



Language Arts Language Curriculum Guide

Revised 5/16/24

Overall Philosophy:

A Christian seeks to shape all phases of communication to the service and glory of God. Jesus told us in Matthew 28:19-20, "Go and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, and teaching them to obey everything I have commanded you." Being able to effectively use the tools of language to communicate the Gospel of Jesus Christ is our primary goal. We listen and read in order to learn God's message of salvation, and we speak and write in order to tell others of God's plan of salvation.

Language Philosophy:

Star of Bethlehem's philosophy of teaching language connects directly to our faith. God reveals himself to us through the use of language. We go to our Lord in prayer, praise, and song again through the use of language. As with all subjects, we teach language in connection with God's Word. Language also is unique in the fact that it is the method in which God reveals himself to us and also gives us access to him through prayer and in praise.

The effective use of language is also extremely relevant to the life of a student in this world. A firm grasp of language benefits daily life. It is needed in the workplace. With this in mind, we weave the use and practice of language throughout the curriculum. To achieve success in language skills, students practice these skills daily.

Great is the LORD and most worthy of praise; his greatness no one can fathom.

One generation commends your works to another - they tell of your mighty acts.

They speak of the glorious splendor of your majesty - and I will meditate on your wonderful works.

They tell of the power of your awesome works - and I will proclaim your great deeds.

They celebrate your abundant goodness and joyfully sing of your righteousness.

Psalm 145: 3-7

Kindergarten Objectives:

Standard 1: The students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The students will:

K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Produce and expand complete sentences in shared language activities.

Standard 2: The students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The students will:

K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize the first word in a sentence and the pronoun *I*.
- B. Recognize and name end punctuation.
- C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Standard 3: The students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

K.3- (Begins in grade 2)

Standard 4: The students will determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

The students will:

K.4 a- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

K.4 b- With guidance and support from an adult the students will:

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring inflections and affixes (e.g., - ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

Standard 5: The students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

The students will:

K.5.a- With guidance and support from adults, explore word relationships and nuances in word meanings.

- A. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- B. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

1.5.b Independently the students will...

- A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- B. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Standard 6: The students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the

college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

The students will:

K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

1st Grade Objectives:

Standard 1: The students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The students will:

1.1.a - With guidance and support from adults :

- A. Use common, proper, and possessive nouns.
- B. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- C. Use pronouns (e.g., I, me, my; they, them, their).
- D. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- E. Use frequently occurring adjectives.
- F. Use frequently occurring conjunctions (and, but, or,).
- G. Use articles (a, an, the).
- H. Use frequently occurring prepositions (e.g., during, beyond, toward).
- I. Use subject and predicate as the who and what of the sentence.
- J. Correctly use frequently confused words (e.g., to, too, two)

1.1.b Independently the students will:

- A. Print all upper- and lowercase letters.
- B. Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences.
- C. Know 5 parts that make a complete sentence: capital letters, subject, predicate, end punctuation, makes sense.

Standard 2: The students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The students will:

1.2 - Independently the students will...

- A. Capitalize dates and names of people.
- B. Use end punctuation for sentences.
- C. Use commas in dates and to separate single words in a series.
- D. Use conventional spelling for first 25 No Excuse high frequency words.
- E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Standard 3: The students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

(Begins in grade 2)

Standard 4: The students will determine or clarify the meaning of unknown and multiple-meaning words and phrases, based on grade 1 reading and content, choosing flexibly from an array of strategies: by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

The students will:

1.4 - With guidance and support from adults :

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring inflections and affixes (e.g., - ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- C. Use sentence-level context as a clue to the meaning of a word or phrase.
- D. Use frequently occurring affixes as a clue to the meaning of a word.
- E. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- F. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Standard 5: The students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

The students will:

1.5.a - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- A. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- B. Understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

1.5.b - Independently the students will:

- A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Standard 6: The students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

The students will:

1.6 - The students will use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

2nd Grade Objectives

Standard 1: The students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The students will:

2.1.a- With guidance and support from an adult, the student will:

