

Diocese of Marquette Catholic Schools

Third Grade Language Arts Curriculum



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Diocese of Marquette Catholic Schools
Language Arts Curriculum
Third Grade

Religion as the Center of our Curriculum

Religion is not just one subject within the curriculum, but the key to its unity and integration.

God is Love. It is our students' encounter and friendship with Jesus Christ in our schools, nurtured and strengthened within the Church, that transforms them to lead new lives characterized by all that is good, true and beautiful. We must come to know Jesus and choose to follow him through our actions in order to develop habits that help us live lives of Christian love and witness in relationship to God and others. This is a process we learn through practice.

The Development of Character Through the Practice of Virtue

To assist our students to lead lives rooted in Christian love we work to develop their habits of virtue.

Therefore, in addition to evaluating success in each subject area, we also assess a set of standards to evaluate growth and development of the child both as a student and a person growing in virtue. These are called "Successful Learning Behaviors" and these categories also apply well to virtuous habits of life in general. The definitions below clearly lay out what qualities each teacher is looking for in our students. These behaviors are rated as follows: (4) consistently, (3) frequently, (2) sometimes, and (1) seldom or never.

1. **Respectful:** Treats classmates, teachers and adults with respect and courtesy
2. **Responsible:** Follows directions, obeys rules, and can be relied upon by peers and adults
3. **Engaged:** Displays an active and enthusiastic pursuit of learning the material in and out of class
4. **Expressive:** Communicates his/her own ideas and emotions honestly and appropriately with others
5. **Attentive:** Listens carefully to classmates and adults; observant of transitions between activities
6. **Organized:** Uses time wisely; uses materials and space with care; observant of expectations and deadlines
7. **Diligent:** Works carefully and thoroughly in class and on written work (homework, projects, tests, etc.)

In addition to fostering these academic and classroom virtues, all of our schools offer virtue programs to further assist our students in practicing spiritual as well as moral virtues that target growth in their relationship with Christ and their neighbor.

The Academic Framework of our Foundations Document

The four basic parts of our academic curriculum as defined within our foundations document:

1. Ordered basic knowledge
2. Basic skills or tools of learning
3. The development of the student's personal aspirations derived from inspiration and reflection upon the ideals of the good, true and beautiful found within the curriculum and subject, content taught.
4. The principle of correlation between subjects.

The Three Developmental Stages

The three developmental stages of our curriculum as found in our foundations document are the following:

- The Foundations Stage (Pre-Kindergarten through third grade): Learning the foundational content and skills.
- The Grammar Stage (fourth through sixth grade): Learning the structure of the knowledge presented and the relationships between the subjects taught.
- The beginnings of the Adolescence Stage (sixth through eighth grade): Helping students answer the “how” and the “why” questions while developing habits of the mind.

The Overall Goals of our Language Arts Curriculum are for Students to Read Well, Speak Well, Write Well, and Think Well.

The following principles are embedded in our approach to Language Arts:

- We develop the moral imagination of our students when we choose to read classic children’s literature.
- We choose classic children’s literature and poetry for its clarity regarding truth, goodness and beauty.
- We habituate the student to apprehend truth, goodness, and beauty in order to better facilitate their friendship with Jesus, who is all Truth, Goodness, and Beauty.
- We form in our students a love for reading and the ability to read closely.
- We master grammar because it is essential to correct language usage; this includes facility with diagramming, which creates the additional benefit of facility in analysis and synthesis.
- We emphasize word roots in order to learn vocabulary.
- We require consistent memorization in order to train the mind.
- We schedule frequent recitations and public speaking opportunities.
- We teach our students to write well through the traditional, proven method of imitation.
- We study Latin to strengthen the students’ mastery of the English language.
- We teach beginning logic skills in the middle school.

Literature

Diocese of Marquette Third Grade Core Classroom Book List

In the third grade, teachers will teach at least four books from our core classroom list per year. In some genres, the lists are organized by grade bands third through fifth grades and sixth through eighth grades, which allows teachers more flexibility to teach the books they choose for their grade levels. Communication between teachers on which books are taught will prevent overlaps.

GRADE 3 - Fairy Tales, Myths, Fables:

- Norse Myths
- *D’Aulaire’s Book of Norse Myths* by Ingri and Edgar d’Aulaire
- *Myths of the Norseman* by Roger Lancelyn Green
- *Norse Myths* by Kevin Crossley-Holland
- *Adventure of Nils* by Selma Lagerlof
- *Fairy Tales* by Oscar Wilde
- *The Selfish Giant*
- *The Happy Prince*
- *Tales of Arabian Nights* by Padric Colum

GRADES 3-8 - Shakespeare:

- *Tales of Shakespeare* by Lamb or Packer
- *Shakespeare for Kids* by Colleen Aagesen, (teacher text)

- *Starting with Shakespeare Successfully*
- *Introducing Shakespeare to Children*
- *Shakespeare in the Classroom* by Albert Cullum
- *Children's Shakespeare* by Nesbit
- *Shakespeare can be fun*
- *Other materials to expose students to Shakespeare*

GRADES 3-5 - Classic Works of Literature:

- *Trumpet of the Swan*
- *Charlotte's Web*
- *Wind in The Willows*
- *Hatchet*
- *The Indian in the Cupboard*
- *The Prince and the Pauper*
- *Tuck Everlasting*
- *Call of the Wild*
- *Bridge to Terabithia*
- *Esperanza Rising*
- *Secret Garden*
- *Little Prince*
- *Mrs. Frisby and the Rats of Nimh*
- *Door in the Wall*
- *Little House in the Big Woods*
- *Anne of Green Gables*

GRADES 3-5 - Catholic:

- *Tale of Three Trees* by Angela Elwell Hunt
- Bible Stories, aiming to teach the narrative of the Old and New Testament
- Saint biographies, if possible, tied to the period of history you are studying for the unit or year
- Books of the Bible

GRADES 3-5 – Social Studies:

- *Sadako and the Thousand Paper Canes*
- *Henry's Freedom Box*
- *Ruby Bridges through My Eyes*
- *Daniel Boone* by Daugherty
- *Abraham Lincoln*
- *George Washington and Columbus* by D'Aulaire
- *Paddle to the Sea*
- *Otto of the Silver Hand*
- *George Washington's World* by Foster
- *Abraham Lincoln's World* by Foster

GRADES 3-5 – Math/Science:

- *Pyramid* by Macaulay
- Other Macaulay titles
- *Famous Mathematicians* by Stonaker
- *Galen and Gateway to Medicine* by Bendick

- *Science Verse* by Scieszka
- *Scientist and Mathematician Biographies*
- Any Henri Fabre books
- *Sir Cumference* books
- Seymour Simon books
- *Adventures of Penrose the Mathematical Cat*
- *The Number Devil, A Mathematical Adventure*

Methods and Teaching of Books/Stories

- The method used to teach these books and stories may vary. Read aloud is a valid means to expose the children to any of these books.
- The specific selections chosen from the list are ultimately the decision of the teacher based on each child's learning level.
- The reading of fables, folktales, or myths from diverse cultures develops the moral imagination of our students. Therefore, besides enjoying the story we encourage you take the time to discuss and determine the truths or morals learned.
- Identify examples of noble characteristics in stories of virtuous heroes and heroines.
- Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
- Recognize literary characters possessing virtue and discuss how these virtuous behaviors, values, and attitudes contribute to the happiness and richness of the character and those around them.

Literary Analysis

Reading well not only means reading *efficiently*; it also means reading *insightfully*. The study of language and stories is therefore an introduction to basic human questions. Students should learn how to question a story and be questioned by it. With the selected literature, students can be made to consider the worthiness of a character's choices, the consequences of their actions, and the importance of the truths learned in the selection.

Students can be asked to consider whether a story or a character is fair or just, whether it is beautiful, and why. This is why we place an importance on literary analysis. Examples of literary analysis follow.

There are many other ways to accomplish literary analysis, but all methods should lead to the students and the teachers reflecting on the higher values of (goodness, truth and beauty), the virtues, and spiritual components within the piece of literature.

See Philippians 4:8, "Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence and if there is anything worthy of praise, think about these things."

Questions for Literary Analysis

All of the following questions are applicable to any literary work. Begin discussions with a retelling of the story. Then go on to cover these questions, unless they have already been answered. Some of the questions may have been answered implicitly in the retelling of the story, but the answers need to be made explicit.

- What is the setting of the story? How do changes in scene relate to the action of the plot? Do certain kinds of actions go on only in certain kinds of scenes?

- Who are the major characters in this work? How do they relate to one another? What are the conflicts in the story? What changes take place in the major characters over the course of the story? Are these changes for the better? What are the incidents that precipitate the changes that take place?
- Who are the minor characters? What is their function in the work?
- What are the important values in the work? Does good triumph over evil? With whom are you intended to identify in the story? How can you tell? What does this tell you about the values of the author? Does this work embody Catholic Attitudes? Is this an optimistic or pessimistic work? In what sense?
- Are the characters well drawn, that is, do they seem real? Is their personality consistent with their behavior? Would such a person do this kind of thing?
- Are the events that follow one another believable? Would this actually happen after the event? Is coincidence employed to further the plot, or does the plot make use of a natural sequence of events?
- Is there a true view of reality present in the work? That is, is the evil presented as evil and the good as good? Or do you find yourself sympathizing with a character who is objectively bad? In that case evil has been presented as good, or the sinner has been presented as loveable. When the values of the work are true, do they flow from the actions and conversations of the characters, or does the author have to tell you what to think in his narration because you would not be able to tell from the story itself?
- Does the work as a whole seem to come from a realistic perception of the way things actually work? Is the view of life that the author portrays reasonable and balanced? Or is there too much emphasis on one aspect or another, for example, dwelling on the evilness of men without a view of the good that men can do as well? Is the work either overly optimistic or too pessimistic?
- Is the book entertaining? Even a serious book, if it is well written, will entertain. It will hold the attention of the reader and in some measure delight him, perhaps by the vividness of the descriptions, by recognition of the character or by the explanation of some difficult point.

Literary Analysis – A Second Briefer Method

- Make an estimate of the characters, which one would they like to have for a friend? Why or why not?
- Have each student explain why they would or would not recommend the piece of literature to a friend.
- Have each student pick out a paragraph describing action, rest, virtue, beauty, etc. recognizing the character words.
- Bring out the moral contained.
- Does this work embody Catholic values?

Whenever possible, apply Catholic values and teachings in evaluation of literary themes and plots.

Third Grade Required Book List to be Read at Home

To continue to enhance the reading experience of our students, we have created a required home reading list. All third grade students will read four of the required books listed below outside of class by the end of the academic year. The third grade books are:

- *The Moffats* by Eleanor Estes
- *Betsy and Billy* by Caroline Haywood
- *Farmer Boy* by Laura Ingalls Wilder
- *Homer Price* by Robert McCloskey
- *The Lion, The Witch and The Wardrobe* by C.S. Lewis
- *A Bear Called Paddington* by Michael Bond
- *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien
- *The Wizard of Oz* by Frank Baum
- *The Reluctant Dragon* by Kenneth Grahame
- Any life of a Saint

Non-Fiction

1. Distinguish fact from fiction or opinion.
2. Identify the introduction in a multi-paragraph nonfiction text and locate the main idea of the whole text in that introduction.
3. Identify the topic sentence and the gist of each paragraph.
4. Identify how the nonfiction text is organized (e.g., chronological, problem-solution, topical organization).

Poetry (enjoyment, memorization and recitation).

Poetry is first to be enjoyed and appreciated. We should let the students hear, contemplate and experience the beauty of the images the poet creates. The poem should be treated as a form of vision and a window into truth, beauty and goodness. Also, the study and recitation of poetry is used to cultivate memory and the skills that go along with recitation.

Enjoy with your class all of the poems at your grade level and memorize six to eight poems per year. Memorization may be a mix of choral and individual memorization.

Use our explanation entitled "Quick tips for teaching poetry in your classical curriculum" in the *Teacher's Reference* section to help get you started.

Third Grade Poetry List - (page numbers are listed on the right, which correspond to page numbers in student poetry books).

- *A Child's Thought of God* by Elizabeth Barnett Browning 97
- *A Sea-Song from the Shore* by James Whitcomb Riley 99
- *Casey at the Bat* by Ernest Lawrence Thayer 101
- *Christmas Bells* by Henry Wadsworth Longfellow 105
- *Godfrey Gordon Gustavus Gore* by William Brighty Rands 107
- *Man of the House* by Katherine Tynan 109
- *Sailor, Come Ashore* by Christina Georgina Rossetti 111
- *October's Party* by George Cooper 113
- *Old Ironsides* by Oliver Wendell Holmes Sr. 115
- *The Children's Hour* by Robert Louis Stevenson 117
- *The Elf and the Dormouse* by Oliver Herford 119

- *The Flag Goes* by Henry Halcomb Bennett 121
- *The Moon's the North Wind's Cooky* by Vachel Lindsay 123
- *The Tide Rises, The Tide Falls* by Henry Wadsworth Longfellow 125
- *The Village Blacksmith* by Henry Wadsworth Longfellow 127
- *What Do We Plant?* by Henry Abbey 129

Correlation

Wherever possible, the study of literature and composition will be correlated to the study of History, Religion, Science, Art, Music etc. This is accomplished through the development of units of study which correlate different subjects as much as possible through unifying themes throughout the unit.

Composition

All of our schools are expected to utilize the traditional classical method of teaching composition following the principle of **imitation**.

Most of our schools are currently implementing the Institute for Excellence in Writing (IEW) composition program entitled *Teaching Writing: Structure and Style* and therefore our description of this program follows.

The units described below cover the major aspects of composition learning goals in grades third through eighth for all schools.

Other acceptable composition programs we have approved which follow the principle of imitation include, *Writing with Ease* by Susan Wise Bauer, and *Writing and Rhetoric* published by Classical Academic Press. Any school interested in having a writing program added to this list should consult with the superintendent.

Teaching Writing: Structure and Style presents a powerful method of teaching writing. The program works by providing clear and interesting models for students to follow. With a pre-selected text, the learner is free to concentrate on selecting keywords to create a usable outline. With a workable outline, the actual writing flows almost effortlessly, allowing students to then focus on the more difficult process of “dressing up” or adding style to the piece. When taught in a sequential, incremental way, writing can indeed become enjoyable.

While the bold and underlined topics describe all of the major units of *Teaching Writing: Structure and Style* which are consistent in grades third through eighth, each grade level will determine which units they will cover with mastery and which units will only be introduced. Also, the subject matter materials used to teach this composition program will be aligned to the developmental levels and abilities of the students.

Note Taking and Outlines

Students will:

1. Choose and record keywords, which will help them to remember a complete idea using a basic outline format.
2. Communicate the main ideas from a source using their own keyword outlines.
3. Choose selections, read them, create keyword outlines independently, and verbally retell the basic ideas to another person using only their outline.

Summarizing from Notes

Students will:

1. Write summaries from short stories or articles by using only their own keyword outlines.
2. Begin learning the writing and rewriting process with selected texts.
3. Begin using the syllabus in style, starting with “dress ups”.
 - a. Basic “Dress ups” include:
 1. -ly adverb
 2. Who – which clause
 3. Strong verb
 4. Quality adjective
 5. Because clause
 6. www.asia clause
4. Become independent in the process of:
 - a. Choosing a source in making a keyword outline.
 - b. Summarizing from their own notes (without copying from the source).
 - c. Dressing up their final summaries and rewriting a final draft.

Summarizing Narrative Stories

Students will:

1. Identify the story sequence in a narrative story.
2. Make outlines based on the Story Sequence Chart below.
3. Summarize stories from outlines and internalize the components of a well-constructed story.
4. Know that each paragraph has a purpose.
5. Know the five elements of a story (Plot, Character, Conflict, Theme & Setting)

Story Sequence Chart

1. **Who- When- Where**
 - a. Who is in the story?
 - b. What are they like?
 - c. When does it happen (image feeling)
 - d. Where do they live or go?
2. **What, problem?**
 - a. What do they need or want?
 - b. What do they think?
 - c. What do they say and do?
3. **Climax, Resolution**
 - a. How is the problem/ need resolved?
 - b. What happens after?
 - c. What is learned? Message, Moral, Epilogue

Summarizing a Reference

Students will:

1. Learn to use the classroom library and ultimately the main library, find reading material on a topic, take notes, and write a summary.
2. Learn the topic sentence and paragraph clincher.
3. Use one reference, take outline notes on the reference, and write a summary from the outline.
4. Document the reference and report what they found and where they found it.

Writing from Pictures

Students will:

1. Write three- summaries or one paragraph stories from a series of three pictures.
2. Use the topic/clincher relationship, with final clinchers reflecting the key words of the last paragraph's topic sentence and of the title.
3. Exercise imagination and creativity. The pictures themselves say little. All details, setting characterization, motives, and effects must be developed.
4. Write stories from one or two pictures.

Library Research Reports

Students will:

1. Extending the work of summarizing a reference above in unit four, use two, three, or more references taking outline notes on a specific topic from each reference.
2. Fuse outlines and write a summary from the fused outline.
3. Document their references orally or in writing on what they found and where they found it.

Creative Writing with Structure

Students will:

1. Learn a structure to use when writing about virtually anything, including their personal experiences.
2. Compose an introduction and the conclusion in a composition.

Essay Writing

Students will:

1. Learn the structure for formal essays.
2. Properly use an introduction and conclusion in a paragraph.

Formal Critiques

Students will:

1. Learn a solid structure for book reports, reviews, and critiques.
2. Develop a "critique vocabulary", which aids in literary analysis.

Paragraph

A well-developed paragraph includes the following:

1. Topic sentence
2. Supporting sentences
3. Unity
4. Coherence
5. Concluding sentence
6. Proper punctuation, usage and grammar

See composition checklists in teacher reference section for an easy and difficult example.

Grammar, Usage, and Mechanics

Grammar is the study and mastery of words and sentences and their relationships through analysis. This analysis in your grammar instruction should take place, orally, visually, through diagramming and applied to excellent literature.

