English Department. Grading rubrics and grading scales are determined by the college.

Course Description:

This course involves the reading of selected examples of various literary genres, including poetry, short stories, novels, and drama. Representative works are chosen to effectively demonstrate the qualities of a literary work. The course places an emphasis on interpretive, analytical, and critical writing in response to literature.

Course Outcomes and Biblical Integration:

Students should be able to:

<b>Outcome</b>	<b>Biblical Integration (rationale)</b>
1. Define literature	The Bible has molded much of thinking and literature of man; therefore we cannot understand much of literature without Bible knowledge. (Oratorios of Elijah, Jesus)
2. Explain the guidelines that can be used to evaluate literature.	The teachings of the Bible furnish the criteria by which we must judge the truth and wholesomeness of other writings.
3. Define and explain the various literary genres including poetry, short stories, novels, and drama.	The Bible, in its use of many styles and types of writing, provides patterns for modern writers. (Ex: Psalms and poetry; Matthew and parables/narrative)
4. Read, react to, judge, analyze, interpret, and critique the various literary genres	The teachings of the bible furnish the criteria by which we must judge the truth and wholesomeness of other writing. Knowledge of non-Christian literature may be used by God in His service. Daniel 1:4,17
5. Write three to four multi-paragraph essays which respond to literature and which meet or exceed the English Department Writing Standards.	
6. Relate a given literary work to the broader context of the human condition, the world at large, and the student's personal life.	Man's writings reflect his inner thoughts and desires; therefore we study literature to understand people. Proverbs 18:4, Matthew 15:18-20
7. Write a short research report on an author's life and works, and include a short summary of an academic article on the author's life or works.	

It is the overall objective of MCS's English Department that students understand and interpret literature with proficiency and within the context of a Christian world view. Students need to understand nuances, interpret underlying meanings, and express their findings both in written and oral form.

**Post-Secondary Option  
English 201  
Course Syllabus 2009-2010**

English 201 is a college-level research and literature study class. The outcomes, textbooks, and expectations of the course are set by North Central State College's English Department. Grading rubrics and grading scales are determined by the college.

**Course Description:**

This course is a research course combined with the study of literature. The literature in the course will include at least two of the following: fiction, poetry, drama, film. The course may have a theme which focuses students' research into some aspect of literature. Possible themes include literature in a technological society; the major work of a specific author; literary periods such as British Romantic or American Realism; or comparative studies such as literature and film. The course includes guidelines for reading, analyzing and evaluating literature, instruction in research techniques, and one or more research essays

**Course Outcomes and Biblical Integration:**

Students should be able to:

<b>Outcome</b>	<b>Biblical Integration (rationale)</b>
1. Explain how literature can be an effective means of experiencing the human condition.	Man's writings reflect his inner thoughts and desires; therefore we study literature to understand people. Proverbs 18:4, Matthew 15:18-20
2. Write more than one analytical essay of a literary work or works.	
3. Write a comprehensive research paper in MLA format which addresses a theme related to literature and/or culture.	Effective writing demands careful research, documentation, and wise expression.
4. Use proper research techniques including choosing and narrowing a topic, conducting a library search, taking and organizing notes, and writing the paper.	

It is the overall objective of MCS's English Department that students navigate through the research process with the understanding that this is a necessary skill for interpreting the world around them. Students need to develop further their interpretive and analytical skills in order to facilitate their abilities to promote the Christian worldview and to influence the world with the Christian message of hope.



# **LANGUAGE ARTS SCOPE & SEQUENCE**

**I-Introduced D-Developed R-Reinforced**

	Early Ed	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>A. Reading and Literacy</b>														
1. Introduce and expand concepts of phonemic relationships	I	I	D	D	R	-	-	-	-	-	-	-	-	-
2. Use word recognition strategies to decode and comprehend text		I	I D	D	R	D R	D R	D R	D R	D R	D	D	R	R
3. Build a sight vocabulary that helps students read quickly and accurately with comprehension		I	D	D	R	R	R	R	R	R	-	-	-	-
4. Develop, use, and expand vocabulary	I	I	I	D	D	D	D R	D R	D R	D R	R	D	R	D R
5. Use dictionary to confirm spelling and find definitions		I	I	D	D	D	D R	D R	D R	D R	R	R	R	R
6. Use a Bible dictionary to expand and clarify meaning of a biblical text.		I	I	D	D	D	D R	D R	D R	D R	R	R	R	R
7. Use a Bible concordance to expand and clarify meaning of a biblical text		I	I	D	D	D	D R	D R	D R	D R	R	R	R	R
8. Develop oral reading with fluency and expression		I	I	D	D R	R	D R	D R	D R	D R	R	R	R	R
9. Self-monitor, self-correct, and self-evaluate during silent and oral reading experiences		I	I D	D	D R	R	R	R	R	R	R	D	R	R
10. Use reading strategies: predict, hypothesize, infer, compare/contrast, summarize, interpret, etc.	I	I	D	D	D	R	D R	D R	D R	D R	D	D	R	R
11. Recall facts and details of a biblical text	I	I	D	D	D	D	D	D	D	D	D	D	R	R
12. Interpret meaning of a Scripture passage	I	I	I	D	D	D	D	D	D	D	D	D	R	R
13. Locate information in Scripture					I	D	D	D	D	D	D	D	D	R
14. Monitor comprehension by skimming and scanning to fit purpose					I	D R	D R	D R	D R	D R	R	D	D	R D
15. Use grade-level questioning to construct meaning	I	I	D	D	D	R	R	R	R	R	D	D	R	D
16. use grade-level questioning						R	R	R	R	R	R	R	R	R