- A. Identify subject and predicate of the sentence.
- B. Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- C. Identify common, proper, and possessive nouns.
- D. Identify personal and possessive pronouns (e.g., I, me, my; they, them, their).
- E. Identify frequently occurring adjectives.
- F. Use frequently occurring conjunctions (e.g., and, but, or).
- G. Use frequently occurring prepositions (e.g., during, beyond, toward).
- H. Use collective nouns (e.g., group).
- I. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- J. Identify adjectives and adverbs
- K. Use and distinguish difference between helping and linking verbs
- L. Correctly use frequently confused words (e.g., to, too, two, there, their)

2.1.b - Independently, the student will:

- A. Use subject and predicate as the who and what of the sentence.
- B. Use common, proper, and possessive nouns.
- C. Use singular and plural nouns with matching verbs in basic sentences. (e.g., He hops; We hop).
- D. Use personal and possessive pronouns (e.g., I, me, my; they, them, their).

- E. Use frequently occurring adjectives.
- F. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- G. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- H. Use articles (a, an, the)

Standard 2: The students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The students will:

2.2.a With guidance and support from an adult, the student will:

- A. Use commas in greetings and closings of letters.
- B. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

2.2.b - Independently students will:

- A. Capitalize holidays, product names, and geographic names.
- B. Use an apostrophe to form contractions and frequently occurring possessives.
- C. Generalize learned spelling patterns when writing words (e.g., cage→ badge; boy→ boil).
- D. Use conventional spelling for words of the first 50 “no excuse” high-frequency words.

Standard 3: The students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

The students will:

2.3.- With guidance and support from an adult, the student will:

- A. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- B. Compare formal (e.g., presenting ideas/business tone ~ no emotions) and informal (e.g., small-group discussion, casual, using emotions) uses of English.

Standard 4: The students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies: using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

The students will:

2.4.a - With guidance and support from an adult, the student will:

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- C. Use sentence-level context as a clue to the meaning of a word or phrase.
- D. Use frequently occurring affixes as a clue to the meaning of a word.
- E. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- F. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- G. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- H. Consult thesauruses, both print and digital, to find synonyms and antonyms of a word.

2.4.b - Independently students will:

- A. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- B. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

Standard 5: The students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

The students will:

2.5.a - With guidance and support from an adult, the student will:

- A. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

2.5.b - Independently the students will:

- A. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- B. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Standard 6: The students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

The students will:

2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

3rd Grade Objectives

Standard 1: The students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The students will:

3.1.a - With guidance and support from an adult, the students will...

- A. Identify common, proper, and possessive nouns
- B. Use and identify 1st, 2nd and 3rd person personal, subject and object, possessive pronouns (e.g., I, me, my; they, them, their).
- C. Use and identify adjectives and adverbs, and choose between them depending on what is to be modified.
- D. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- E. Use and identify frequently occurring conjunctions (e.g., and, but, or, so, because).
- F. Use and identify frequently occurring prepositions (e.g., during, beyond, toward).
- G. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- H. Use and distinguish between helping and linking verbs
- I. Use abstract nouns (e.g., childhood).
- J. Ensure subject-verb and pronoun-antecedent agreement.*
- K. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- M. Correctly use frequently confused words (e.g., to, too, two; there, their).*

3.1.b - Independently, the students will...

- A. Use collective nouns (e.g., group).

- B. Form and use frequently occurring regular and irregular plural nouns (e.g. feet, children, teeth, mice, and fish)
- C. Form and use the past tense of regular and irregular verbs (e.g. sat, hid, told)
- D. Use coordinating and subordinating conjunctions.
- E. Use and identify indefinite and definite articles
- F. Produce simple and compound sentences

Standard 2: The students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The students will:

3.2.a. - With guidance and support from an adult, the students will...

- A. Use commas and quotation marks in dialogue.
- B. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Consult reference materials, including dictionaries, as needed to check and correct spellings

3.2.b - Independently, the students will...

- A. Capitalize appropriate words in titles.
- B. Use commas in greetings, closings, and addresses.
- C. Use commas and quotation marks in dialogue.
- D. Form and use possessives.
- E. Use conventional spelling the first 75 no excuse high-frequency words and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries).