1. Teach and review sentences, and how words are organized into sentences to express our thoughts, ideas, and opinions.

2. Teach and review the Eight Parts of Speech. The eight parts of speech are classes of words with the same kind of meaning and use. They are:
 - a. Nouns
 - b. Verbs
 - c. Adjectives
 - d. Adverbs
 - e. Prepositions
 - f. Pronouns
 - g. Conjunctions
 - h. Interjections
3. Teach and review the Four Kinds of Sentences:
 - a. Declarative Sentence - *Makes a statement*
 - b. Interrogative Sentence - *Asks a question*
 - c. Imperative Sentence - *Gives a command*
 - d. Exclamatory Sentence - *Expresses strong feeling*
4. Teach and review the Principal Elements. Subject and Predicate – the parts of the sentence that are needed for the sentence to be completed. Teach that a sentence needs these two essential parts – subject and predicate – or it is not a sentence, *no matter how many words it contains*.
5. Introduce, teach, and review Helping Verbs, teaching that helping verbs (or auxiliary verbs) such as *is* and *was* help another verb express its meaning. A helping verb stands near the verb. They are auxiliaries. Am, is, are, was, were, be, being, been, have, has, had, do, did, does, may, might, must, should, would, could, shall, will, can, are helping verbs. In *The spider is weaving the thread*, the verb *is* is the helping verb. It works together with *weaving* as one unit. Together, they are a simple predicate because they explain what the sentence tells about the spider.
6. Introduce, teach, and review Adverbs. Teach students to identify an adverb – a part of speech that answers the questions: where, when and how the action takes place. Adverbs modify verbs or other adverbs, and can also modify adjectives.
7. Introduce, teach, and review Adjectives. Teach students to identify an adjective – a part of speech that modifies a noun or pronoun. Adjectives answer the questions: How many? Whose? Which one? or What kind?
8. Introduce, teach, and review Direct Objects. The direct object directly receives the action of the verb. Direct Objects tell what the subject is acting upon. (e.g.: In the sentence “*Lucy likes spiders.*” the word *spiders* is what Lucy likes. *Spiders* is the object of Lucy’s liking, so *spiders* is the direct object.) It’s a noun or pronoun after a transitive verb, it answers the question what or whom after the verb.
9. Introduce, teach, and review Pronouns. A pronoun is a part of speech used in place of a noun or of more than one noun.
10. Introduce, teach, and review Subject Pronouns. Subject Pronouns are in the nominative case. Examples of subject pronouns: *I, You, It, She, He, We, You, They*. In the sentence “*They all laughed.*” *They* is the subject pronoun.
11. Introduce, teach, and review Object Pronouns. Object Pronouns are in the objective case. Examples of Object Pronouns: *Me, You, Him, Her, It, Us, Them*. An object pronoun is a personal pronoun that is used in place of a direct object (or object of the preposition). Students should memorize the Object Pronouns and be able to distinguish them from the Subject Pronouns above.
12. Review Pronouns and teach subject/verb agreement. If the pronoun is singular then the verb must be singular, if the pronoun is plural, then the verb must be plural.
13. Introduce, teach, and review Prepositional Phrases. Prepositional phrases are a group of words including a preposition, an object of the preposition, and any words that modify that object. All these words together behave as a singular part of speech, either an adverb or an adjective.
14. Introduce, teach, and review Adverbial Prepositional Phrases.

15. Introduce, teach, and review Introductory Prepositional Phrases. Students will learn that Introductory Prepositional Phrases are an adverbial prepositional phrase that is located at the beginning of a sentence and modifies the verb.
16. Introduce, teach, and review Simple Conjunctions and Compound Subjects. Conjunctions are a part of speech that joins words phrases or clauses. Conjunctions indicate the relationship between the elements that they join. Compound subjects are two or more subjects that are joined with a conjunction and that together function as a single subject in the sentence.
17. Introduce, teach, and review Compound Verbs. Compound Verbs are two or more verbs that are joined with a conjunction and that together function as a single verb for a single subject.
18. Introduce, teach, and review Compound Direct Objects. Compound Direct Objects are two or more direct objects that are joined with a conjunction and that together function as a single direct object for a transitive verb.
19. Teach and review Punctuation: Periods, Question Marks, Commas, Apostrophes, Quotation Marks, and Exclamation Marks.

Diagramming Sentences

Diagramming sentences is an essential analysis skill to prove mastery and understanding of language.

Introduce Diagramming Topics

I=Introduce

Grade **3**

Diagramming:

- Principal Elements I
- Predicates I
- Possessives I
- Modifiers - Adjectives I
- Article Adjectives I
- Modifiers - Adverbs I
- Predicate Verbs I
- Helping Verbs I
- Direct Objects I
- Subject Pronouns I
- Object Pronouns I
- Prepositional Phrases I
- Adverbial Prepositional Phrase I
- Introductory Prepositional Phrase I
- Compound Sentence Elements I
- Conjunctions I
- Compound Subject I
- Compound Verb I
- Compound Direct Object I

Capitalization

These capitalization rules should be first taught in second grade, and used as a reminder for students up until eighth grade:

- Proper Nouns
- First Word of a Sentence
- The Pronoun I
- First Word in a Line of Poetry
- Titles
- Outlines
- Direct Quotations
- People's Titles
- Family Words
- School Subjects
- Areas of the Country
- Religions
- Bible
- Deity
- Greeting and Closing of a Letter

Vocabulary

Know what homophones are (for example, by, buy; hole, whole) and teach correct usage of homophones that commonly cause problems:

1. **Teach:**
 - a. their, there, they're
 - b. your, you're
 - c. its, it's
 - d. here, hear
 - e. to, too, two

2. **Know what prefixes and suffixes are and how the following affect word meaning:**
 - a. Prefixes:
 - i. *re* meaning "again" (as in reuse, refill)
 - ii. *un* meaning "not" (as in unfriendly, unpleasant)
 - iii. *dis* meaning "not" (as in dishonest, disobey)
 - iv. *un* meaning "opposite of" or "reversing an action" (as in untie, unlock)
 - v. *dis* meaning "opposite of" or "reversing an action" (as in disappear, dismount)
 - b. Suffixes:
 - i. *er* and *or* (as in singer, painter, actor)
 - ii. *less* (as in careless, hopeless)
 - iii. *ly* (as in quickly, calmly)

3. **Recognize common abbreviations.** (for example, St., Rd., Mr., Mrs., Ms., Dr., U.S.A., ft., in., lb.)

Spelling

GRADES 3, 4 & 5 – Spelling:

Use a defined program. Spell words correctly, and use a dictionary to check and correct spellings about which he or she is uncertain.

Handwriting

Teach the proper way to write upper-case and lower-case cursive letters, and use of them in words and sentences including leaving appropriate spaces between words.

Latin

GRADES 3 & 4 – Latin:

The study of Latin complements the study of History, Religion, and English grammar, vocabulary and critical thinking.

The goal of building our Latin program over several years in each school is to finish Third Form Latin. This will ensure that not only do our students get the vocabulary and grammar benefit but they also get the critical thinking skills that come with frequent translation practice.

The suggested sequence is:

- 2nd Grade - *Prima Latina*: (This is not required but recommended as it goes through the parts of speech as well as teaching the children basic prayers in Latin like the Sanctus, the Table Blessing, etc.)
- 3rd Grade - Do ½ of *Latina Christiana*: four days a week.
- 4th Grade - Do ½ of *Latina Christiana*: four days a week. If there is time, introduce *First Form Latin* in 4th grade.
- 5th Grade - *First Form Latin*: five days a week.
- 6th Grade - First half *Second Form Latin*: four days a week.
- 7th Grade - Second Half of *Second Form Latin*: four days a week.
- 8th Grade: *Third Form Latin*: five days a week.

GRADES 3 & 4 - Latina Christiana:

Topics Covered:

- 1st Conjugation
- 1st Conjugation Present Tense
- 1st Declension
- 1st Decl. endings, Case names
- 1st Decl., Case Functions
- **Sum** Present Tense
- 2nd Decl., Sing.
- Verb Agreement
- 2nd Decl., Pl. Verb Agreement
- 2nd Decl., **Um** Nouns
- 2nd Decl., Neuter Endings
- Singular Adjectives
- Pl. Adjectives, Predicate Adjectives
- **Sum** Imperfect tense
- **Sum** Future tense
- **Sum** Present system, Pred. Nouns
- Imperfect Tense Endings
- 1st Conj., Imperfect Tense
- Future Tense Endings

- 1st Conj., Future Tense
- 1st Conj., Present System
- 2nd Conj., Present Tense
- 2nd Conj., Imperfect Tense
- 2nd Conj., Future Tense
- 2nd Conj., Present System
- 1st & 2nd Conj., Pres. System

Public Speaking

- Frequent opportunities for recitations of memorized poems and other pieces. (See our weekly recitation list for third grade).
- Participate civilly and productively in group discussions.
- Give speeches to the class that are well-organized and well-supported with good presentation skills.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances.

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Diocese of Marquette Catholic Schools

Fourth Grade Language Arts Curriculum



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Diocese of Marquette Catholic Schools
Language Arts Curriculum
Fourth Grade

Religion as the Center of our Curriculum

Religion is not just one subject within the curriculum, but the key to its unity and integration.

God is Love. It is our students' encounter and friendship with Jesus Christ in our schools, nurtured and strengthened within the Church, that transforms them to lead new lives characterized by all that is good, true and beautiful. We must come to know Jesus and choose to follow him through our actions in order to develop habits that help us live lives of Christian love and witness in relationship to God and others. This is a process we learn through practice.

The Development of Character Through the Practice of Virtue

To assist our students to lead lives rooted in Christian love we work to develop their habits of virtue.

Therefore, in addition to evaluating success in each subject area, we also assess a set of standards to evaluate growth and development of the child both as a student and a person growing in virtue. These are called "Successful Learning Behaviors" and these categories also apply well to virtuous habits of life in general. The definitions below clearly lay out what qualities each teacher is looking for in our students. These behaviors are rated as follows: (4) consistently, (3) frequently, (2) sometimes, and (1) seldom or never.

1. **Respectful:** Treats classmates, teachers and adults with respect and courtesy
2. **Responsible:** Follows directions, obeys rules, and can be relied upon by peers and adults
3. **Engaged:** Displays an active and enthusiastic pursuit of learning the material in and out of class
4. **Expressive:** Communicates his/her own ideas and emotions honestly and appropriately with others
5. **Attentive:** Listens carefully to classmates and adults; observant of transitions between activities
6. **Organized:** Uses time wisely; uses materials and space with care; observant of expectations and deadlines
7. **Diligent:** Works carefully and thoroughly in class and on written work (homework, projects, tests, etc.)

In addition to fostering these academic and classroom virtues, all of our schools offer virtue programs to further assist our students in practicing spiritual as well as moral virtues that target growth in their relationship with Christ and their neighbor.

The Academic Framework of our Foundations Document

The four basic parts of our academic curriculum as defined within our foundations document:

1. Ordered basic knowledge
2. Basic skills or tools of learning
3. The development of the student's personal aspirations derived from inspiration and reflection upon the ideals of the good, true and beautiful found within the curriculum and subject, content taught.
4. The principle of correlation between subjects.

The Three Developmental Stages

The three developmental stages of our curriculum as found in our foundations document are the following:

- The Foundations Stage (Pre-Kindergarten through third grade): Learning the foundational content and skills.

- The Grammar Stage (fourth through sixth grade): Learning the structure of the knowledge presented and the relationships between the subjects taught.
- The beginnings of the Adolescence Stage (sixth through eighth grade): Helping students answer the “how” and the “why” questions while developing habits of the mind.

The Overall Goals of our Language Arts Curriculum are for Students to Read Well, Speak Well, Write Well, and Think Well.

The following principles are embedded in our approach to Language Arts:

- We develop the moral imagination of our students when we choose to read classic children’s literature.
- We choose classic children’s literature and poetry for its clarity regarding truth, goodness and beauty.
- We habituate the student to apprehend truth, goodness, and beauty in order to better facilitate their friendship with Jesus, who is all Truth, Goodness, and Beauty.
- We form in our students a love for reading and the ability to read closely.
- We master grammar because it is essential to correct language usage; this includes facility with diagramming, which creates the additional benefit of facility in analysis and synthesis.
- We emphasize word roots in order to learn vocabulary.
- We require consistent memorization in order to train the mind.
- We schedule frequent recitations and public speaking opportunities.
- We teach our students to write well through the traditional, proven method of imitation.
- We study Latin to strengthen the students’ mastery of the English language.
- We teach beginning logic skills in the middle school.

Literature

Diocese of Marquette Fourth Grade Core Classroom Book List

In the fourth grade level, teachers will teach at least four books from our core classroom list per year. In some genres, the lists are organized by grade bands third through fifth grades and sixth through eighth grades, allowing teachers more flexibility to teach the books they choose for their grade levels.

GRADE 4 - Fairy Tales, Myths, Fables:

- *Blue Fairy Tale Book* by Memoria Press (book and study)
- *Phantom Tollbooth* by Norton Juster
- *The Wonder Clock* by Howard Pyle

GRADES 3-8 - Shakespeare:

- *Tales of Shakespeare* by Lamb or Packer
- *Shakespeare for kids* by Colleen Aagesen (teacher text)
- Starting with Shakespeare Successfully
- Introducing Shakespeare to Children
- *Shakespeare in the Classroom* by Albert Cullum
- *Children’s Shakespeare* by Nesbit
- Shakespeare can be fun
- Other materials to expose students to Shakespeare

GRADES 3-5 - Classic Works of Literature:

- *Bridge to Terabithia*

- *Esperanza Rising*
- *Secret Garden*
- *Little Prince*
- *Mrs. Frisby and the Rats of Nimh*
- *Door in the Wall*
- *Little House in the Big Woods*
- *Anne of Green Gables*
- *Trumpet of the Swan*
- *Charlotte's Web*
- *Wind in The Willows*
- *Hatchet*
- *The Indian in the Cupboard*
- *The Prince and the Pauper*
- *Tuck Everlasting*
- *Call of the Wild*

GRADES 3-5 – Catholic:

- *Tale of Three Trees* by Angela Elwell Hunt
- Bible Stories, aiming to teach the narrative of the Old and New Testament
- Saint biographies, if possible, tied to the period of history you are studying for the unit or year.
- Books of the Bible

GRADES 3-5 – Social Studies:

- *Sadako and the Thousand Paper Canes*
- *Henry's Freedom Box*
- *Ruby Bridges through My Eyes*
- *Daniel Boone by Daugherty*
- Abraham Lincoln
- *George Washington and Columbus* by D'Aulaire
- *Paddle to the Sea*
- *Otto of the Silver Hand*
- *George Washington's World* by Foster
- *Abraham Lincoln's World* by Foster

GRADES 3-5 – Math/Science:

- *Pyramid* by Macaulay
- Other Macaulay titles
- *Famous Mathematicians* by Stonaker
- *Galen and Gateway to Medicine* by Bendick
- *Science Verse* by Scieszka
- Scientist and Mathematician Biographies
- Any Henri Fabre books
- Sir Cumference books
- Seymour Simon books
- *Adventures of Penrose the Mathematical Cat*
- *The Number Devil, a Mathematical Adventure*

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Methods and Teaching of Books/Stories

- The method used to teach these books and stories may vary. Read aloud is a valid means to expose the children to any of these books.
- The specific selections chosen from the list are ultimately the decision of the teacher based on each child's learning level.
- The reading of fables, folktales, or myths from diverse cultures develops the moral imagination of our students. Therefore, besides enjoying the story we encourage you take the time to discuss and determine the truths or morals learned.
- Identify examples of noble characteristics in stories of virtuous heroes and heroines.
- Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
- Recognize literary characters possessing virtue and discuss how these virtuous behaviors, values, and attitudes contribute to the happiness and richness of the character and those around them.

Literary Analysis

Reading well not only means reading *efficiently*; it also means reading *insightfully*. The study of language and stories is therefore an introduction to basic human questions. Students should learn how to question a story and be questioned by it. With the selected literature, students can be made to consider the worthiness of a character's choices, the consequences of their actions, and the importance of the truths learned in the selection.

Students can be asked to consider whether a story or a character is fair or just, whether it is beautiful, and why. This is why we place an importance on literary analysis. Examples of literary analysis follow. There are many other ways to accomplish literary analysis, but all methods should lead to the students and the teachers reflecting on the higher values of (goodness, truth and beauty) and the virtues and spiritual components within the piece of literature.

See Philippians 4:8, "Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence and if there is anything worthy of praise, think about these things."

Questions for Literary Analysis

All of the following questions are applicable to any literary work. Begin any such discussion with a retelling of the story. Then go on to cover these questions, unless they have already been answered. Some of the questions may have been answered implicitly in the retelling of the story, but the answers need to be made explicit.

- What is the setting of the story? How do changes in scene relate to the action of the plot? Do certain kinds of actions go on only in certain kinds of scenes?
- Who are the major characters in this work? How do they relate to one another? What are the conflicts in the story? What changes take place in the major characters over the course of the story? Are these changes for the better? What are the incidents that precipitate the changes that take place?
- Who are the minor characters? What is their function in the work?
- What are the important values in the work? Does good triumph over evil? With whom are you intended to identify in the story? How can you tell? What does this tell you about the values of the author? Does this work embody Catholic Attitudes? Is this an optimistic or pessimistic work? In what sense?
- Are the characters well drawn, that is, do they seem real? Is their personality consistent with their behavior? Would such a person do this kind of thing?
- Are the events that follow one another believable? Would this actually happen after that? Is coincidence employed to further the plot, or does the plot make use of a natural sequence of events?
- Is there a true view of reality present in the work? That is, is the evil presented as evil and the good as good? Or do you find yourself sympathizing with a character who is objectively bad? In that case evil has been presented as good, or the sinner has been presented as loveable. When the values of the work are true, do they flow from the actions and conversations of the characters, or does the author have to tell you what to think in his narration because you would not be able to tell from the story itself?
- Does the work as a whole seem to come from a realistic perception of the way things actually work? Is the view of life that the author portrays reasonable and balanced? Or is there too much emphasis on one aspect or another, for example, dwelling on the evilness of men without a view of the good that men can do as well? Is the work either overly optimistic or too pessimistic?
- Is the book entertaining? Even a serious book, if it is well written, will entertain. It will hold the attention of the reader and in some measure delight him, perhaps by the vividness of the descriptions, by recognition of the character or by the explanation of some difficult point.

Literary Analysis – A Second Briefer Method

- Make an estimate of the characters, which one would they like to have for a friend? Why or why not?
- Have each student explain why he would or would not recommend the piece of literature to a friend.
- Have each student pick out a paragraph describing action, rest, virtue, beauty, etc. recognizing the character words.
- Bring out the moral contained
- Does this work embody Catholic values?

Whenever possible, apply Catholic values and teachings in evaluation of literary themes and plots.

Fourth Grade Required Book List to be Read at Home

To continue to enhance the reading experience of our students, we have created a required home reading list. All fourth grade students will read four of the required books listed below outside of class by the end of the academic year. The fourth grade books are:

- *The Black Stallion* by Walter Farley
- *Book of Three* by Lloyd Alexander
- *Caddie Woodlawn* by Carol R. Brink
- *The Cricket in Times Square* by George Seldon
- *Redwall* by Brian Jacques (Series)
- *Robin Hood* by Howard Pyle
- *Silver Chair* by C.S. Lewis
- *Snow Treasure* by Marie McSwigan
- *Mr. Revere and I* by Robert Lawson
- Any life of a Saint

Non-Fiction

1. Distinguish between expository texts and persuasive texts.
2. Explain the author’s purpose in a piece of analytical or persuasive writing, using evidence from the text.
3. Identify the claim or argument made in a multi-paragraph persuasive text and explain how each paragraph supports the claim.
4. Identify the connectives between paragraphs and the logical relationships they indicate.
5. Identify the organizational structures (e.g., order of importance, time and space; cause-and-effect; comparison-contrast) in expository or persuasive texts.

Poetry (enjoyment, memorization and recitation).

Poetry is first to be enjoyed and appreciated, and we should let the students hear, contemplate and experience the beauty of the images the poet creates. The poem should be treated as a form of vision and a window into truth, beauty and goodness. Also, the study and recitation of poetry is used to cultivate memory and the skills that go along with recitation.

Enjoy with your class all of the poems at your grade level and memorize six to eight poems per year. Memorization may be a mix of choral and individual memorization.

Use our explanation entitled “Quick tips for teaching poetry in your classical curriculum” to help get you started.