to construct meaning of a biblical text	I	I	D	D	D	D	D	D	D	D	D	D	D	D
17. Use text features to locate information		I	D	D	D	D	R D	R D	R D	R D	R	D	R	R
18. Analyze informational text				I	I	D	D	D	D	R D	R D	R D	R D	R D
19. Identify story elements: plot, setting, characters, point of view, etc.		I	I	D	D	R D	R D	R D	R D	R D	R	R	R	R
20. Explore, recognize, and identify a variety of structures, styles, and genres in literature						I	D	D	D	D	D	D	R D	R D
21. Use organizational strategies: graphic organizers, Venn diagrams, webs, etc.			I	D	D	R	D R	D R	D R	D R	R	D	R	R
22. Understand literary and figurative language						I	D	D	D	D	R	D	R	R
23. Read grade-appropriate text to expand fluency		I	D	D	D	R	D R	D R	D R	D R	R	D	R	R
<b>B. Writing</b>														
1. Introduce and develop the writing process: prewriting, drafting, revising, editing, and publication					I	D	D	D	D	D	R	D	R	R
2. Use prewriting strategies: organizational tools, brainstorming, etc.		I	D	D	D R	R	D R	D R	D R	D R	R	D	R	R
3. Develop a purpose and audience for writing			I	D	D	R	D R	D R	D R	R	D	D	R	D
4. Recognize and develop awareness of sentence structure.	I	I	I	D	D	D	D R	D R	D R	D R	D	I	R	D
5. Compose writing that is cohesive and has a clear sense of direction							D R	D R	D R	D R	D	D	R	D
6. Vary sentence structure				I	I	I	D R	D R	D R	D R	D	D	R	D
7. Use revision and editing strategies to improve the overall organization, clarity, and consistency of ideas within paragraphs and logic and effectiveness of word choices.				I	I D	D	D R	D R	D R	D R	D	D	R	D

8. Apply tools to judge the quality of writing.			I	I	D	D	D	D	D	D	D	D	R	R
9. Prepare writing for publication that follows an appropriate format and uses electronic resources.				I	D	D	D	D	D	D	R	D	R	D
10. Compose writings that convey a clear message using narrative and reflective strategies.						I	D	R	D	R	R	D	R	R
11. Write grade-level appropriate responses to literature.			I	I	I	D	D	D	D	D	R	D	R	D
12. Write grade-level appropriate responses to a Scriptural passage					I	D	D	D	D	D	D	D	D	R
13. Produce letters and functional documents that meet grade appropriate standards			I	I	D	R	R	R	R	R	R	D	R	R
14. Produce informational essays and reports that organize and convey information.					I	D	D	D	D	D	D	D	R	D
15. Write persuasive pieces that have a clear position and other appropriate elements								I	D	D	D	D	R	D
16. Print legibly	I	I	D	D	D	R	-	-	-	-	-	-	-	-
17. Spell grade-appropriate words			I	D	D	D	D	D	D	D	-	-	-	-
18. Use conventions of punctuation and capitalization in written work.		I	I	D	D	R	D	R	D	D	R	D	R	R
19. Use grammatical structures to effectively communicate ideas in writing.			I	I	D	D	D	R	D	D	D	I	R	R
<b>C. Research</b>														
1. Generate developmentally appropriate questions for inquiry and investigation.	I	I	I	I	D	D	D	D	D	D	D	D	R	D
2. Compile, organize, and evaluate information to summarize findings.				I	I	I	D	R	D	D	D	D	R	D
3. Use various Bible tools														

(Bible dictionary, concordance, etc.) to research a biblical topic		I	I	D	D	D	D	D	D	D	D	D	D	R
4. Organize information and evaluate sources.				I	I	I	D	D	D	D	D	D	R	R
5. Acknowledge quoted and paraphrased information and document sources using style guides.									I	D	D	D	R	D
6. Communicate findings orally, visually and in writing or through multimedia.	I	I	I	I	D	D	D	D	D	D	D	D	R	D
<b>D. Communication (Oral &amp; Visual)</b>														
1. Use effective listening strategies to gain information and enhance comprehension	I	I	D	D	D	D					R	D	R	D
2. Respond, analyze and evaluate techniques used by speakers and media.					I	I	D	D	D	D	R	D	R	D
3. Vary language and delivery choices appropriate to audience and purpose in order to communicate ideas				I	D I	R	D R	D R	D R	D R	D	D	R	D
4. Use appropriate speaking techniques and organizational structure to convey information.			I	I	I D	D	D	D	D	D	D	D	R	R
5. Use appropriate speaking techniques and organizational structure to convey information about a biblical theme or topic								I	D	D	D	D	R	R
5. Provide persuasive presentations that use varied speaking techniques and strategies and include a clear controlling idea or thesis								I	D	D	R	D	R	R
6. Give presentations using a variety of delivery methods.				I	I	D	D	D	D	D	R	D	R	R