Standard 3: The students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

The students will:

3.3 - With guidance and support from an adult, the students will...

- A. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- B. Choose words and phrases and punctuations for effect.
- C. Choose words and phrases to convey ideas precisely.
- D. Recognize and observe differences between the conventions of spoken and written standard English.

Standard 4: The students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies: by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

The students will:

3.4.a -With guidance and support from an adult the students will...

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use the most frequently occurring inflections and affixes (e.g., - ed, -s, re-, un-, pre-, -fu -less) as a clue to the meaning of an unknown word.
- C. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)
- D. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

3.4.b - Independently the students will...

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- D. Use sentence-level context as a clue to the meaning of a word or phrase.
- E. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Standard 5: The students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

The students will:

3.5.a - With guidance and support from adults the students will...

- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- B. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- C. Explain the meaning of simple similes

3.5.b - Independently the students will...

- A. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- D. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- E. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- F. Recognize and explain the meaning of common idioms, adages, and proverbs.

Standard 6: The students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

The students will:

3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

4th Grade Objectives

Standard 1: The students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The students will:

4.1.a - With guidance and support from an adult the students will...

- A. Use and identify reflexive pronouns
- B. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- C. Use and identify adjectives and adverbs, and choose between them depending on what is to be modified.
- D. Form and use prepositional phrases.
- E. Use abstract nouns (e.g., childhood).
- F. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

4.1.b - Independently the students will...

- A. Identify common, proper, and possessive nouns
- B. Use and identify 1st, 2nd and 3rd person personal, subject and object, possessive pronouns (e.g., I, me, my; they, them, their).
- C. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- D. Use and identify articles
- E. Use and identify frequently occurring conjunctions (e.g., and, but, or, so, because)
- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- G. use and distinguish between helping and linking verbs
- H. Ensure subject-verb and pronoun-antecedent agreement

- I. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- J. Use modal auxiliaries (e.g., can, may, must) to convey various conditions
- K. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L. Correctly use frequently confused words (e.g., to, too, two; there, their).
- M. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

Standard 2: The students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The students will:

4.2.a - With guidance and support from an adult the students will...

- A. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- B. Consult reference materials, including dictionaries, as needed to check and correct spellings.
- C. Use commas and quotation marks to mark direct speech and quotations from a text.

4.2.b Independently the students will...

- A. Use correct capitalization.
- B. Use commas and quotation marks in dialogue.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, including the first 100 No Excuse high frequency words, referring to reference materials as needed.
- E. Use conventional spelling when adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Standard 3: The students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

The students will:

4.3 - With guidance and support from an adult the students will...

- A. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- B. Choose words, phrases, and punctuation for effect.
- C. Choose words and phrases to convey ideas precisely.
- D. Recognize and observe differences between the conventions of spoken and written standard English.

Standard 4: The students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies: by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

The students will:

4.4.a - With guidance and support from an adult the students will...

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- B. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- C. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4.4.b Independently the students will..

- A. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- B. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

- C. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- D. Use sentence-level context as a clue to the meaning of a word or phrase.

Standard 5: The students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

The students will:

4.5 a. With guidance and support from an adult the students will...

- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

4.5 a. Independently the students will:

- A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Standard 6: The students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

The students will:

4.6 –Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

5th Grade Objectives

Conventions of Standard English

Standard 1: The students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The students will:

- A. Form and use prepositional phrases.
- B. Use abstract nouns (e.g., childhood).
- C. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- D. Identify common, proper, and possessive nouns
- E. Use and identify 1st, 2nd and 3rd person personal, subject and object, possessive pronouns (e.g., I, me, my; they, them, their).
- F. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- G. Use and identify articles
- H. Use and identify frequently occurring conjunctions (e.g., and, but, or, so, because)
- I. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- J. Use and distinguish between helping and linking verbs
- K. Ensure subject-verb and pronoun-antecedent agreement
- L. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- M. Use modal auxiliaries (e.g., can, may, must) to convey various conditions
- N. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- O. Correctly use frequently confused words (e.g., to, too, two; there, their).

- P. Use and identify adjectives and adverbs, and choose between them depending on what is to be modified.