Fourth Grade Poetry List - (page numbers are listed on right, which correspond to page numbers in student poetry books).

- *America for Me* by Henry Van Dyke 1
- *Captain Kidd* by Rosemary and Stephen Vincent Benét 3
- *Christmas Everywhere* by Phillips Brooks 5
- *Columbus* by Joaquin Miller 7
- *Four Things* by Henry Van Dyke . 9
- *Hernando De Soto* by Rosemary and Stephen Vincent Benét 11
- *Hiawatha’s Childhood* by Henry Wadsworth Longfellow 13
- *Requiem* by Robert Louis Stevenson 17
- *The Bells* by Edgar Allan Poe 19

- *The Fool's Prayer* by Edward Rowland Sill 23
- *The Rainbow* by Christina Rossetti 25

Correlation

Wherever possible, the study of literature and composition will be correlated to the study of History, Religion, Science, Art, Music etc. This is accomplished through the development of units of study which correlate different subjects as much as possible through unifying themes throughout the unit.

Composition

All of our schools are expected to utilize the traditional classical method of teaching composition following the principle of **imitation**.

Most of our schools are currently implementing the Institute for Excellence in Writing (IEW) composition program entitled *Teaching Writing: Structure and Style* and therefore our description of this program follows.

The units described below cover the major aspects of our composition learning goals in grades third through eighth for all schools.

Other acceptable composition programs we have approved which follow the principle of imitation include, *Writing with Ease* by Susan Wise Bauer, and *Writing and Rhetoric* published by Classical Academic Press. Any school interested in having a writing program added to this list should consult with the superintendent.

Teaching Writing: Structure and Style presents a powerful method of teaching writing. The program works by providing clear and interesting models for students to follow. With a pre-selected text, the learner is free to concentrate on selecting keywords to create a usable outline. With a workable outline, the actual writing flows almost effortlessly, allowing students to then focus on the more difficult process of “dressing up” or adding style to the piece. When taught in a sequential, incremental way, writing can indeed become enjoyable.

While the bold and underlined topics describe all of the major units of Teaching Writing: Structure and Style which are consistent through third through eighth grade, each grade level will determine which units they will cover with mastery and which units will only be introduced or reviewed. Also, the subject matter materials used to teach this composition program will be aligned to the developmental levels and abilities of the students.

Note Taking and Outlines

Students will:

1. Choose and record keywords, which will help them to remember a complete idea using a basic outline format.
2. Communicate the main ideas from a source using their own keyword outlines.
3. Choose selections, read them, create keyword outlines independently, and verbally retell the basic ideas to another person using only their outline.

Summarizing from Notes

Students will:

1. Write summaries from short stories or articles by using only their own keyword outlines.
2. Begin learning the writing and rewriting process with selected texts.
3. Begin using the syllabus in style, starting with “dress ups”.
 - a. Basic “Dress ups” include:
 - i. –ly adverb
 - ii. Who – which clause
 - iii. Strong verb
 - iv. Quality adjective
 - v. Because clause
 - vi. www.asia clause
4. Become independent in the process of:
 - a. Choosing a source in making a keyword outline.
 - b. Summarizing from their own notes (without copying from the source)
 - c. Dressing up their final summaries and rewriting a final draft.

Summarizing Narrative Stories

Students will:

1. Identify the story sequence in a narrative story.
2. Make outlines based on the Story Sequence Chart below.
3. Summarize stories from outlines and internalize the components of a well-constructed story.
4. Know that each paragraph has a purpose.
5. Know the five elements of a story (Plot, Character, Conflict, Theme & Setting)

Story Sequence Chart

1. **Who- When- Where**
 - a. Who is in the story?
 - b. What are they like?
 - c. When does it happen (image feeling)
 - d. Where do they live or go?
2. **What, problem?**
 - a. What do they need or want?
 - b. What do they think?
 - c. What do they say and do?
3. **Climax, Resolution**
 - a. How is the problem/ need resolved?
 - b. What happens after?
 - c. What is learned? Message, Moral, Epilogue

Summarizing a Reference

Students will:

1. Learn to use the classroom library and ultimately the main library, find reading material on a topic, take notes, and write a summary.
2. Learn the topic sentence and paragraph clincher
3. Use one reference, take outline notes on the reference, and write a paragraph or summary from the outline.
4. Document the reference and report what they found and where they found it.

Writing from Pictures

Students will:

1. Write three summaries or one paragraph stories from a series of three pictures.
2. Use the topic/clincher relationship, with final clinchers reflecting the key words of the last paragraph's topic sentence and of the title.
3. Exercise imagination and creativity. The pictures themselves say little. All details, setting characterization, motives, and effects must be developed.
4. Write stories from one or two pictures.

Library Research Reports

Students will:

1. Extending the work of summarizing a reference above, use two, three, or more references taking outline notes on a specific topic from each reference.
2. Fuse outlines and write a summary from the fused outline.
3. Document their references orally or in writing on what they found and where they found it.

Creative Writing with Structure

Students will:

1. Learn a structure to use when writing about virtually anything, including their personal experiences.
2. Compose an introduction and conclusion in a paragraph composition.

Essay Writing

Students will:

1. Learn the structure for formal essays.
2. Properly use an introduction and conclusion in a one to three paragraph composition.

Formal Critiques

Students will:

1. Learn a solid structure for book reports, reviews, and critiques.
2. Develop a "critique vocabulary", which aids in literary analysis.

Paragraph

A well-developed paragraph includes the following:

1. Topic sentence
2. Supporting sentences
3. Unity
4. Coherence
5. Concluding sentence
6. Proper punctuation, usage and grammar

See composition checklists in teacher reference section for an easy and difficult example.

Grammar, Usage, and Mechanics

Grammar is the study and mastery of words and sentences and their relationships through analysis. This analysis in your grammar instruction should take place, orally, visually, through diagramming and applied to excellent literature. Whenever the words "**teach and review**" only are used, this means this topic was taught in grade three.

1. Teach and review the Eight Parts of Speech. The eight parts of speech are classes of words with the same kind of meaning and use. They are the following:
 - a. Nouns
 - b. Verbs
 - c. Adjectives
 - d. Adverbs
 - e. Prepositions
 - f. Pronouns
 - g. Conjunctions
 - h. Interjections
2. Teach and review the Four Kinds of Sentences:
 - a. Declarative Sentence - *Makes a statement*
 - b. Interrogative Sentence - *Asks a question*
 - c. Imperative Sentence - *Gives a command*
 - d. Exclamatory Sentence - *Expresses strong feeling*
3. Teach and review the Principal Elements: Subject and predicate are the parts of the sentence that are needed for the sentence to be complete.
4. Teach and review Adverbs, showing where adverbs and verbs (including helping verbs) are in sentences. Remind students to identify adverbs – words describing where, when and how the action takes place. Adverbs modify verbs or other adverbs, and can also modify adjectives.
5. Teach and review Adjectives: Teach students to identify an adjective – a word that modifies a noun or pronoun.
6. Teach and review Direct Objects, reminding students that the direct object directly receives the action of the verb. (e.g.: In the sentence “*Lucy likes spiders.*” The word *spiders* is what Lucy likes. *Spiders* is the object of Lucy’s liking, so *spiders* is the direct object.)
7. Introduce, teach, and review Predicate Nominatives. A predicate nominative and predicate adjective are the subject complements. They are complements that usually follow the linking verb in a sentence. A predicate nominative is a noun or pronoun that renames the subject.
8. Introduce, teach, and review Predicate Adjectives, explaining what they are and how they are used in sentences. They are complements that usually follow the linking verb in a sentence. A predicate adjective is an adjective that tells a quality of the subject.
9. Teach and review Predicates, identifying/writing them in sentences.
10. Introduce, teach, and review Possessive Nouns. Possessive nouns show ownership. They’re nouns that behave like adjectives. They modify other nouns. They use an apostrophe and may use letter S.
11. Teach and review Prepositional Phrases (Adverbial).
12. Introduce, teach, and review Prepositional Phrases. (Adjectival). Prepositional phrases are a group of words including a preposition, an object of the preposition, and any words that modify that object. All these words together behave as an adjective.
13. Teach and review Subject Pronouns. Students will be able to recognize and use all Subject Pronouns in sentences.
14. Teach and review Object Pronouns. Students will be able to recognize and use all Subject Pronouns in sentences.
15. Introduce, teach, and review Possessive Pronouns. Possessive pronouns act like adjectives. Possessive Pronouns: my, your, his, her its, our, your, their.
16. Introduce, teach, and review Interrogative Pronouns. Interrogative Pronouns: Who, whose, which, what interrogative pronouns are the question pronouns. They may act as subject, object, or an adjective within a question.
17. Introduce, teach, and review the meaning of a phrase in the clause. A phrase is a group of words, behaving like one part of speech not containing a subject or a predicate. A clause is a group of words behaving like one part of speech containing a subject and a predicate.

18. Introduce, teach, and review Compound Sentences. The compound sentence has two principal clauses joined by a conjunction.
19. Introduce, teach, and review Relative Pronouns. Relative pronouns are pronouns used at the beginning of a relative clause. *Who, which, that,* are the pronouns used to connect to the principle clause. A relative clause has a subject and a predicate and modifies a noun. The relative pronouns are at the beginning of a relative clause.
20. Introduce, teach, and review Relative Clauses. A relative clause has a subject and a predicate and modifies a noun.
21. Teach and review Simple, Compound, and Complex Sentences. A simple sentence contains the principle clause which is the subject and the predicate. A compound sentence has two principal clauses joined by a conjunction: *for, and, nor, but, or, yet, and so.* A complex sentence has a principle clause joined by one or more subordinate clauses.
22. Introduce, teach, and review Interjections: an interjection is a part of speech. It is often used with an exclamation point. An interjection shows strong feeling. It's used in a sudden burst of thought.
23. Review all Punctuation from third grade: Periods, Question Marks, Commas, Apostrophes, Quotation Marks, and Exclamation Marks.

The Five Rules of Commas:

1. Commas in a series - use commas to separate items written in a series and include words, phrases, and subordinate clauses.
2. Separating adjectives - use a comma to separate two or more adjectives; use the *and-* test to see if a comma is needed.
3. Comma Conjunction- use a comma before coordinate conjunctions (for, and, nor, but, or, yet, so) in a compound sentence.
4. Non-essential elements - use commas to enclose non-essential phrases or clauses that are not essential to the sentence.
5. Inverted elements - use a comma after a phrase or a subordinate clause that is at the beginning of a sentence; must be used.

Diagramming Sentences:

Diagramming sentences is an essential analysis skill to prove mastery and understanding of language.

Introduce and Teach Diagramming Topics

I=Introduce T=Teach

Grade	3	4
--------------	----------	----------

Diagramming:

- | | | |
|-------------------------------------|---|---|
| • Principal Element | I | T |
| • Modifiers - Adjectives | I | T |
| • Modifiers - Adverbs | I | T |
| • Compound Sentences | I | T |
| • Prepositional Phrases (Adverbial) | I | T |
| • Direct Object | I | T |
| • Predicate Nominatives | I | T |
| • Predicate Adjective | I | T |
| • Relative Pronouns | I | T |
| • Interjections | I | T |
| • Complex Sentences | I | T |

- Prepositional phrases (Adjectival)

T

Capitalization

These capitalization rules should be first taught in second grade, and used as a reminder for students up until the eighth grade:

- Proper Nouns
- First Word of a Sentence
- The Pronoun I
- First Word in a Line of Poetry
- Titles
- Outlines
- Direct Quotations
- People's Titles
- Family Words
- School Subjects
- Areas of the Country
- Religions
- Bible
- Deity
- Greeting and Closing of a Letter

Vocabulary

Know what synonyms, antonyms, and homophones are:

Synonyms are words that mean almost the same thing, and antonyms are words that have the opposite meaning. Know what homophones are (for example, by, buy; hole, whole) and teach correct usage of homophones that commonly cause problems:

- 1. Review correct usage of problematic homophones:**
 - a. their, there, they're
 - b. your, you're
 - c. its, it's
 - d. here, hear
 - e. to, too, two
- 2. Know how the following prefixes and suffixes affect word meaning:**
 - a. Prefixes:
 - i. *im, in* (as in impossible, incorrect)
 - ii. *non* (as in nonfiction, nonviolent)
 - iii. *mis* (as in misbehave, misspell)
 - iv. *en* (as in enable, endanger)
 - v. *pre* (as in prehistoric, pregame)
 - b. Suffixes:
 - i. *ily, y* (as in easily, speedily, tricky)
 - ii. *ful* (as in thoughtful, wonderful)
 - iii. *able, ible* (as in washable, flexible)
 - iv. *ment* (as in agreement, amazement)

Spelling

GRADES 3, 4 & 5 – Spelling:

Use a defined program. Spell words correctly, and use a dictionary to check and correct spellings about which he or she is uncertain.

Handwriting

Write legibly in cursive, leaving spaces between words.

Latin

GRADES 3-5 – Latin

The study of Latin complements the study of History, Religion, and English grammar, vocabulary and critical thinking.

The goal of building our Latin program over several years in each school is to finish Third Form Latin. This will ensure that not only do our students get the vocabulary and grammar benefit but they also get the critical thinking skills that come with frequent translation practice.

The suggested sequence is:

- 2nd Grade - ***Prima Latina***: (This is not required but recommended as it goes through the parts of speech as well as teaching the children basic prayers in Latin like the Sanctus, the Table Blessing, etc.)
- 3rd Grade - Do ½ of ***Latina Christiana***: four days a week.
- 4th Grade - Do ½ of ***Latina Christiana***: four days a week. If there is time, introduce ***First Form Latin*** in 4th Grade.
- 5th Grade - ***First Form Latin***: five days a week.
- 6th Grade - First half ***Second Form Latin***: four days a week.
- 7th Grade - Second Half of ***Second Form Latin***: four days a week.
- 8th Grade - ***Third Form Latin***: five days a week.

GRADES 3 & 4 - *Latina Christiana*:

Topics Covered:

1. Conjunctions
 - a. 1st Conjugation
 - b. 1st Conjugation Present tense
2. Declarations
 - a. 1st Declension
 - b. 1st Decl. endings, Case names
 - c. 1st Decl., Case Functions
 - d. **Sum**, Present Tense
 - e. 2nd Decl., Sing.
 - f. Verb Agreement
 - g. 2nd Decl., Pl. Verb Agreement
 - h. 2nd Decl., **Um** Nouns
 - i. 2nd Decl., Neuter Endings

3. Adjectives
 - a. Singular Adjectives
 - b. Pl. Adjectives, Predicate Adjectives
4. Tenses
 - a. **Sum** Imperfect Tense
 - b. **Sum** Future Tense
 - c. **Sum** Present System, Pred. Nouns
 - d. Imperfect Tense Endings
 - e. 1st Conj., Imperfect tense
 - f. Future Tense Endings
 - g. 1st Conj., Future Tense
 - h. 1st Conj., Present System
 - i. 2nd Conj., Present Tense
 - j. 2nd Conj., Imperfect Tense
 - k. 2nd Conj., Future Tense
 - l. 2nd Conj., Present System
 - m. 1st & 2nd Conj., Present System

Public Speaking

- Frequent opportunities for recitations of memorized poems and other pieces. (See our weekly recitation list for 4th grade).
- Participate civilly and productively in group discussions.
- Give speeches to the class that are well-organized and well-supported with good presentation skills.

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Diocese of Marquette Catholic Schools

Fifth Grade Language Arts Curriculum



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**Diocese of Marquette Catholic Schools
Language Arts Curriculum
Fifth Grade**

Religion as the Center of our Curriculum

Religion is not just one subject within the curriculum, but the key to its unity and integration.

God is Love. It is our students' encounter and friendship with Jesus Christ in our schools, nurtured and strengthened within the Church, that transforms them to lead new lives characterized by all that is good, true and beautiful. We must come to know Jesus and choose to follow him through our actions in order to develop habits that help us live lives of Christian love and witness in relationship to God and others. This is a process we learn through practice.

The Development of Character Through the Practice of Virtue

To assist our students to lead lives rooted in Christian love we work to develop their habits of virtue.

Therefore, in addition to evaluating success in each subject area, we also assess a set of standards to evaluate growth and development of the child both as a student and a person growing in virtue. These are called "Successful Learning Behaviors" and these categories also apply well to virtuous habits of life in general. The definitions below clearly lay out what qualities each teacher is looking for in our students. These behaviors are rated as follows: (4) consistently, (3) frequently, (2) sometimes, and (1) seldom or never.

1. **Respectful:** Treats classmates, teachers and adults with respect and courtesy
2. **Responsible:** Follows directions, obeys rules, and can be relied upon by peers and adults
3. **Engaged:** Displays an active and enthusiastic pursuit of learning the material in and out of class
4. **Expressive:** Communicates his/her own ideas and emotions honestly and appropriately with others
5. **Attentive:** Listens carefully to classmates and adults; observant of transitions between activities
6. **Organized:** Uses time wisely; uses materials and space with care; observant of expectations and deadlines
7. **Diligent:** Works carefully and thoroughly in class and on written work (homework, projects, tests, etc.)

In addition to fostering these academic and classroom virtues, all of our schools offer virtue programs to further assist our students in practicing spiritual as well as moral virtues that target growth in their relationship with Christ and their neighbor.

The Academic Framework of our Foundations Document

The four basic parts of our academic curriculum as defined within our foundations document:

1. Ordered basic knowledge
2. Basic skills or tools of learning
3. The development of the student's personal aspirations derived from inspiration and reflection upon the ideals of the good, true and beautiful found within the curriculum and subject, content taught.
4. The principle of correlation between subjects.

The Three Developmental Stages

The three developmental stages of our curriculum as found in our foundations document are the following:

- The Foundations Stage (Pre-Kindergarten through third grade): Learning the foundational content and skills.
- The Grammar Stage (fourth through sixth grade): Learning the structure of the knowledge presented and the relationships between the subjects taught.
- The beginnings of the Adolescence Stage (sixth through eighth grade): Helping students answer the “how” and the “why” questions while developing habits of the mind.

The Overall Goals of our Language Arts Curriculum are for Students to Read Well, Speak Well, Write Well, and Think Well.

The following principles are embedded in our approach to Language Arts:

- We develop the moral imagination of our students when we choose to read classic children’s literature.
- We choose classic children’s literature and poetry for its clarity regarding truth, goodness and beauty.
- We habituate the student to apprehend truth, goodness, and beauty in order to better facilitate their friendship with Jesus, who is all Truth, Goodness, and Beauty.
- We form in our students a love for reading and the ability to read closely.
- We master grammar because it is essential to correct language usage; this includes facility with diagramming, which creates the additional benefit of facility in analysis and synthesis.
- We emphasize word roots in order to learn vocabulary.
- We require consistent memorization in order to train the mind.
- We schedule frequent recitations and public speaking opportunities.
- We teach our students to write well through the traditional, proven method of imitation.
- We study Latin to strengthen the students’ mastery of the English language.
- We teach beginning logic skills in the middle school.

Literature

Diocese of Marquette Fifth Grade Core Classroom Book List

In the fifth grade level, teachers will teach at least four books from our core classroom list per year. In some genres, the lists are organized by grade bands third through fifth grades and sixth through eighth grades, which allow teachers more flexibility to teach the books they choose for their grade levels.