Standard 2: The students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

The students will:

- A. Use correct grade-level capitalization.
- B. Use commas and quotation marks in dialogue.
- C. Spell grade-appropriate words correctly, including the first 100 No Excuse high frequency words, referring to reference materials as needed.
- D. Use conventional spelling when adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- E. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- F. Consult reference materials, including dictionaries, as needed to check and correct spellings.

Standard 3: The students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

The students will:

- A. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- B. Choose words, phrases, and punctuation for effect.
- C. Choose words and phrases to convey ideas precisely.
- D. Recognize and observe differences between the conventions of spoken and written standard English.
- E. Vary sentence patterns for meaning.

Standard 4: The students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies: by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

The students will:

- A. Identify new meanings for familiar words and apply them accurately.
- B. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- C. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- E. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- F. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- G. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- H. Use sentence-level context as a clue to the meaning of a word or phrase.

Standard 5: The students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

The students will:

- A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- B. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- C. Recognize and explain the meaning of common idioms, adages, and proverbs.

- D. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Standard 6: The students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

The students will:

5.6 –Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

6th Grade Objectives

Conventions of Standard English

Standard 6.1: Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Students will ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Students will use intensive pronouns (e.g., myself, ourselves).
- C. Students will recognize and correct inappropriate shifts in pronoun number and person.*
- D. Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
- E. Students will recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

Standard 6.2: Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
- B. Students will spell correctly.

Knowledge of Language

Standard 6.3: Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. They will vary sentence patterns for meaning, reader/ listener interest, and style; and maintain consistency in style and tone.*

Vocabulary Acquisition and Use

Standard 6.4: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- A. Students will use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Students will use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- C. Students will consult general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Students will verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Standard 6.5: Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Students will interpret figures of speech (e.g., personification)
- B. Students will use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- C. Students will distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Standard 6.6: Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*denotes those that may need attention in grades 7 & 8

Please reference the 6th Grade Star Speaking and Listening Curriculum Guide for specific objectives in the area of speaking and listening being met in the 6th grade language arts writing curriculum.

7th Grade Objectives

Conventions of Standard English

Standard 7.1: Students will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Students will explain the function of phrases and clauses in general and their function in specific sentences.
- B. Students will choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Students will place phrases and clauses within a sentence, recognizing and correcting misplaced modifiers.

Standard 7.2: Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Students will use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- B. Students will spell correctly.

Knowledge of Language

Standard 7.3: Students will use knowledge of language and its conventions when writing, speaking, reading, or listening. They will choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

Standard 7.4: Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- A. Students will use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Students will use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- C. Students will consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Students will verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Standard 7.5: Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Students will interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Students will use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Students will distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

Standard 7.6: Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Please reference the 7th Grade Star Speaking and Listening Curriculum Guide for specific objectives in the area of speaking and listening being met in the 7th grade language arts writing curriculum.

8th Grade Objectives

Conventions of Standard English

Standard 8.1: The student will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. The student will explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. The student will form and use verbs in the active and passive voice.
- C. The student will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. The student will recognize and correct inappropriate shifts in verb voice and mood.

Standard 8.2: The student will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. The student will use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- B. The student will use ellipsis to indicate omission.
- C. The student will spell correctly.

Knowledge of Language

Standard 8.3: The student will use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. The student will use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- B. The student will develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Vocabulary Acquisition and Use

Standard 8.4: The student will determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- A. The student will use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. The student will use common, grade-appropriate Greek or Latin affixes and roots as clues to determine the meaning of a word (e.g., precede, recede secede).
- C. The student will consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. The student will verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Standard 8.5: The student will demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

- A. The student will interpret figures of speech (e.g., verbal irony, puns) in context.
- B. The student will use the relationship between particular words to better understand each of the words.
- C. The student will distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Standard 8.6: The student will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Standard 8.7: The student will participate as a knowledgeable, reflective, creative, and critical member of a variety of literary communities.

Please reference the 8th Grade Star Speaking and Listening Curriculum Guide for specific objectives in the area of speaking and listening being met in the 8th grade language arts curriculum.