GRADE 5 - Fairy Tales, Myths, Fables:

- *Fairy Tales* by George MacDonald
- *At the Back of the North Wind*
- *The Golden Key*
- *The Light Princess*
- *The Princess and Curdie*
- *The Bad Children’s Book of Beasts: Cautionary Tales* by Hilaire Belloc
- *Beauty and the Beast* by Gabrielle-Suzanne Barbot de Villeneuve
- *Alice in Wonderland* by Lewis Carroll

GRADES 3-8 - Shakespeare:

- *Tales of Shakespeare* by Lamb or Packer
- *Shakespeare for Kids* by Colleen Aagesen, (teacher text)
- *Starting with Shakespeare Successfully*
- Introducing Shakespeare to Children

- *Shakespeare in the Classroom* by Albert Cullum
- *Children's Shakespeare* by Nesbit
- Shakespeare can be fun
- Other materials to expose students to Shakespeare

GRADES 3-5 – Classic Works of Literature:

- *Trumpet of the Swan*
- *Charlotte's Web*
- *Wind in The Willows*
- *Hatchet*
- *The Indian in the Cupboard*
- *The Prince and the Pauper*
- *Tuck Everlasting*
- *Call of the Wild*
- *Bridge to Terabithia*
- *Esperanza Rising*
- *Secret Garden*
- *Little Prince*
- *Mrs. Frisby and the Rats of Nimh*
- *Door in the Wall*
- *Little House in the Big Woods*
- *Anne of Green Gables*

GRADES 3-5 - Catholic:

- *Tale of Three Trees* by Angela Elwell Hunt
- Bible Stories, aiming to teach the narrative of the Old and New Testament
- Saint biographies, if possible, tied to the period of history you are studying for the unit or year
- Books of the Bible

GRADES 3-5 - Social Studies:

- *Sadako and the Thousand Paper Canes*
- *Henry's Freedom Box*
- *Ruby Bridges Through My Eyes*
- *Daniel Boone* by Daugherty
- Abraham Lincoln
- *George Washington and Columbus* by D'Aulaire
- *Paddle to the Sea*
- *Otto of the Silver Hand*
- *George Washington's World* by Foster
- *Abraham Lincoln's World* by Foster

GRADES 3-5 – Math/Science:

- *Pyramid* by Macaulay
- Other Macaulay titles
- *Famous Mathematicians* by Stonaker
- *Galen and Gateway to Medicine* by Bendick
- *Science Verse* by Scieszka
- Scientist and Mathematician Biographies

- Any Henri Fabre books
- Sir Cumference books
- Seymour Simon books
- *Adventures of Penrose the Mathematical Cat*
- *The Number Devil, a Mathematical Adventure*

Methods and Teaching of Books/Stories

- The method used to teach these books and stories may vary. Read aloud is a valid means to expose the children to any of these books.
- The specific selections chosen from the list are ultimately the decision of the teacher based on each child's learning level.
- Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the lessons or morals and develop the moral imagination.

Literary Analysis

Reading well not only means reading *efficiently*; it also means reading *insightfully*. The study of language and stories is therefore an introduction to basic human questions. Students should learn how to question a story and be questioned by it. With the selected literature, students can be made to consider the worthiness of a character's choices, the consequences of their actions, and the importance of the truths learned in the selection.

Students can be asked to consider whether a story or a character is fair or just, whether it is beautiful, and why. This is why we place an importance on literary analysis. Examples of literary analysis follow. There are many other ways to accomplish literary analysis, but all methods should lead to the students and the teachers reflecting on the higher values of (goodness, truth and beauty) and the virtues and spiritual components within the piece of literature.

See Philippians 4:8, "Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence and if there is anything worthy of praise, think about these things."

Questions for Literary Analysis

All of the following questions are applicable to any literary work. Begin any such discussion with a retelling of the story. Then go on to cover these questions, unless they have already been answered. Some of the questions may have been answered implicitly in the retelling of the story, but the answers need to be made explicit.

- What is the setting of the story? How do changes in scene relate to the action of the plot? Do certain kinds of actions go on only in certain kinds of scenes?
- Who are the major characters in this work? How do they relate to one another? What are the conflicts in the story? What changes take place in the major characters over the course of the story? Are these changes for the better? What are the incidents that precipitate the changes that take place?
- Who are the minor characters? What is their function in the work?
- What are the important values in the work? Does good triumph over evil? With whom are you intended to identify in the story? How can you tell? What does this tell you about the values

of the author? Does this work embody Catholic Attitudes? Is this an optimistic or pessimistic work? In what sense?

- Are the characters well drawn, that is, do they seem real? Is their personality consistent with their behavior? Would such a person do this kind of thing?
- Are the events that follow one another believable? Would this actually happen after that? Is coincidence employed to further the plot, or does the plot make use of a natural sequence of events?
- Is there a true view of reality present in the work? That is, is the evil presented as evil and the good as good? Or do you find yourself sympathizing with a character who is objectively bad? In that case evil has been presented as good, or the sinner has been presented as loveable. When the values of the work are true, do they flow from the actions and conversations of the characters, or does the author have to tell you what to think in his narration because you would not be able to tell from the story itself?
- Does the work as a whole seem to come from a realistic perception of the way things actually work? Is the view of life that the author portrays reasonable and balanced? Or is there too much emphasis on one aspect or another, for example, dwelling on the evilness of men without a view of the good that men can do as well? Is the work either overly optimistic or too pessimistic?
- Is the book entertaining? Even a serious book, if it is well written, will entertain. It will hold the attention of the reader and in some measure delight him, perhaps by the vividness of the descriptions, by recognition of the character or by the explanation of some difficult point.

Whenever possible, apply Catholic values and teachings in evaluation of literary themes and plots.

Fifth Grade Required Book List to be Read at Home

To continue to enhance the reading experience of our students, we have created a required home reading list. All fifth grade students will read four of the required books listed below outside of class by the end of the academic year. The fifth grade books are:

- *The Twenty-One Balloons* by William BuBois
- *Anne of Green Gables* by L.M. Montgomery
- *Big Red* by Jim Kjelgaard
- *King Arthur and his Knights of the Round Table* by Roger Lancelyn
- *Mary Poppins* by P.L. Travers
- *Mysterious Benedict Society* by Trenton Lee Stewart
- *The Matchlock Gun* by Walter Edmonds
- *The Wheel on the School* by Meindert DeJong
- *Johnny Tremain* by Esther Forbes
- Any life of a Saint

Non-Fiction

1. Identify and analyze the introduction, controlling (main) idea, supporting facts, and conclusion of an expository text.

2. Identify and analyze the stated main claim, supporting premises and evidence, and conclusion of a persuasive argument.
3. Identify the type of evidence used to support a claim in a persuasive text (e.g., scientific research evidence, anecdotal evidence based on personal knowledge, or the discipline-based opinion of experts).
4. Use reasoning to determine the logic of an author’s conclusion in a persuasive text and provide evidence from the text to support reasoning.

Poetry (enjoyment, memorization and recitation).

Poetry is first to be enjoyed and appreciated, and we should let the students hear, contemplate and experience the beauty of the images the poet creates. The poem should be treated as a form of vision and a window into truth, beauty and goodness. Also, the study and recitation of poetry is used to cultivate memory and the skills that go along with recitation.

Enjoy with your class all of the poems at your grade level and memorize six to eight poems per year. Memorization can be a mix of choral and individual memorization.

Use our explanation entitled “Quick tips for teaching poetry in your classical curriculum” in the *Teacher’s Reference* section to help get you started.

Fifth Grade Poetry List - (page numbers are listed on right, which correspond to page numbers in student poetry books).

• <i>A Child’s Prayer</i> by Old English Prayer	155
• <i>Benjamin Franklin</i> by Stephen Vincent Benét	157
• <i>He Prayeth Best</i> by Samuel Taylor Coleridge	159
• <i>How They Brought the Good News from Ghent to Aix</i> by Robert Browning	161
• <i>Lewis and Clark</i> by Rosemary Benét	165
• <i>Love and the Child</i> by Frances Thompson	167
• <i>O Captain! My Captain!</i> by Walt Whitman	169
• <i>Paul Revere’s Ride</i> by Henry Wadsworth Longfellow	171
• <i>Sheridan’s Ride</i> by Thomas Buchanan Read	177
• <i>Solitude</i> by Ella Wheeler Wilcox	181
• <i>The Destruction of Sennacherib</i> by Lord Byron	183
• <i>The Spider and the Fly</i> by Mary Botham Howitt	185
• <i>The Star-Spangled Banner</i> by Francis Scott Key	187
• <i>Who Has Seen the Wind?</i> by Christina Rossetti	189

Correlation

Wherever possible, the study of literature and composition will be correlated to the study of History, Religion, Science, Art, Music etc. This is accomplished through the development of units of study which correlate different subjects as much as possible unifying themes throughout the unit.

Grammar, Usage, and Mechanics

Grammar is the study and mastery of words and sentences and their relationships through analysis. This analysis in your grammar instruction should take place, orally, visually, through diagramming and applied

to excellent literature. Whenever the words “**teach and review**” only are used, this means this topic was taught in grade three and four.

1. Teach and review the Principal Elements: Use subject and predicate – the parts of the sentence that are needed for the sentence to be completed. Remind that a sentence needs these two essential parts – subject and predicate – or it is not a sentence, *no matter how many words it contains*.
2. Teach and review the Eight Parts of Speech. The eight parts of speech are classes of words with the same kind of meaning and use.
 - a. Teach and review Eight Parts of Speech:
 - i. Nouns
 - ii. Verbs
 - iii. Adjectives
 - iv. Adverbs
 - v. Prepositions
 - vi. Pronouns
 - vii. Conjunctions
 - viii. Interjections
 - b. Teach and review Helping Verbs:
 - i. Review Helping Verbs, Adverbs and Adjectives. Remind that helping verbs (or auxiliary verbs) such as *is* and *was* help another verb express its meaning. They are placed alongside transitive, linking or intransitive verbs to form verb phrases. In *The spider is weaving the thread*, the verb *is* is the helping verb. It works together with *weaving* as one unit. Together, they are a simple predicate because they explain what the sentence tells about the spider. Remind students to identify adverbs – words describing where, when and how the action takes place. Adverbs modify verbs or other adverbs, and can also modify adjectives.
 - ii. Review Adjectives by reminding that they are words that modify nouns or pronouns. Use/write adjectives in sentences.
3. Teach and review Four Kinds of Sentences:
 - a. Declarative Sentence
 - b. Interrogative Sentence
 - c. Imperative Sentence
 - d. Exclamatory Sentence
4. Teach and review Direct Objects, reminding that the direct object directly receives the action of the verb. (e.g.: In the sentence “*Lucy likes spiders.*” The word *spiders* is what Lucy likes. *Spiders* is the object of Lucy’s liking, so *spiders* is the direct object.) Write and use direct objects in sentences.
5. Teach and review Predicate Nominative, explaining what they are and how they are used in sentences. Teach and review Predicate Adjectives, explaining what they are and how they are used in sentences.
6. Teach and review Prepositional Phrases and Phrase vs. Clause, explaining the differences.
7. Introduce, teach, and review Compound Elements and Simple Conjunctions, using in sentences.
8. Teach and review Personal Pronouns, using/writing them in sentences.
9. Introduce, teach, and review Sensory Linking Verbs.
10. Teach and review Sensory Linking Verbs.
11. Introduce, teach, and review Indirect Objects, explaining them and using them in sentences.
12. Teach and review Indirect Objects, writing and using them in sentences.
13. Teach and review Interrogative Pronouns, using and writing them in sentences.
14. Teach and review Relative Clauses and Relative Pronouns, explaining and using them.
15. Introduce, teach, and review Adverbial Elements and Explain Classes of Adverbs.
16. Introduce, teach, and review Subordinate Conjunctions and Adverbial Clauses.
17. Introduce, teach, and review Adverbial Clauses and show how they are used.

18. Introduce, teach, and review Reflexive Pronouns.
19. Introduce, teach, and review Verbals:
 - a. Introduce, teach and review Verbals - Participles.
 - b. Introduce, teach, and review Verbals - Gerunds: how they are formed and used.
 - c. Introduce, teach, and review Verbals - Infinitives: how they are used.
20. Introduce, teach, and review Active vs. Passive Voice, and how both are formed/recognized.
21. Teach and review Simple, Compound and Complex Sentences, and the differences between them.
22. Teach and review Compound-Complex Sentences and how they are formed.
23. Punctuation: Explain and Use Quotation Marks, Semi-colons, and Colons.

Diagramming Sentences

Diagramming sentences is an essential skill to prove mastery and understanding of language.

Introduce, Teach, and Review Diagramming Topics

I=INTRODUCE T=TEACH R=REVIEW

Grade	3	4	5
Diagramming:			
• Principal Element	I	T	R
• Modifiers- Adjectives	I	T	R
• Modifiers- Adverbs	I	T	R
• Compound sentences	I	T	R
• Prepositional phrases (Adverbial)	I	T	R
• Direct Object	I	T	R
• Predicate Nominatives	I	T	R
• Predicate Adjective	I	T	R
• Relative Pronouns	I	T	R
• Interjections	I	T	R
• Compound Sentences	I	T	R
• Complex Sentences	I	T	R
• Prepositional phrases (Adjectival)		T	R
• Adjectival Clause			T
• Indirect Objects			T
• Participles			T
• Gerunds			T
• Infinitive			T
• Compound –Complex Sentences			T

Capitalization

These capitalization rules should be first taught in second grade, and used as a reminder for students up until eighth grade:

- Proper Nouns
- First Word of a Sentence
- The Pronoun I
- First Word in a Line of Poetry
- Titles
- Outlines

- Direct Quotations
- People Titles
- Family Words
- School Subjects
- Areas of the Country
- Religions
- Bible
- Deity
- Greeting and Closing of a Letter

Vocabulary

Know how the following prefixes and suffixes affect word meaning:

1. Prefixes:
 - a. *anti* (as in antisocial, antibacterial) *inter* (as in interstate)
 - b. *co* (as in coeducation, co-captain) *mid* (as in midnight, Midwest)
 - c. *fore* (as in forefather, foresee) *post* (as in postseason, postwar)
 - d. *il, ir* (as in illegal, irregular) *semi* (as in semicircle, semiprecious)
2. Suffixes:
 - a. *ist* (as in artist, pianist)
 - b. *ish* (as in stylish, foolish)
 - c. *ness* (as in forgiveness, happiness)
 - d. *tion, sion* (as in relation, extension)

Spelling

GRADES 3, 4 & 5 – Spelling:

Use a defined program. Spell words correctly, and use a dictionary to check and correct spellings about which he or she is uncertain.

Latin

GRADE 5 – Latin:

The study of Latin complements the study of History, Religion, and English grammar, vocabulary and critical thinking.

The goal of building our Latin program over several years in each school is to finish *Third Form Latin*. This will ensure that not only do our students get the vocabulary and grammar benefit but they also get the critical thinking skills that come with frequent translation practice.

The suggested sequence is:

- 2nd Grade - ***Prima Latina***: (This is not required but recommended as it goes through the parts of speech as well as teaching the children basic prayers in Latin like the Sanctus, the Table Blessing, etc.)
- 3rd Grade - Do ½ of ***Latina Christiana***: four days a week.
- 4th Grade - Do ½ of ***Latina Christiana***: four days a week. If there is time, introduce ***First Form Latin*** in fourth grade.
- 5th grade - ***First Form Latin***: five days a week.

- 6th grade - First half *Second Form Latin*: four days a week.
- 7th grade - Second Half of *Second Form Latin*: four days a week.
- 8th grade - *Third Form Latin*: five days a week.

GRADE 5 - First Form Latin Workbook:

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Diocese of Marquette Catholic Schools

Sixth Grade Language Arts Curriculum



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**Diocese of Marquette Catholic Schools
Language Arts Curriculum
Sixth Grade**

Religion as the Center of our Curriculum

Religion is not just one subject within the curriculum, but the key to its unity and integration.

God is Love. It is our students' encounter and friendship with Jesus Christ in our schools, nurtured and strengthened within the Church, that transforms them to lead new lives characterized by all that is good, true and beautiful. We must come to know Jesus and choose to follow him through our actions in order to develop habits that help us live lives of Christian love and witness in relationship to God and others. This is a process we learn through practice.

The Development of Character Through the Practice of Virtue

To assist our students to lead lives rooted in Christian love we work to develop their habits of virtue.

Therefore, in addition to evaluating success in each subject area, we also assess a set of standards to evaluate growth and development of the child both as a student and a person growing in virtue. These are called "Successful Learning Behaviors" and these categories also apply well to virtuous habits of life in general. The definitions below clearly lay out what qualities each teacher is looking for in our students. These behaviors are rated as follows: (4) consistently, (3) frequently, (2) sometimes, and (1) seldom or never.

1. **Respectful:** Treats classmates, teachers and adults with respect and courtesy
2. **Responsible:** Follows directions, obeys rules, and can be relied upon by peers and adults
3. **Engaged:** Displays an active and enthusiastic pursuit of learning the material in and out of class
4. **Expressive:** Communicates his/her own ideas and emotions honestly and appropriately with others
5. **Attentive:** Listens carefully to classmates and adults; observant of transitions between activities
6. **Organized:** Uses time wisely; uses materials and space with care; observant of expectations and deadlines
7. **Diligent:** Works carefully and thoroughly in class and on written work (homework, projects, tests, etc.)

In addition to fostering these academic and classroom virtues, all of our schools offer virtue programs to further assist our students in practicing spiritual as well as moral virtues that target growth in their relationship with Christ and their neighbor.

The Academic Framework of our Foundations Document

The four basic parts of our academic curriculum as defined within our foundations document:

1. Ordered basic knowledge
2. Basic skills or tools of learning
3. The development of the student's personal aspirations derived from inspiration and reflection upon the ideals of the good, true and beautiful found within the curriculum and subject, content taught.
4. The principle of correlation between subjects.

The Three Developmental Stages

The three developmental stages of our curriculum as found in our foundations document are the following:

- The Foundations Stage (Pre-Kindergarten through third grade): Learning the foundational content and skills.
- The Grammar Stage (fourth through sixth grade): Learning the structure of the knowledge presented and the relationships between the subjects taught.
- The beginnings of the Adolescence Stage (sixth through eighth grade): Helping students answer the “how” and the “why” questions while developing habits of the mind.

The Overall Goals of our Language Arts Curriculum are for Students to Read Well, Speak Well, Write Well, and Think Well.

The following principles are embedded in our approach to Language Arts:

- We develop the moral imagination of our students when we choose to read classic children’s literature.
- We choose classic children’s literature and poetry for its clarity regarding truth, goodness and beauty.
- We habituate the student to apprehend truth, goodness, and beauty in order to better facilitate their friendship with Jesus, who is all Truth, Goodness, and Beauty.
- We form in our students a love for reading and the ability to read closely.
- We master grammar because it is essential to correct language usage; this includes facility with diagramming, which creates the additional benefit of facility in analysis and synthesis.
- We emphasize word roots in order to learn vocabulary.
- We require consistent memorization in order to train the mind.
- We schedule frequent recitations and public speaking opportunities.
- We teach our students to write well through the traditional, proven method of imitation.
- We study Latin to strengthen the students’ mastery of the English language.
- We teach beginning logic skills in the middle school.

Literature

Diocese of Marquette Sixth Grade Core Classroom Book List

In the sixth grade level, teachers will teach at least four books from our core classroom list per year. In some genres, the lists are organized by grade bands third through fifth grades and sixth through eighth grades, which allow teachers more flexibility to teach the books they choose for their grade levels.

GRADE 6 - Fairy Tales, Myths, Fables:

- *King Arthur* by Roger Lancelyn Green
- *Jungle Book, Just So Stories* by Kipling (if not exposed earlier)
- *Beowulf the Warrior* by Ian Serrallier
- *The King of the Golden River* by John Ruskin

GRADES 3-8 - Shakespeare:

- *Tales of Shakespeare* by Lamb or Packer
- *Shakespeare for Kids* by Colleen Aagesen, (teacher text)
- *Starting with Shakespeare Successfully*
- *Introducing Shakespeare to Children*
- *Shakespeare in the Classroom* by Albert Cullum

- *Children's Shakespeare* by Nesbit
- Shakespeare can be fun
- Other materials to expose students to Shakespeare

GRADES 6-8 - Classic Works of Literature:

- *Where the Red Fern Grows*
- *Roll of Thunder, Hear My Cry*
- *A Christmas Carol*
- *The Hound of the Baskervilles*
- *A Wrinkle in Time*
- *Little Women*
- *A Connecticut Yankee in King Arthur's Court*
- *Tom Sawyer*
- *Johnny Tremain*
- *Adam of the Road*
- *Trumpeter of Krakow*
- *Animal Farm*
- *The Hobbit or Lord of the Rings*
- *The Last of the Mohicans*
- *Of Mice and Men*
- *The Pearl*
- *Shadow Hawk* by Norton
- *Across Five Aprils*
- *Rifles for Watie*
- *The Cay*

GRADES 6-8 - Catholic:

- *The Winged Watchman* by Van Stockum
- *Candle Burns for France* by Thompson
- *Outlaws of Ravenhurst* by Wallace
- Books of the Bible
- Saint biographies, if possible, tied to the period of history you are studying for the unit or year.
- Bible themes across curriculum

GRADES 6-8 - Social Studies:

- *Caesars Gallic War or Lives of Famous Romans* by Coolidge
- *Augustus Caesar' World* by Foster
- *Bronze Bow* by Speare
- *An American Book of Golden Deeds* by Baldwin
- *Personal Recollections of Joan of Arc* by Mark Twain
- *Children's Homer*
- *Up From Slavery*
- *Carry on Mr. Bowditch*

GRADES 6-8 - Math/Science:

- *Archimedes and the Door to Science* by Bendick
- *Scientist and Mathematician Biographies Famous Mathematicians* by Stonaker

- *Secrets of the Universe*
- *Discovering the Universal Laws of Science* by Fleisher
- *King Solomon's Ring* by Lorenz
- *Any Henri Fabre books*

Methods and Teaching of Books/Stories

- The method used to teach these books and stories may vary. Read aloud is a valid means to expose the children to any of these books.
- The specific selections chosen from the list are ultimately the decision of the teacher based on each child's learning level.
- The reading of fables, folktales, or myths from diverse cultures develops the moral imagination of our students. Therefore, besides enjoying the story we encourage you take the time to discuss and determine the truths or morals learned.
- Identify examples of noble characteristics in stories of virtuous heroes and heroines.
- Analyze how literature assists in the ability to make judgments about what is true and what is false and to make choices based on these judgments.
- Recognize literary characters possessing virtue and discuss how these virtuous behaviors, values, and attitudes contribute to the happiness and richness of the character and those around them.

Literary Analysis

Reading well not only means reading *efficiently*; it also means reading *insightfully*. The study of language and stories is therefore an introduction to basic human questions. Students should learn how to question a story and be questioned by it. With the selected literature, students can be made to consider the worthiness of a character's choices, the consequences of their actions, and the importance of the truths learned in the selection.

Students can be asked to consider whether a story or a character is fair or just, whether it is beautiful, and why. This is why we place an importance on literary analysis. An example of literary analysis follows.

There are many other ways to accomplish literary analysis, but all methods should lead to the students and the teachers reflecting on the higher values of (goodness, truth and beauty) and the virtues and spiritual components within the piece of literature.

See Philippians 4:8, "Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence and if there is anything worthy of praise, think about these things."

Questions for Literary Analysis

All of the following questions are applicable to any literary work. Begin any such discussion with a retelling of the story. Then go on to cover these questions, unless they have already been answered. Some of the questions may have been answered implicitly in the retelling of the story, but the answers need to be made explicit.

- What is the setting of the story? How do changes in scene relate to the action of the plot? Do certain kinds of actions go on only in certain kinds of places?
- Who are the major characters in this work? How do they relate to one another? What are the conflicts in the story? What changes take place in the major characters over the course of the story? Are these changes for the better? What are the incidents that precipitate the changes that take place?

- Who are the minor characters? What is their function in the work?
- What are the important values in the work? Does good triumph over evil? With whom are you intended to identify in the story? How can you tell? What does this tell you about the values of the author? Does this work embody Catholic Attitudes? Is this an optimistic or pessimistic work? In what sense?
- Are the characters well drawn, that is, do they seem real? Is their personality consistent with their behavior? Would such a person do this kind of thing?
- Are the events that follow one another believable? Would this actually happen after that? Is coincidence employed to further the plot, or does the plot make use of a natural sequence of events?
- Is there a true view of reality present in the work? That is, is the evil presented as evil and the good as good? Or do you find yourself sympathizing with a character who is objectively bad? In that case evil has been presented as good, or the sinner has been presented as loveable. When the values of the work are true, do they flow from the actions and conversations of the characters, or does the author have to tell you what to think in his narration because you would not be able to tell from the story itself?
- Does the work as a whole seem to come from a realistic perception of the way things actually work? Is the view of life that the author portrays reasonable and balanced? Or is there too much emphasis on one aspect or another, for example, dwelling on the evilness of men without a view of the good that men can do as well? Is the work either overly optimistic or too pessimistic?
- Is the book entertaining? Even a serious book, if it is well written, will entertain. It will hold the attention of the reader and in some measure delight him, perhaps by the vividness of the descriptions, by recognition of the character or by the explanation of some difficult point.

Whenever possible, apply Catholic values and teachings in evaluation of literary themes and plots.

Literary Terms and Various Fiction Genres

- Define and be able to identify literary and figurative language
 - Imagery
 - Metaphor and Simile
 - Symbol
 - Personification
- Identify the imagery, symbolism, and figurative language in a story and explain how they contribute to its meaning.
- Identify and analyze characteristics of the following fiction genres: adventure stories, historical fiction, realistic fiction, folktales, legends, fables, tall tales, myths, fantasies, science fiction, and mysteries.

Sixth Grade Required Book List to be Read at Home

To continue to enhance the reading experience of our students, we have created a required home reading list. All sixth grade students will read four of the required books listed below outside of class by the end of the academic year. The sixth grade books are:

- *Anne of Avonlea* by L.M. Montgomery
- *Carry on Mr. Bowditch* by Jean Latham
- *Little Women and/or Little Men* by Louisa May Alcott
- *The Magician's Nephew* by C.S. Lewis
- *My Side of the Mountain* by Jean C. George
- *Rebecca of Sunnybrook Farm* by Kate Douglas Wiggin
- *Son of Charlemagne* by Barbara Willard
- *Black Ships Before Troy* by Rosemary Sutcliff
- *Treasure Island* by Robert L. Stevenson
- Any life of a Saint

Non-Fiction

1. Distinguish between expository texts and persuasive texts
2. Identify the controlling idea, even when not explicitly stated, of an expository text, and explain how details and conclusion support this idea.
3. Identify and explain how key ideas in a text are logically related to each other.
4. Interpret straightforward factual and/or quantitative information presented in maps, charts, graphs, timelines, and diagrams.
5. Analyze works of non-fiction to understand their truth in reality.

Poetry (enjoyment, memorization and recitation).

Poetry is first to be enjoyed and appreciated, and we should let the students hear, contemplate and experience the beauty of the images the poet creates. The poem should be treated as a form of vision and a window into truth, beauty and goodness. Also, the study and recitation of poetry is used to cultivate memory and the skills that go along with recitation.

Enjoy with your class all of the poems at your grade level and memorize 6 to 8 poems per year. Memorization may be a mix of choral and individual memorization.

Use our explanation entitled “Quick tips for teaching poetry in your classical curriculum” to help get you started.

Sixth Grade Poetry List - (page numbers are listed on right, which correspond to page numbers in student poetry books).

- *An Old Woman of the Roads* by Pádraic Colum 63
- *Be Strong* by Maltbie Davenport Babcock 65
- *Father William* by Robert Southey 67
- *Jabberwocky* by Lewis Carroll 69
- *Opportunity* by Edward Rowland Sill 71
- *Out of Bounds* by John B. Tabb 73
- *The Builders* by Henry Wadsworth Longfellow 75
- *The Charge of the Light Brigade* by Lord Alfred Tennyson 77
- *The Coin* by Sara Teasdale 79
- *The Lake Isle of Innisfree* by William Butler Yeats 81
- *The Night Has a Thousand Eyes* by Francis W. Bourdillon 83
- *The Violet* by Jane Taylor 85
- *Trees* by Joyce Kilmer 87

- *Two Went up into the Temple to Pray* by Richard Crashaw 89

Poetry Terms

- Meter
- Iamb
- Couplet
- Rhyme Scheme
- Free Verse

Correlation

Wherever possible, the study of literature and composition will be correlated to the study of History, Religion, Science, Art, Music etc. This is accomplished through the development of units of study which correlate different subjects as much as possible unifying themes throughout the unit.

Composition

All of our schools are expected to utilize the traditional classical method of teaching composition following the principle of **imitation**.

Most of our schools are currently implementing the Institute for Excellence in Writing (IEW) composition program entitled *Teaching Writing: Structure and Style* and therefore our description of this program follows.

The units described below cover the major aspects of our composition learning goals in grades 3-8 for all schools.

Other acceptable composition programs we have approved which follow the principle of imitation include, *Writing with Ease* by Susan Wise Bauer, and *Writing and Rhetoric* published by Classical Academic Press. Any school interested in having a writing program added to this list should consult with the superintendent.

Teaching Writing: Structure and Style presents a powerful method of teaching writing. The program works by providing clear and interesting models for students to follow. With a pre-selected text, the learner is free to concentrate on selecting keywords to create a usable outline. With a workable outline, the actual writing flows almost effortlessly, allowing students to then focus on the more difficult process of “dressing up” or adding style to the piece. When taught in a sequential, incremental way, writing can indeed become enjoyable.

While the bold and underlined topics describe all of the major units of Teaching Writing: Structure and Style which are consistent through third through eighth grade, each grade level will determine which units they will cover with mastery and which units will be reviewed. Also, the subject matter materials used to teach this composition program will be aligned to the developmental levels and abilities of the students.

Note Taking and Outlines

Students will:

1. Choose and record keywords, which will help them to remember a complete idea using a basic outline format.
2. Communicate the main ideas from a source using their own keyword outlines.

3. Choose selections, read them, create keyword outlines independently, and verbally retell the basic ideas to another person using only their outline.

Summarizing from Notes

Students will:

1. Write summaries from short stories or articles by using only their own keyword outlines.
2. Begin learning the writing and rewriting process with selected texts.
3. Begin using the syllabus in style, starting with “dress ups”.
 - a. Basic “Dress ups” include:
 - i. –ly adverb
 - ii. Who – which clause
 - iii. Strong verb
 - iv. Quality adjective
 - v. Because clause
 - vi. www.asia clause
4. Become independent in the process of:
 - a. Choosing a source in making a keyword outline.
 - b. Summarizing from their own notes (without copying from the source).
 - c. Dressing up their final summaries and rewriting a final draft.

Summarizing Narrative Stories

Students will:

1. Identify the story sequence in a narrative story.
2. Make outlines based on the Story Sequence Chart below.
3. Summarize stories from outlines and internalize the components of a well-constructed story.
4. Know that each paragraph has a purpose.
5. Know the five elements of a story (Plot, Character, Conflict, Theme & Setting)

Story Sequence Chart

1. **Who- When- Where**
 - a. Who is in the story?
 - b. What are they like?
 - c. When does it happen (image feeling)
 - d. Where do they live or go?
2. **What, problem?**
 - a. What do they need or want?
 - b. What do they think?
 - c. What do they say and do?
3. **Climax, Resolution**
 - a. How is the problem/ need resolved?
 - b. What happens after?
 - c. What is learned? Message, Moral, Epilogue

Summarizing a Reference

Students will:

1. Learn to use the classroom library and ultimately the main library, find reading material on a topic, take notes, and write a summary.
2. Learn the topic sentence and paragraph clincher

3. Use one reference, take outline notes on the reference, and write a paragraph or summary from the outline.
4. Document the reference and report what they found and where they found it.

Writing from Pictures

Students will:

1. Write three-paragraph stories from a series of three pictures.
2. Use the topic/clincher relationship, with final clinchers reflecting the key words of the last paragraph's topic sentence and of the title.
3. Exercise imagination and creativity. The pictures themselves say little. All details, setting characterization, motives, and effects must be developed.
4. Write three-paragraph stories from one or two pictures.
5. Use past participle verb forms.

Library Research Reports

Students will:

1. Extending the work of summarizing a reference above in unit 4, use two, three, or more references taking outline notes on a specific topic from each reference.
2. Fuse outlines and write a summary from the fused outline.
3. Document their references orally or in writing on what they found and where they found it.

Creative Writing with Structure

Students will:

1. Learn a structure to use when writing about virtually anything, including their personal experiences.
2. Compose an introduction and the conclusion in a three to five paragraph composition.
3. (Grades 4 - 8) "think three topics"

Essay Writing

Students will:

1. Learn the structure for formal essays of five paragraphs.
2. Properly use an introduction and conclusion in a five paragraph composition.
3. Use proper essay format in all research reports for other subjects.
4. Build a foundation for high school writing and research assignments.

Formal Critiques

Students will:

1. Learn a solid structure for book reports, reviews, and critiques.
2. Develop a "critique vocabulary", which aids in literary analysis.
3. Use a five-paragraph format by combining the basic *Story Sequence Chart* with introduction and conclusion paragraphs.

Paragraph

A well-developed paragraph includes the following:

1. Topic sentence
2. Supporting sentences
3. Unity
4. Coherence
5. Concluding sentence
6. Proper punctuation, usage and grammar

See composition checklists in teacher reference section for an easy and difficult example.

Grammar, Usage, and Mechanics

Grammar is the study and mastery of words and sentences and their relationships through analysis. This analysis in your grammar instruction should take place, orally, visually, through diagramming and applied to excellent literature. Whenever the words “**teach and review**” only are used, this means this topic was taught in grade three, four, and five.

1. Teach and review Four Kinds of Sentences:
 - a. Declarative Sentence
 - b. Interrogative Sentence
 - c. Imperative Sentence
 - d. Exclamatory Sentence
2. Teach and review the Principal Elements. Subject and predicate – the parts of the sentence that are needed for the sentence to be completed
3. Teach and review Adverbs and Adjectives, showing where adverbs and verbs (including helping verbs) are in sentences. Use/write adjectives and adverbs in sentences.
4. Teach and review Direct Objects, reminding that the direct object directly receives the action of the verb. (e.g.: In the sentence “*Lucy likes spiders.*”, the word *spiders* is what Lucy likes. *Spiders* is the object of Lucy’s liking, so *spiders* is the direct object.)
5. Teach and review Predicate Nominatives. A predicate nominative is a noun or pronoun that renames the subject. Be able to identify and write them in sentences.
6. Teach and review Predicate Adjectives. A predicate adjective is an adjective that tells a quality of the subject. Be able to identify and write them in sentences.
7. Teach and review Sensory Linking Verbs, The linking verb or the sensory verb joins the subject to the predicate. The “be” verb is the most common linking verb. Other common linking verbs or sensory verbs are: appear, become, feel, look, seem, smell, stay, sound, taste, grow, and remain.
8. Teach and review Prepositional Phrases. Prepositional phrases are a group of words including a preposition, an object of the preposition, and any words that modify that object. All these words together behave as an adjective or adverb.
9. Teach and review Indirect Objects. An indirect object is an objective element receiving what the direct object names. It is a noun or it could be a pronoun .it answers the questions to what? Or to whom? For what? For whom? Be able to identify and write them in sentences.
10. Teach and review Interrogative Pronouns. Interrogative Pronouns: *who, whose, which, what*, interrogative pronouns are the question pronouns. They may act as subject, object, or an adjective within a question. Be able to identify and write them in sentences.
11. Teach and review Relative Clauses again. A relative clause has a subject and a predicate and modifies a noun. The relative pronouns are at the beginning of a relative clause.
12. Teach and review Adverbial Elements. Adverbial elements are the elements that modify a verb. They answer the question how? when? why? and where?
13. Teach and review Classes of Adverbs. Adverbs may be divided into 5 classes with respect to their meaning in their use. They are adverbs of : time, manner, cause, place and degree.
14. Teach and review Adverbial Clauses. Adverbial clauses are dependent clauses that modify verbs and verb phrases. Adverbial clauses answer questions about the verb phrase that relate to time, location, purpose, and condition.
15. Teach and review Verbals: a verbal is a form of a verb that is used as an adjective, noun, or adverb in a sentence.
 - a. Teach and review Verbals: Participles. A participle is a verbal that is used as an adjective ending in *ed, en, t, (or) ing*.
 - b. Teach and review Participle Phrases and how they are formed and used.

- c. Teach and review Verbals: Gerunds – A gerund is a verbal that is used as a noun always ending in the letters I, N, G.
 - d. Teach and review Verbals: Infinitives. An infinitive is a verbal that is used as an adjective, noun, or adverb and usually starts with to.
16. Introduce, teach, and review Gerund Phrases – show how they are formed and used. Introduce Infinitive Phrases and how they are used.
 17. Explain Dangling Modifiers and Misplaced Modifiers. A misplaced modifier is a word, phrase, or clause that is improperly separated from the word it modifies / describes.
 18. Teach and review Reflexive Pronouns. Reflexive pronouns are used when the subject of the sentence is the same as the object of the verb of that sentence.
 19. Introduce, teach, and review Intensive Pronouns. Intensive pronouns use reflexive pronouns to add emphasis to the subject of the sentence. The intensive/reflexive pronouns are myself, yourself, himself, herself, itself, ourselves, yourselves and themselves.
 20. Introduce, teach, and review Appositives. An appositive is a noun or noun phrase that comes directly after another noun or pronoun and renames it or identifies it. The noun phrase behaves like an adjective; therefore it is an adjective element.
 21. Introduce, teach, and review Noun Clauses, a noun clause is a subordinate clause. A noun clause behaves as a subject, object, or a complement.
 22. Teach and review Complex Sentences and Compound-Complex Sentences, and the differences between them, and write them.
 23. Teach and review Punctuation: Periods, Question Marks, Exclamation Marks, Commas, Quotation Marks, Apostrophes, Semi-colons, Colons and Hyphens.

Diagramming Sentences

Diagramming sentences is an essential analysis skill to prove mastery and understanding of language.

Introduce, Teach, Review, and Master Diagramming Topics

I=INTRODUCE T=TEACH R=REVIEW M=MASTER

Grade 3 4 5 6

Diagramming:

• Principal Element	I	T	R	M
• Modifiers - Adjectives	I	T	R	M
• Modifiers - Adverbs	I	T	R	M
• Compound sentences	I	T	R	M
• Prepositional phrases (Adverbial)	I	T	R	M
• Direct Object	I	T	R	M
• Predicate Nominatives	I	T	R	M
• Predicate Adjective	I	T	R	M
• Relative Pronouns	I	T	R	M
• Interjections	I	T	R	M
• Compound Sentences	I	T	R	M
• Complex Sentences	I	T	R	M
• Prepositional phrases (Adjectival)		T	R	M
• Adjectival Clause			T	R
• Indirect Objects			T	R
• Participles			T	R
• Gerunds			T	R

- | | | |
|------------------------------|---|---|
| • Infinitive | T | R |
| • Compound-Complex Sentences | T | R |
| • Participial phrases | | T |
| • Gerund phrases | | T |
| • Infinitive phrases | | T |
| • Appositives | | T |

Capitalization

These capitalization rules should be first taught in second grade and used as a reminder for students up until eighth grade:

- Proper Nouns
- First Word of a Sentence
- The Pronoun I
- First Word in a Line of Poetry
- Titles
- Outlines
- Direct Quotations
- People Titles
- Family Words
- School Subjects
- Areas of the Country
- Religions
- Bible
- Deity
- Greeting and Closing of a Letter

Vocabulary

Students should know the meaning of these Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.

Latin/Greek Word Meaning Examples:

- annus [L] year annual, anniversary
- ante [L] before antebellum, antecedent
- aqua [L] water aquarium
- astron [G] star astronaut, astronomy
- bi [L] two bisect, bipartisan
- bios [G] life biology, biography
- centum [L] hundred cent, percent
- decem [L] ten decade, decimal
- dico, dictum [L] say, thing said dictation, dictionary
- duo [G, L] two duplicate
- ge [G] earth geology, geography
- hydor [G] water hydrant, hydroelectric
- magnus [L] large, great magnificent, magnify
- mega [G] large, great megaphone, megalomania
- mikros [G] small microscope, microfilm

- minus [L] smaller diminish, minor
- monos [G] single monologue, monarch, monopoly
- omnis [L] all omnipotent, omniscient
- phileo [G] to love philosophy, philanthropist
- phone [G] sound, voice phonograph, telephone
- photo [from G *phos*] light photograph, photocopy
- poly [G] many polygon
- post [L] after posthumous, posterity
- pre [L] before predict, prepare
- primus [L] first primary, primitive
- protos [G] first prototype, protozoa
- psyche[G] soul, mind psychology
- quartus [L] fourth quadrant, quarter
- tele [G] at a distance telephone, television, telepathy
- thermos [G] heat thermometer, thermostat
- tri [G, L] three trilogy, triangle
- unus [L] one unanimous, unilateral
- video, visum [L] see, seen evident, visual
- vita [L] life vitality, vitamin

Spelling

GRADE 6 – Spelling:

- Review spelling rules:
 - Use of ie and ei
 - Adding prefixes and suffixes
- Continue work with spelling, with special attention to commonly misspelled words, including:
 - Acquaintance, develop, naturally, separate, amateur, embarrassed, occurrence, similar, analyze, exaggerate, parallel, sophomore, answer, exercise, peasant, substitute, athlete, fulfill, philosopher, success, Britain, gymnasium, possess, suspicion, characteristic, hypocrite, privilege, tragedy, committee, innocence, receipt, woman, conscious, interrupt, recommendation, writing, cooperate, license, repetition, criticize, marriage, restaurant, dependent, minimum, rhythm

Latin

GRADE 6 - Latin:

The study of Latin complements the study of History, Religion, and English grammar, vocabulary and critical thinking.

The goal of building our Latin program over several years in each school is to finish *Third Form Latin*. This will ensure that not only do our students get the vocabulary and grammar benefit but they also get the critical thinking skills that come with frequent translation practice.

The suggested sequence is:

- 2nd Grade - *Prima Latina*: (This is not required but recommended as it goes through the parts of speech as well as teaching the children basic prayers in Latin like the Sanctus, the Table Blessing, etc.)

- 3rd Grade - Do ½ of *Latina Christiana*: four days a week.
- 4th Grade - Do ½ of *Latina Christiana*: four days a week—Introduce *First Form Latin* at end of fourth grade.
- 5th Grade - *First Form Latin*: five days a week.
- 6th Grade - First half *Second Form Latin*: four days a week.
- 7th Grade - Second Half of *Second Form Latin*: four days a week.
- 8th Grade - *Third Form Latin*: five days a week.

Second Form Latin Topics

1. Unit I Nouns and Adjectives
 - a. 1st-2nd Declension Nouns and Adjectives Review
 - b. Second Declension er-ir Nouns, Dative of Indirect Object
 - c. 1st-2nd Declension er Adjectives
 - d. 3rd-5th Declension Review
 - e. Third Declension i-stem nouns, Genitive Case
 - f. Third Declension Adjectives (Two Terminations)
2. Unit II Personal & Possessive Pronouns, Prepositions
 - a. 1st Person Pronouns
 - b. 2nd Person Pronouns
 - c. 1st/2nd Person Possessive Pronouns & Adjectives
 - d. Prepositions with Ablative
 - e. Prepositions with Accusative
3. Unit III Verbs Present System Indicative
 - a. 1st-2nd Conjugations, Sum, Present System, Principal Parts
 - b. 3rd Conjugation, Present System
 - c. 4th Conjugation, Present System
 - d. 3rd Conjugation io Verbs, Present System
 - e. Adverbs
4. Unit IV Verbs Perfect System Indicative
 - a. 1st-2nd Conjugations, Sum, Perfect System, Principal Parts
 - b. 3rd Conjugation, Perfect System, Principal Parts
 - c. 4th Conjugation, Perfect System, Principal Parts
 - d. 3rd Conjugation io Verbs, Perfect System, Principal Parts
5. Unit V Verbs Passive Voice, Present System Indicative
 - a. 1st Conjugation Present Tense Passive, Ablative of Agent
 - b. 1st Conjugation, Imperfect and Future Passive
 - c. 2nd Conjugation, Present System Passive, Ablative of Means
 - d. 3rd Conjugation, Present System Passive
 - e. 4th and io Conjugations, Present System Passive

Public Speaking

- Frequent opportunities for recitations of memorized poems and other pieces.
- Participate civilly and productively in group discussions.
- Give speeches to the class that are well-organized and well-supported with good presentation skills.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances.

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Diocese of Marquette Catholic Schools

Seventh Grade Language Arts Curriculum



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Diocese of Marquette Catholic Schools
Language Arts Curriculum
Seventh Grade

Religion as the Center of our Curriculum

Religion is not just one subject within the curriculum, but the key to its unity and integration.

God is Love. It is our students' encounter and friendship with Jesus Christ in our schools, nurtured and strengthened within the Church, that transforms them to lead new lives characterized by all that is good, true and beautiful. We must come to know Jesus and choose to follow him through our actions in order to develop habits that help us live lives of Christian love and witness in relationship to God and others. This is a process we learn through practice.

The Development of Character Through the Practice of Virtue

To assist our students to lead lives rooted in Christian love we work to develop their habits of virtue.

Therefore, in addition to evaluating success in each subject area, we also assess a set of standards to evaluate growth and development of the child both as a student and a person growing in virtue. These are called "Successful Learning Behaviors" and these categories also apply well to virtuous habits of life in general. The definitions below clearly lay out what qualities each teacher is looking for in our students. These behaviors are rated as follows: (4) consistently, (3) frequently, (2) sometimes, and (1) seldom or never.

1. **Respectful:** Treats classmates, teachers and adults with respect and courtesy
2. **Responsible:** Follows directions, obeys rules, and can be relied upon by peers and adults
3. **Engaged:** Displays an active and enthusiastic pursuit of learning the material in and out of class
4. **Expressive:** Communicates his/her own ideas and emotions honestly and appropriately with others
5. **Attentive:** Listens carefully to classmates and adults; observant of transitions between activities
6. **Organized:** Uses time wisely; uses materials and space with care; observant of expectations and deadlines
7. **Diligent:** Works carefully and thoroughly in class and on written work (homework, projects, tests, etc.)

In addition to fostering these academic and classroom virtues, all of our schools offer virtue programs to further assist our students in practicing spiritual as well as moral virtues that target growth in their relationship with Christ and their neighbor.

The Academic Framework of our Foundations Document

The four basic parts of our academic curriculum as defined within our foundations document:

1. Ordered basic knowledge
2. Basic skills or tools of learning
3. The development of the student's personal aspirations derived from inspiration and reflection upon the ideals of the good, true and beautiful found within the curriculum and subject, content taught.
4. The principle of correlation between subjects.

The Three Developmental Stages

The three developmental stages of our curriculum as found in our foundations document are the following:

- The Foundations Stage (Pre-Kindergarten through third grade): Learning the foundational content and skills.
- The Grammar Stage (fourth through sixth grade): Learning the structure of the knowledge presented and the relationships between the subjects taught.
- The beginnings of the Adolescence Stage (sixth through eighth grade): Helping students answer the “how” and the “why” questions while developing habits of the mind.

The Overall Goals of our Language Arts Curriculum are for Students to Read Well, Speak Well, Write Well, and Think Well.

The following principles are embedded in our approach to Language Arts:

- We develop the moral imagination of our students when we choose to read classic children’s literature.
- We choose classic children’s literature and poetry for its clarity regarding truth, goodness and beauty.
- We habituate the student to apprehend truth, goodness, and beauty in order to better facilitate their friendship with Jesus, who is all Truth, Goodness, and Beauty.
- We form in our students a love for reading and the ability to read closely.
- We master grammar because it is essential to correct language usage; this includes facility with diagramming, which creates the additional benefit of facility in analysis and synthesis.
- We emphasize word roots in order to learn vocabulary.
- We require consistent memorization in order to train the mind.
- We schedule frequent recitations and public speaking opportunities.
- We teach our students to write well through the traditional, proven method of imitation.
- We study Latin to strengthen the students’ mastery of the English language.
- We teach beginning logic skills in the middle school.

Literature

Diocese of Marquette Seventh Grade Core Classroom Book List

In the seventh grade level, teachers will teach at least four books from our core classroom list per year. In some genres, the lists are organized by grade bands third through fifth grades and sixth through eighth grades, which allow teachers more flexibility to teach the books they choose for their grade levels.

GRADES 3-8 - Shakespeare:

- *Tales of Shakespeare* by Lamb or Packer
- *Shakespeare for Kids* by Colleen Aagesen, (teacher text)
- *Starting with Shakespeare Successfully*
- *Introducing Shakespeare to Children*
- *Shakespeare in the Classroom* by Albert Cullum
- *Children’s Shakespeare* by Nesbit
- *Shakespeare can be fun*
- Other materials to expose students to Shakespeare

GRADES 6-8: Classic Works of Literature:

- *Where the Red Fern Grows*
- *Roll of Thunder, Hear My Cry*
- *A Christmas Carol*
- *The Hound of the Baskervilles*

- *A Wrinkle in Time*
- *Little Women*
- *A Connecticut Yankee in King Arthur's Court*
- *Tom Sawyer*
- *Johnny Tremain*
- *Adam of the Road*
- *Trumpeter of Krakow*
- *Animal Farm*
- *The Hobbit or Lord of the Rings*
- *The Last of the Mohicans*
- *Of Mice and Men*
- *The Pearl*
- *Shadow Hawk by Norton*
- *Across Five Aprils*
- *Rifles for Watie*
- *The Cay*

GRADES 6-8 - Catholic:

- *The Winged Watchman* by Van Stockum
- *Candle Burns for France* by Thompson
- *Outlaws of Ravenhurst* by Wallace
- Books of the Bible
- Saint biographies, if possible, tied to the period of history you are studying for the unit or year.
- Bible themes across curriculum

GRADES 6-8 - Social Studies:

- *Caesars Gallic War or Lives of Famous Romans* by Coolidge
- *Augustus Caesar' World* by Foster
- *Bronze Bow* by Speare
- *An American Book of Golden Deeds* by Baldwin
- *Personal Recollections of Joan of Arc* by Mark Twain
- *Children's Homer*
- *Up From Slavery*
- *Carry on Mr. Bowditch*

GRADES 6-8 – Math/ Science:

- *Archimedes and the Door to Science* by Bendick
- *Scientist and Mathematician Biographies Famous Mathematicians* by Stonaker
- *Secrets of the Universe*
- *Discovering the Universal Laws of Science* by Fleisher
- *King Solomon's Ring* by Lorenz
- Any Henri Fabre books

Methods and Teaching Books/Stories

- The method used to teach these books and stories may vary. Read aloud is a valid means to expose the children to any of these books.

- The specific selections chosen from the list are ultimately the decision of the teacher based on each child’s learning level.
- Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the truths or morals and develop the moral imagination.
- Explain from a Catholic perspective how literature addresses critical questions related to man, such as: How ought men to live in community with each other? What are an individual’s rights, duties, freedoms, and restraints? What are a society’s? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity? What is love? What is the good life?
- Describe how poets and writers use language to convey truths that are universal and transcendent.
- Describe how the gratuitousness of literary and artistic creation reflects the divine prerogative. Explain the role of man as “maker”—as artist, poet, and creator—and how the use of language to create is reflective of our being made in the image and likeness of God.
- Discuss how characters in literature exemplify the four cardinal virtues of prudence, temperance, justice, and fortitude in the human person.
- Develop empathy, care, and compassion for a character’s crisis or choice in order to transcend oneself, build virtue, and better understand one’s own disposition and humanity.
- Discuss and reflect upon the virtues and values evident within stories that involve an ideal such as love, faith, hope, courage, fidelity, truth, beauty, goodness, and all virtues.
- Reflect upon the sense of the “good” within the piece of literature by examining the degree in which characters significantly possess or lack the perfections proper to:
 - Their nature as human persons.
 - Their proper role in society as understood in their own culture or the world of the text.
 - The terms of contemporary culture.
 - The terms of Catholic tradition and moral norms.

Literary Analysis

Reading well not only means reading *efficiently*; it also means reading *insightfully*. The study of language and stories is therefore an introduction to basic human questions. Students should learn how to question a story and be questioned by it. With the selected literature, students can be made to consider the worthiness of a character’s choices, the consequences of their actions, and the importance of the truths learned in the selection.

Students can be asked to consider whether a story or a character is fair or just, whether it is beautiful, and why. This is why we place an importance on literary analysis. An example of literary analysis follows.

There are many other ways to accomplish literary analysis, but all methods should lead to the students and the teachers reflecting on the higher values of (goodness, truth and beauty) and the virtues and spiritual components within the piece of literature.

See Philippians 4:8, “Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence and if there is anything worthy of praise, think about these things.”

Questions for Literary Analysis

All of the following questions are applicable to any literary work. Begin any such discussion with a retelling of the story. Then go on to cover these questions, unless they have already been answered. Some of the questions may have been answered implicitly in the retelling of the story, but the answers need to be made explicit.

- What is the setting of the story? How do changes in scene relate to the action of the plot? Do certain kinds of actions go on only in certain kinds of places?
- Who are the major characters in this work? How do they relate to one another? What are the conflicts in the story? What changes take place in the major characters over the course of the story? Are these changes for the better? What are the incidents that precipitate the changes that take place?
- Who are the minor characters? What is their function in the work?
- What are the important values in the work? Does good triumph over evil? With whom are you intended to identify in the story? How can you tell? What does this tell you about the values of the author? Does this work embody Catholic Attitudes? Is this an optimistic or pessimistic work? In what sense?
- Are the characters well drawn, that is, do they seem real? Is their personality consistent with their behavior? Would such a person do this kind of thing?
- Are the events that follow one another believable? Would this actually happen after that? Is coincidence employed to further the plot, or does the plot make use of a natural sequence of events?
- Is there a true view of reality present in the work? That is, is the evil presented as evil and the good as good? Or do you find yourself sympathizing with a character who is objectively bad? In that case evil has been presented as good, or the sinner has been presented as loveable. When the values of the work are true, do they flow from the actions and conversations of the characters, or does the author have to tell you what to think in his narration because you would not be able to tell from the story itself?
- Does the work as a whole seem to come from a realistic perception of the way things actually work? Is the view of life that the author portrays reasonable and balanced? Or is there too much emphasis on one aspect or another, for example, dwelling on the evilness of men without a view of the good that men can do as well? Is the work either overly optimistic or too pessimistic?
- Is the book entertaining? Even a serious book, if it is well written, will entertain. It will hold the attention of the reader and in some measure delight him, perhaps by the vividness of the descriptions, by recognition of the character or by the explanation of some difficult point.

Whenever possible, apply Catholic values and teachings in evaluation of literary themes and plots.

Literary Terms and Various Fiction Genres

- Identify the imagery, symbolism, and figurative language in a story and explain how they contribute to its meaning.
- Identify and analyze characteristics of the following fiction genres: adventure stories, historical fiction, realistic fiction, folktales, legends, fables, tall tales, myths, fantasies, science fiction, and mysteries.
- Analyze how figurative language and imagery in a story create its mood.
- Identify and analyze the characteristics of a parody.

Non-Fiction

1. Demonstrate understanding of the difference between causality and probability when used in arguments: causality: that the truth or occurrence of one thing can necessarily imply something else; probability: that the truth or occurrence of one thing can make other things likely or unlikely.
2. Identify classification as an organizational structure in expository text.
3. Identify claims, arguments, counterarguments, and refutation of counterarguments in a persuasive text.
4. Identify and analyze how an author's choice of words, organization, examples, and graphics contributes to the purpose of an expository or persuasive text.

Logic

Ideally, the study of beginning Logic should begin at seventh and eighth grade to correspond to the skills needed in reading with understanding works of nonfiction and preparation for High School. Logic materials for this purpose can be found at Memoria Press and Classical Academic Press. Other materials used should be reviewed and approved by the Office of Catholic Schools.

Poetry (enjoyment, memorization and recitation).

Poetry is first to be enjoyed and appreciated, and we should let the students hear, contemplate and experience the beauty of the images the poet creates. The poem should be treated as a form of vision and a window into truth, beauty and goodness. Also, the study and recitation of poetry is used to cultivate memory and the skills that go along with recitation.

Enjoy with your class all of the poems at your grade level and memorize six to eight poems per year. Memorization may be a mix of choral and individual memorization.

Use our explanation entitled "Quick tips for teaching poetry in your classical curriculum" to help get you started.

Seventh Grade Poetry List - (page numbers are listed on right, which correspond to page numbers in student poetry books).

- *A Ballad of Trees and the Master* by Sidney Lanier 1
- *Beautiful Things* by Ellen P. Allerton 3
- *Eldorado* by Edgar Allan Poe 5
- *Devouring Time, blunt thou the lion's paws- Sonnet 19*
by William Shakespeare 7
- *Friends, Romans, countrymen, lend me your ears*
Julius Caesar - Act III, Scene 2, 52 - 86
by William Shakespeare 9
- *I See His Blood Upon the Rose* by Joseph Mary Plunkett 11
- *I Wandered Lonely as a Cloud* by William Wordsworth 13
- *Let me confess that we two must be twain - Sonnet 306*
by William Shakespeare 15
- *Let me not to the marriage of true minds - Sonnet 116*
by William Shakespeare 17
- *That we now had here*
Henry V - Act IV, Scene 3, 20 - 73
by William Shakespeare 19

• <i>Shall I compare thee to a summer's day? - Sonnet 18</i> by William Shakespeare	21
• <i>She should have died hereafter</i> <i>Macbeth V - Act V, Scene 5, 22 - 33</i> by William Shakespeare	23
• <i>The Dinkey-Bird</i> by Eugene Field	25
• <i>The quality of mercy is not strain'd</i> <i>Merchant of Venice - Act V, Scene 1, 180 - 201</i> by William Shakespeare	27
• <i>Upon the king! let us our lives, our souls</i> <i>Henry V - Act IV, Scene 1, 116 - 170</i> by William Shakespeare	29
• <i>The Walrus and the Carpenter</i> by Lewis Carroll	31
• <i>When to the sessions of sweet silent thought - Sonnet 30</i> by William Shakespeare	35
• <i>Ye elves of hills, brooks, standing lakes, and groves</i> <i>The Tempest - Act V, Scene 1, 38 - 62</i> by William Shakespeare	37
• <i>Yet here, Laertes! aboard, aboard, for shame!</i> <i>Hamlet - Act I, Scene 3, 62 - 86</i> by William Shakespeare	39

Elements of Poetry

1. Review Poetry Terms
 - a. Meter
 - b. Iamb
 - c. Rhyme Scheme
 - d. Free Verse
 - e. Couplet
 - f. Onomatopoeia
 - g. Alliteration
2. Review Stanzas and Refrains
3. Review Forms
 - a. Ballad
 - b. Sonnet
 - c. Lyric
 - d. Narrative
 - e. Limerick
 - f. Haiku
 - g. Epic
4. Review Types of Rhyme
 - A. End
 - B. Internal
 - C. Slant
 - D. Eye

Correlation

Wherever possible, the study of literature and composition will be correlated to the study of History, Religion, Science, Art, Music etc. This is accomplished through the development of units of study which correlate different subjects as much as possible unifying themes throughout the unit.

Composition

All of our schools are expected to utilize the traditional classical method of teaching composition following the principle of **imitation**.

Most of our schools are currently implementing the Institute for Excellence in Writing (IEW) composition program entitled *Teaching Writing: Structure and Style* and therefore our description of this program follows.

The units described below cover the major aspects of our composition learning goals in grades third through eighth for all schools.

Other acceptable composition programs we have approved which follow the principle of imitation include, *Writing with Ease* by Susan Wise Bauer, and *Writing and Rhetoric* published by Classical Academic Press. Any school interested in having a writing program added to this list should consult with the superintendent.

Teaching Writing: Structure and Style presents a powerful method of teaching writing. The program works by providing clear and interesting models for students to follow. With a pre-selected text, the learner is free to concentrate on selecting keywords to create a usable outline. With a workable outline, the actual writing flows almost effortlessly, allowing students to then focus on the more difficult process of “dressing up” or adding style to the piece. When taught in a sequential, incremental way, writing can indeed become enjoyable.

While the bold and underlined topics describe all of the major units of Teaching Writing: Structure and Style which are consistent third through eighth grade, each grade level will determine which units they will cover with mastery and which units will only be reviewed. Also, the subject matter materials used to teach this composition program will be aligned to the developmental levels and abilities of the students.

Note Taking and Outlines

Students will:

1. Choose and record keywords, which will help them to remember a complete idea using a basic outline format.
2. Communicate the main ideas from a source using their own keyword outlines.
3. Choose selections, read them, create keyword outlines independently, and verbally retell the basic ideas to another person using only their outline.

Summarizing from Notes

Students will:

1. Write summaries from short stories or articles by using only their own keyword outlines.
2. Begin learning the writing and rewriting process with selected texts.
3. Begin using the syllabus in style, starting with “dress ups”.
 - a. Basic “Dress ups” include:
 - i. -ly adverb

- ii. Who – which clause
 - iii. Strong verb
 - iv. Quality adjective
 - v. Because clause
 - vi. www.asia clause
4. Become independent in the process of:
- a. Choosing a source in making a keyword outline.
 - b. Summarizing from their own notes (without copying from the source).
 - c. Dressing up their final summaries and rewriting a final draft.

Summarizing Narrative Stories

Students will:

1. Identify the story sequence in a narrative story.
2. Make outlines based on the Story Sequence Chart below.
3. Summarize stories from outlines and internalize the components of a well-constructed story.
4. Know that each paragraph has a purpose.
5. Know the five elements of a story (Plot, Character, Conflict, Theme & Setting)

Story Sequence Chart

1. **Who- When- Where**
 - a. Who is in the story?
 - b. What are they like?
 - c. When does it happen (image feeling)
 - d. Where do they live or go?

2. **What, problem?**
 - a. What do they need or want?
 - b. What do they think?
 - c. What do they say and do?

3. **Climax, Resolution**
 - a. How is the problem/ need resolved?
 - b. What happens after?
 - c. What is learned? Message, Moral, Epilogue

Summarizing a Reference

Students will:

1. Learn to use the classroom library and ultimately the main library, find reading material on a topic, take notes, and write a summary.
2. Learn the topic sentence and paragraph clincher
3. Use one reference, take outline notes on the reference, and write a paragraph or summary from the outline.
4. Document the reference and report what they found and where they found it.

Writing from Pictures

Students will:

1. Write three-paragraph stories from a series of three pictures.
2. Use the topic/clinchers relationship, with final clinchers reflecting the key words of the last paragraph's topic sentence and of the title.
3. Exercise imagination and creativity. The pictures themselves say little. All details, setting characterization, motives, and effects must be developed.

4. Write three-paragraph stories from one or two pictures.
5. Use past participle verb forms.

Library Research Reports

Students will:

1. Extending the work of summarizing a reference above in unit four, use two, three, or more references taking outline notes on a specific topic from each reference.
2. Fuse outlines and write a summary from the fused outline.
3. Document their references orally or in writing on what they found and where they found it.

Creative Writing with Structure

Students will:

1. Learn a structure to use when writing about virtually anything, including their personal experiences.
2. Compose an introduction and the conclusion in a five- paragraph composition.
3. (Grades 4 - 8) “think three topics”

Essay Writing

Students will:

1. Learn the structure for formal essays of five or more paragraphs.
2. Properly use an introduction and conclusion in a five paragraph composition.
3. Use proper essay format in all research reports for other subjects.
4. Build a foundation for high school writing and research assignments.

Formal Critiques

Students will:

1. Learn a solid structure for book reports, reviews, and critiques.
2. Develop a “critique vocabulary”, which aids in literary analysis.
3. Use a five-paragraph format by combining the basic *Story Sequence Chart* with introduction and conclusion paragraphs.

Paragraph

A well-developed paragraph includes the following:

1. Topic sentence
2. Supporting sentences
3. Unity
4. Coherence
5. Concluding sentence
6. Proper punctuation, usage and grammar

See composition checklists in teacher reference section for an easy and difficult example.

Grammar, Usage, and Mechanics

Grammar is the study and mastery of words and sentences and their relationships through analysis. This analysis in your grammar instruction should take place, orally, visually, through diagramming and applied to excellent literature. The seventh and eighth grade years are to be used for review (for those students who completed the four years (third through sixth grade) in the elementary grades) or remediation for those students who have received little to no English grammar instruction in the elementary grades. In the seventh and eighth grade years, go back to the beginning and cover all the material in two years that was

covered in four years at the third through sixth grade levels. (See grammar section third through sixth grade). Everyone benefits from this kind of language review before students enter their high school years. Also, see diagramming expectations below.

Diagramming Sentences

Diagramming sentences is an essential analysis skill to prove mastery and understanding of language.

Introduce, Teach, Review, and Master Diagramming Topics

I=INTRODUCE T=TEACH R=REVIEW M=MASTER

Grade	3	4	5	6	7
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Diagramming:

• Principal Element	I	T	R	M	M
• Modifiers- Adjectives	I	T	R	M	M
• Modifiers- Adverbs	I	T	R	M	M
• Compound sentences	I	T	R	M	M
• Prepositional phrases (Adverbial)	I	T	R	M	M
• Direct Object	I	T	R	M	M
• Predicate Nominatives	I	T	R	M	M
• Predicate Adjective	I	T	R	M	M
• Relative Pronouns	I	T	R	M	M
• Interjections	I	T	R	M	M
• Compound Sentences	I	T	R	M	M
• Complex Sentences	I	T	R	M	M
• Prepositional phrases (Adjectival)		T	R	M	M
• Adjectival Clause			T	R	M
• Indirect Objects			T	R	M
• Participles			T	R	M
• Gerunds			T	R	M
• Infinitive			T	R	M
• Compound-Complex Sentences			T	R	M
• Participial phrases				T	R
• Gerund phrases				T	R
• Infinitive phrases				T	R
• Appositives				T	R

Capitalization

These capitalization rules should be first taught in second grade and used as a reminder for students up until eighth grade:

- Proper Nouns
- First Word of a Sentence
- The Pronoun I
- First Word in a Line of Poetry
- Titles
- Outlines
- Direct Quotations

- People Titles
- Family Words
- School Subjects
- Areas of the Country
- Religions
- Bible
- Deity
- Greeting and Closing of a Letter

Vocabulary

Students should know the meaning of these Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.

Latin/Greek Word Meaning Examples:

- ab [L] away from abnormal, absent
- ad [L] to, forward advocate, advance
- amo [L] love amiable, amorous
- audio [L] hear audience, inaudible
- auto [G] self automobile, autocrat
- bene [L] good/well beneficial, benefit
- circum [L] around circulate, circumference
- celer [L] swift accelerate
- chronos [G] time chronological
- cresco [L] grow increase, decrease
- cum [L] with compose, accommodate
- curro [L] run current, cursive, course
- demos [G] people democracy, epidemic
- erro [L] wander, stray error, erratic
- ex [L] from, out of exclaim, exhaust
- extra [L] outside extravagant, extraordinary
- facio [L] make effect, affect
- fero [L] bring, bear confer, defer
- fragilis [L] breakable fragile, fragment
- finis [L] end confine, finality
- homos [G] same homogenous
- hyper [G] over, beyond hypertension, hyperactive
- hypo [G] under, beneath hypodermic, hypothesis
- jacio [L] throw eject, interject
- judex [L] a judge judge, prejudice
- juro [L] swear jury, perjury
- makros [G] long macrocosm
- malus [L] bad malady, malice
- manus [L] hand manufacture, manuscript
- morphe [G] form metamorphosis, amorphous
- neos [G] new neophyte
- pan [G] all panorama, panacea
- pedis [L] foot pedal, biped

- polis [G] city metropolis
- pro [L] before, for proceed, propose, prodigy
- pseudos [G] a lie pseudonym
- re [L] back, again react, reply, revise
- scribo[L] write scribble, inscribe
- sentio [L] feel (with senses) sensation, sensual, sentry
- sequor [L] follow subsequent, sequel
- solvo [L] loosen solution, dissolve, solvent
- specto [L] look at inspect, speculate, perspective
- strictus [L] drawn tight strict, constricted
- sub [L] under subdue, subject, subtract
- super [L] above superficial, superlative, supreme
- syn [G] together synchronize, synthesis
- tendo [L] stretch tension, intense, detention
- teneo [L] hold, keep contain, content, maintain
- trans [L] across transfer, transcontinental
- valeo [L] be strong prevail, valiant
- venio [L] come event, advent
- voco [L] call vocal, voice, vociferous
- volvo [L] revolve evolve, revolution
- zoon, zoe [G] animal, life zoology, protozoa

Spelling

GRADE 7 – Spelling:

- Continue work with spelling, with special attention to commonly misspelled words, including:
 - achievement, despise, muscular, scholar, address, doesn't, occasionally, shepherd, analysis, environment, offense, sincerely, anonymous, excellent, particularly, sponsor, argument, existence, persuade, succeed, beginning, grammar, politician, surprise, business, hypocrisy, prejudice, tendency, college, immediately, probably, thorough, conscience, interpret, recognize, truly, control, knowledge, remembrance, women, criticism, lieutenant, responsibility, written, definite, medieval, rhyme, description, muscle, sacrifice

Latin

GRADE 7 – Latin:

The study of Latin complements the study of History, Religion, and English grammar, vocabulary and critical thinking.

The goal of building our Latin program over several years in each school is to finish *Third Form Latin*. This will ensure that not only do our students get the vocabulary and grammar benefit but they also get the critical thinking skills that come with frequent translation practice.

The suggested sequence is:

- 2nd Grade - *Prima Latina*: (This is not required but recommended as it goes through the parts of speech as well as teaching the children basic prayers in Latin like the Sanctus, the Table Blessing, etc.)

- 3rd Grade - Do ½ of *Latina Christiana*: four days a week.
- 4th Grade - Do ½ of *Latina Christiana*: four days a week—Introduce *First Form Latin* at end of fourth grade.
- 5th Grade - *First Form Latin*: five days a week.
- 6th Grade - First half *Second Form Latin*: four days a week.
- 7th Grade - Second Half of *Second Form Latin*: four days a week.
- 8th Grade - *Third Form Latin*: five days a week.

Second Form Latin Topics

1. Unit I Nouns and Adjectives
 - a. 1st-2nd Declension Nouns and Adjectives Review
 - b. Second Declension er-ir Nouns, Dative of Indirect Object
 - c. 1st-2nd Declension er Adjectives
 - d. 3rd-5th Declension Review
 - e. Third Declension i-stem nouns, Genitive Case
 - f. Third Declension Adjectives (Two Terminations)
2. Unit II Personal & Possessive Pronouns, Prepositions
 - a. 1st Person Pronouns
 - b. 2nd Person Pronouns
 - c. 1st/2nd Person Possessive Pronouns & Adjectives
 - d. Prepositions with Ablative
 - e. Prepositions with Accusative
3. Unit III Verbs Present System Indicative
 - a. 1st-2nd Conjugations, Sum, Present System, Principal Parts
 - b. 3rd Conjugation, Present System
 - c. 4th Conjugation, Present System
 - d. 3rd Conjugation io Verbs, Present System
 - e. Adverbs
4. Unit IV Verbs Perfect System Indicative
 - a. 1st-2nd Conjugations, Sum, Perfect System, Principal Parts
 - b. 3rd Conjugation, Perfect System, Principal Parts
 - c. 4th Conjugation, Perfect System, Principal Parts
 - d. 3rd Conjugation io Verbs, Perfect System, Principal Parts
5. Unit V Verbs Passive Voice, Present System Indicative
 - a. 1st Conjugation Present Tense Passive, Ablative of Agent
 - b. 1st Conjugation, Imperfect and Future Passive
 - c. 2nd Conjugation, Present System Passive, Ablative of Means
 - d. 3rd Conjugation, Present System Passive
 - e. 4th and io Conjugations, Present System Passive

Public Speaking

- Frequent opportunities for recitations of memorized poems and other pieces.
- Participate civilly and productively in group discussions.
- Give speeches to the class that are well-organized and well-supported with good presentation skills.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances.

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Diocese of Marquette Catholic Schools

Eighth Grade Language Arts Curriculum



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Diocese of Marquette Catholic Schools
Language Arts Curriculum
Eighth Grade

Religion as the Center of our Curriculum

Religion is not just one subject within the curriculum, but the key to its unity and integration.

God is Love. It is our students' encounter and friendship with Jesus Christ in our schools, nurtured and strengthened within the Church, that transforms them to lead new lives characterized by all that is good, true and beautiful. We must come to know Jesus and choose to follow him through our actions in order to develop habits that help us live lives of Christian love and witness in relationship to God and others. This is a process we learn through practice.

The Development of Character Through the Practice of Virtue

To assist our students to lead lives rooted in Christian love we work to develop their habits of virtue.

Therefore, in addition to evaluating success in each subject area, we also assess a set of standards to evaluate growth and development of the child both as a student and a person growing in virtue. These are called "Successful Learning Behaviors" and these categories also apply well to virtuous habits of life in general. The definitions below clearly lay out what qualities each teacher is looking for in our students. These behaviors are rated as follows: (4) consistently, (3) frequently, (2) sometimes, and (1) seldom or never.

1. **Respectful:** Treats classmates, teachers and adults with respect and courtesy
2. **Responsible:** Follows directions, obeys rules, and can be relied upon by peers and adults
3. **Engaged:** Displays an active and enthusiastic pursuit of learning the material in and out of class
4. **Expressive:** Communicates his/her own ideas and emotions honestly and appropriately with others
5. **Attentive:** Listens carefully to classmates and adults; observant of transitions between activities
6. **Organized:** Uses time wisely; uses materials and space with care; observant of expectations and deadlines
7. **Diligent:** Works carefully and thoroughly in class and on written work (homework, projects, tests, etc.)

In addition to fostering these academic and classroom virtues, all of our schools offer virtue programs to further assist our students in practicing spiritual as well as moral virtues that target growth in their relationship with Christ and their neighbor.

The Academic Framework of our Foundations Document

The four basic parts of our academic curriculum as defined within our foundations document:

1. Ordered basic knowledge
2. Basic skills or tools of learning
3. The development of the student's personal aspirations derived from inspiration and reflection upon the ideals of the good, true and beautiful found within the curriculum and subject, content taught.
4. The principle of correlation between subjects.

The Three Developmental Stages

The three developmental stages of our curriculum as found in our foundations document are the following:

- The Foundations Stage (Pre-Kindergarten through third grade): Learning the foundational content and skills.
- The Grammar Stage (fourth through sixth grade): Learning the structure of the knowledge presented and the relationships between the subjects taught.
- The beginnings of the Adolescence Stage (sixth through eighth grade): Helping students answer the “how” and the “why” questions while developing habits of the mind.

The Overall Goals of our Language Arts Curriculum are for Students to Read Well, Speak Well, Write Well, and Think Well.

The following principles are embedded in our approach to Language Arts:

- We develop the moral imagination of our students when we choose to read classic children’s literature.
- We choose classic children’s literature and poetry for its clarity regarding truth, goodness and beauty.
- We habituate the student to apprehend truth, goodness, and beauty in order to better facilitate their friendship with Jesus, who is all Truth, Goodness, and Beauty.
- We form in our students a love for reading and the ability to read closely.
- We master grammar because it is essential to correct language usage; this includes facility with diagramming, which creates the additional benefit of facility in analysis and synthesis.
- We emphasize word roots in order to learn vocabulary.
- We require consistent memorization in order to train the mind.
- We schedule frequent recitations and public speaking opportunities.
- We teach our students to write well through the traditional, proven method of imitation.
- We study Latin to strengthen the students’ mastery of the English language.
- We teach beginning logic skills in the middle school.

Literature

Diocese of Marquette Eighth Grade Core Classroom Book List

In the eighth grade level, teachers will teach at least four books from our core classroom list per year. In some genres, the lists are organized by grade bands third through fifth grades and sixth through eighth grades, which allow teachers more flexibility to teach the books they choose for their grade levels.

GRADES 3-8 - Shakespeare:

- *Tales of Shakespeare* by Lamb or Packer
- *Shakespeare for Kids* by Colleen Aagesen, (teacher text)
- *Starting with Shakespeare Successfully*
- *Introducing Shakespeare to Children*
- *Shakespeare in the Classroom* by Albert Cullum
- *Children’s Shakespeare* by Nesbit
- Shakespeare can be fun
- Other materials to expose students to Shakespeare

GRADES 6-8 - Classic Works of Literature:

- *Where the Red Fern Grows*
- *Roll of Thunder, Hear My Cry*
- *A Christmas Carol*
- *The Hound of the Baskervilles*

- *A Wrinkle in Time*
- *Little Women*
- *A Connecticut Yankee in King Arthur's Court*
- *Tom Sawyer*
- *Johnny Tremain*
- *Adam of the Road*
- *Trumpeter of Krakow*
- *Animal Farm*
- *The Hobbit or Lord of the Rings*
- *The Last of the Mohicans*
- *Of Mice and Men*
- *The Pearl*
- *Shadow Hawk by Norton*
- *Across Five Aprils*
- *Rifles for Watie*
- *The Cay*

GRADES 6-8 - Catholic:

- *The Winged Watchman* by Van Stockum
- *Candle Burns for France* by Thompson
- *Outlaws of Ravenhurst* by Wallace
- Books of the Bible
- Saint biographies, if possible, tied to the period of history you are studying for the unit or year
- Bible themes across curriculum

GRADES 6-8 - Social Studies:

- *Caesars Gallic War or Lives of Famous Romans* by Coolidge
- *Augustus Caesar' World* by Foster
- *Bronze Bow* by Speare
- *An American Book of Golden Deeds* by Baldwin
- *Personal Recollections of Joan of Arc* by Mark Twain
- *Children's Homer*
- *Up From Slavery*
- *Carry on Mr. Bowditch*

GRADES 6-8 - Math/Science:

- *Archimedes and the Door to Science* by Bendick
- *Scientist and Mathematician Biographies Famous Mathematicians* by Stonaker
- *Secrets of the Universe*
- *Discovering the Universal Laws of Science* by Fleisher
- *King Solomon's Ring* by Lorenz
- Any Henri Fabre books

Methods and Teaching Books/Stories

- The method used to teach these books and stories may vary. Read aloud is a valid means to expose the children to any of these books.
- The specific selections chosen from the list are ultimately the decision of the teacher based on each child's learning level.

- Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the truths or morals and develop the moral imagination.
- Explain from a Catholic perspective how literature addresses critical questions related to man, such as: How ought men to live in community with each other? What are an individual's rights, duties, freedoms, and restraints? What are a society's? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity? What is love? What is the good life?
- Describe how poets and writers use language to convey truths that are universal and transcendent.
- Analyze critical values presented in literature and the degree to which they are in accord or discord with Catholic norms.
- Discuss how characters in literature exemplify the four cardinal virtues of prudence, temperance, justice, and fortitude in the human person.
- Develop empathy, care, and compassion for a character's crisis or choice in order to transcend oneself, build virtue, and better understand one's own disposition and humanity.
- Discuss and reflect upon the virtues and values evident within stories that involve an ideal such as love, faith, hope, courage, fidelity, truth, beauty, goodness, and all virtues.
- Reflect upon the sense of the "good" within the piece of literature by examining the degree in which characters significantly possess or lack the perfections proper to:
 - Their nature as human persons
 - Their proper role in society as understood in their own culture or the world of the text
 - The terms of contemporary culture
 - The terms of Catholic tradition and moral norms.

Literary Analysis

Reading well not only means reading *efficiently*; it also means reading *insightfully*. The study of language and stories is therefore an introduction to basic human questions. Students should learn how to question a story and be questioned by it. With the selected literature, students can be made to consider the worthiness of a character's choices, the consequences of their actions, and the importance of the truths learned in the selection.

Students can be asked to consider whether a story or a character is fair or just, whether it is beautiful, and why. This is why we place an importance on literary analysis. An example of literary analysis follows.

There are many other ways to accomplish literary analysis, but all methods should lead to the students and the teachers reflecting on the higher values of (goodness, truth and beauty) and the virtues and spiritual components within the piece of literature.

See Philippians 4:8, "Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence and if there is anything worthy of praise, think about these things."

Questions for Literary Analysis

All of the following questions are applicable to any literary work. Begin any such discussion with a retelling of the story. Then go on to cover these questions, unless they have already been answered. Some of the questions may have been answered implicitly in the retelling of the story, but the answers need to be made explicit.

- What is the setting of the story? How do changes in scene relate to the action of the plot? Do certain kinds of actions go on only in certain kinds of places?
- Who are the major characters in this work? How do they relate to one another? What are the conflicts in the story? What changes take place in the major characters over the course of the story? Are these changes for the better? What are the incidents that precipitate the changes that take place?
- Who are the minor characters? What is their function in the work?
- What are the important values in the work? Does good triumph over evil? With whom are you intended to identify in the story? How can you tell? What does this tell you about the values of the author? Does this work embody Catholic Attitudes? Is this an optimistic or pessimistic work? In what sense?
- Are the characters well drawn, that is, do they seem real? Is their personality consistent with their behavior? Would such a person do this kind of thing?
- Are the events that follow one another believable? Would this actually happen after that? Is coincidence employed to further the plot, or does the plot make use of a natural sequence of events?
- Is there a true view of reality present in the work? That is, is the evil presented as evil and the good as good? Or do you find yourself sympathizing with a character who is objectively bad? In that case evil has been presented as good, or the sinner has been presented as loveable. When the values of the work are true, do they flow from the actions and conversations of the characters, or does the author have to tell you what to think in his narration because you would not be able to tell from the story itself?
- Does the work as a whole seem to come from a realistic perception of the way things actually work? Is the view of life that the author portrays reasonable and balanced? Or is there too much emphasis on one aspect or another, for example, dwelling on the evilness of men without a view of the good that men can do as well? Is the work either overly optimistic or too pessimistic?
- Is the book entertaining? Even a serious book, if it is well written, will entertain. It will hold the attention of the reader and in some measure delight him, perhaps by the vividness of the descriptions, by recognition of the character or by the explanation of some difficult point.

Whenever possible, apply Catholic values and teachings in evaluation of literary themes and plots.

Literary Terms and Various Fiction Genres

- Identify the imagery, symbolism, and figurative language in a story and explain how they contribute to its meaning.
- Identify and analyze characteristics of the following fiction genres: adventure stories, historical fiction, realistic fiction, folktales, legends, fables, tall tales, myths, fantasies, science fiction, and mysteries.
- Analyze how figurative language and imagery in a story create its mood.
- Analyze how a story unfolds when it is told by alternating narrators or multiple narrators with different points of view.

- Identify and analyze the characteristics of a satire.

Non-Fiction

1. Identify and describe the structure of a multifaceted argument with a main claim (thesis statement), supporting premises, explicit words indicating connections (e.g., *therefore*, *because*), and a conclusion.
2. Identify and analyze the use of overstatement, understatement, ambiguity, incongruity, and irony in a persuasive text.

Logic

Ideally, the study of beginning Logic should begin at seventh and eighth grade to correspond to the skills needed in reading with understanding works of nonfiction and preparation for High School. Logic materials for this purpose can be found at Memoria Press and Classical Academic Press. Other materials used should be reviewed and approved by the Office of Catholic Schools.

Poetry (enjoyment, memorization and recitation).

Poetry is first to be enjoyed and appreciated, and we should let the students hear, contemplate and experience the beauty of the images the poet creates. The poem should be treated as a form of vision and a window into truth, beauty and goodness. Also, the study and recitation of poetry is used to cultivate memory and the skills that go along with recitation.

Enjoy with your class all of the poems at your grade level and memorize six to eight poems per year. Memorization may be a mix of choral and individual memorization.

Use our explanation entitled “Quick tips for teaching poetry in your classical curriculum” to help get you started.

Eighth Grade Poetry List - (page numbers are listed on right, which correspond to page numbers in student poetry books).

• <i>Courtesy</i> by Hilaire Belloc	41
• <i>Horatius at the Bridge*</i> by Lord Thomas Babington Macaulay	43
• Hymn of St. Francis Xavier (O Deus, Ego Amo Te) St. Francis Xavier, SJ	53
• <i>If—</i> by Rudyard Kipling	55
• <i>Lochinvar</i> by Sir Walter Scott	57
• <i>On First Looking into Chapman’s Homer</i> by John Keats	59
• <i>The Canticle of the Sun</i> by St. Francis of Assisi	61
• <i>The Lady of Shalott</i> by Lord Alfred Tennyson	63
• <i>The Road Not Taken</i> by Robert Frost	69
• <i>The Splendor Falls</i> by Lord Alfred Tennyson	71
• <i>The Tyger</i> by William Blake	73

Elements of Poetry

1. Review Poetry Terms:
 - a. Meter
 - b. Iamb
 - c. Rhyme Scheme
 - d. Free Verse
 - e. Couplet
 - f. Onomatopoeia,

- g. Alliteration
- h. Assonance
- 2. Review Stanzas and Refrains
- 3. Review Forms
 - a. Ballad
 - b. Sonnet
 - c. Lyric
 - d. Narrative
 - e. Limerick
 - f. Haiku
 - g. Epic
- 4. Review Types of Rhyme:
 - a. End
 - b. Internal
 - c. Slant
 - d. Eye
- 5. Teach and Review
 - a. Metaphor and Simile
 - b. Extended and mixed metaphors
 - c. Imagery, symbol, and personification
 - d. allusion

Correlation

Wherever possible, the study of literature and composition will be correlated to the study of History, Religion, Science, Art, Music, etc. This is accomplished through the development of units of study which correlate different subjects as much as possible unifying themes throughout the unit.

Composition

All of our schools are expected to utilize the traditional classical method of teaching composition following the principle of **imitation**.

Most of our schools are currently implementing the Institute for Excellence in Writing (IEW) composition program entitled *Teaching Writing: Structure and Style* and therefore our description of this program follows.

The units described below cover the major aspects of our composition learning goals in grades third through eighth for all schools.

Other acceptable composition programs we have approved which follow the principle of imitation include, *Writing with Ease* by Susan Wise Bauer, and *Writing and Rhetoric* published by Classical Academic Press. Any school interested in having a writing program added to this list should consult with the superintendent.

Teaching Writing: Structure and Style presents a powerful method of teaching writing. The program works by providing clear and interesting models for students to follow. With a pre-selected text, the learner is free to concentrate on selecting keywords to create a usable outline. With a workable outline, the actual writing flows almost effortlessly, allowing students to then focus on the more difficult process

of “dressing up” or adding style to the piece. When taught in a sequential, incremental way, writing can indeed become enjoyable.

While the bold and underlined topics describe all of the major units of Teaching Writing: Structure and Style which are consistent third through eighth grade, each grade level will determine which units they will cover with mastery and which units will only be reviewed. Also, the subject matter materials used to teach this composition program will be aligned to the developmental levels and abilities of the students.

Note Taking and Outlines

Students will:

1. Choose and record keywords, which will help them to remember a complete idea using a basic outline format.
2. Communicate the main ideas from a source using their own keyword outlines.
3. Choose selections, read them, create keyword outlines independently, and verbally retell the basic ideas to another person using only their outline.

Summarizing from Notes

Students will:

1. Write summaries from short stories or articles by using only their own keyword outlines.
2. Begin learning the writing and rewriting process with selected texts.
3. Begin using the syllabus in style, starting with “dress ups”.
 - a. Basic “Dress ups” include:
 - i. -ly adverb
 - ii. Who – which clause
 - iii. Strong verb
 - iv. Quality adjective
 - v. Because clause
 - vi. www.asia clause
4. Become independent in the process of:
 - a. Choosing a source in making a keyword outline.
 - b. Summarizing from their own notes (without copying from the source).
 - c. Dressing up their final summaries and rewriting a final draft.

Summarizing Narrative Stories

Students will:

1. Identify the story sequence in a narrative story.
2. Make outlines based on the Story Sequence Chart below.
3. Summarize stories from outlines and internalize the components of a well-constructed story.
4. Know that each paragraph has a purpose.
5. Know the five elements of a story (Plot, Character, Conflict, Theme & Setting)

Story Sequence Chart

1. **Who- When- Where**
 - a. Who is in the story?
 - b. What are they like?
 - c. When does it happen (image feeling)
 - d. Where do they live or go?
2. **What, problem?**
 - a. What do they need or want?

- b. What do they think?
 - c. What do they say and do?
3. **Climax, Resolution**
- a. How is the problem/ need resolved?
 - b. What happens after?
 - c. What is learned? Message, Moral, Epilogue

Summarizing a Reference

Students will:

1. Learn to use the classroom library and ultimately the main library, find reading material on a topic, take notes, and write a summary.
2. Learn the topic sentence and paragraph clincher.
3. Use one reference, take outline notes on the reference, and write a paragraph or summary from the outline.
4. Document the reference and report what they found and where they found it.

Writing from Pictures

Students will:

1. Write three-paragraph stories from a series of three pictures.
2. Use the topic/clinchers relationship, with final clinchers reflecting the key words of the last paragraph's topic sentence and of the title.
3. Exercise imagination and creativity. The pictures themselves say little. All details, setting characterization, motives, and effects must be developed.
4. Write three-paragraph stories from one or two pictures.
5. Use past participle verb forms.

Library Research Reports

Students will:

1. Extending the work of summarizing a reference above in unit four, use two, three, or more references taking outline notes on a specific topic from each reference.
2. Fuse outlines and write a summary from the fused outline.
3. Document their references orally or in writing on what they found and where they found it.

Creative Writing with Structure

Students will:

1. Learn a structure to use when writing about virtually anything, including their personal experiences.
2. Compose an introduction and the conclusion in a five paragraph composition.
3. (Grades 4 - 8) "think three topics"

Essay Writing

Students will:

1. Learn the structure for formal essays of five or more paragraphs.
2. Properly use an introduction and conclusion in a five paragraph composition.
3. Use proper essay format in all research reports for other subjects.
4. Build a foundation for high school writing and research assignments.

Formal Critiques

Students will:

1. Learn a solid structure for book reports, reviews, and critiques.

2. Develop a “critique vocabulary”, which aids in literary analysis.
3. Use a five-paragraph format by combining the basic *Story Sequence Chart* with introduction and conclusion paragraphs.

Paragraph

A well-developed paragraph includes the following:

1. Topic sentence
2. Supporting sentences
3. Unity
4. Coherence
5. Concluding sentence
6. Proper punctuation, usage and grammar

See composition checklists in teacher reference section for an easy and difficult example.

Grammar, Usage, and Mechanics

Grammar is the study and mastery of words and sentences and their relationships through analysis. This analysis in your grammar instruction should take place, orally, visually, through diagramming and applied to excellent literature. The seventh and eighth grade years are to be used for review (for those students who completed the four years (third through sixth grade) in the elementary grades) or remediation for those students who have received little to no English grammar instruction in the elementary grades. In the seventh and eighth grade years, go back to the beginning and cover all the material in two years that was covered in four years at the third through sixth grade levels. (See grammar section third through sixth grade). Everyone benefits from this kind of language review before students enter their high school years. Also, see diagramming expectations below.

Diagramming Sentences

Diagramming sentences is an essential analysis skill to prove mastery and understanding of language.

Introduce, Teach, Review, and Master Diagramming Topics

I=INTRODUCE T=TEACH R=REVIEW M=MASTER

Grade	3	4	5	6	7	8
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Diagramming:

• Principal Element	I	T	R	M	M	M
• Modifiers- Adjectives	I	T	R	M	M	M
• Modifiers- Adverbs	I	T	R	M	M	M
• Compound sentences	I	T	R	M	M	M
• Prepositional phrases (Adverbial)	I	T	R	M	M	M
• Direct Object	I	T	R	M	M	M
• Predicate Nominatives	I	T	R	M	M	M
• Predicate Adjective	I	T	R	M	M	M
• Relative Pronouns	I	T	R	M	M	M
• Interjections	I	T	R	M	M	M
• Compound Sentences	I	T	R	M	M	M
• Complex Sentences	I	T	R	M	M	M
• Prepositional phrases (Adjectival)		T	R	M	M	M

• Adjectival Clause	T	R	M	M
• Indirect Objects	T	R	M	M
• Participles	T	R	M	M
• Gerunds	T	R	M	M
• Infinitive	T	R	M	M
• Compound-Complex Sentences	T	R	M	M
• Participial phrases		T	R	M
• Gerund phrases		T	R	M
• Infinitive phrases		T	R	M
• Appositives		T	R	M

Capitalization

These capitalization rules should be first taught in second grade and used as a reminder for students up until eighth grade:

- Proper Nouns
- First Word of a Sentence
- The Pronoun I
- First Word in a Line of Poetry
- Titles
- Outlines
- Direct Quotations
- People Titles
- Family Words
- School Subjects
- Areas of the Country
- Religions
- Bible
- Deity
- Greeting and Closing of a Letter

Vocabulary

Students should know the meaning of these Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.

Latin/Greek Word Meaning Examples:

- aequus [L] equal equal, equation
- ago, acta [L] do, things done agent, enact, transact
- anthropos [G] man, human being anthropology, misanthrope
- ars [L] art artist, artifact
- brevis [L] short brevity, abbreviate
- canto [L] sing chant, cantor
- caput [L] head cap
- tain, decapitate
- clino [L] to lean, bend incline, decline
- cognito [L] know cognizant, recognize
- copia [L] plenty copy, copious
- credo [L] believe credible, incredulous

- culpa [L] blame culpable, culprit
- dominus [L] a lord, master dominate, dominion
- duco [L] lead abduct, introduce
- fido [L] to trust, believe confide, infidel
- fundo, fusum [L] pour, thing poured effusive, transfusion
- genus [L] kind, origin generic, congenital
- holos [G] whole holistic, catholic
- jungo [L] join junction, conjugal
- lego, lectum [L] read, thing read intellect, legible
- locus [L] a place local, dislocate
- loquor [L] speak eloquent, loquacious
- medius [L] middle mediate, mediocrity
- missio [L] a sending emissary, mission
- morior [L] die mortal
- nego [L] deny negate
- nihil [L] nothing nihilism, annihilate
- occido [L] kill homicide, suicide
- pathos[G] suffering, feeling sympathy, apathy
- pendo [L] weigh, hang depend, pendant
- per [L] through perceive, persist, persevere
- phobos [G] fear phobia, claustrophobia
- plenus [L] full plenty, plenary
- positum [L] placed position, opposite
- porto [L] carry transport, export
- possum [L] be able possible, potent
- pugno [L] to fight impugn, pugnacious
- punctum [L] point punctual, punctuation
- rego [L] to rule regular, regency
- sanguis [L] blood sanguine
- satis [L] enough satisfy
- scio [L] know science, conscious
- solus [L] alone solo, desolate
- sonus [L] a sound unison, consonant
- sophos [G] wise philosophy, sophomore
- spiritus [L] breath inspire, spirit
- totus [L] whole totalitarianism
- tractum [L] drawn, pulled distract, tractor
- usus [L] use abuse, utensil
- vacuus [L] empty evacuate, vacuum
- verbum [L] word verbal
- verto [L] turn avert, convert, anniversary
- via [L] way, road deviate, viaduct

Spelling

GRADE 8 – Spelling:

- Continue work with spelling, with special attention to commonly misspelled words including:

- Absence, counterfeit, guarantee, permanence, accommodate, courageous, hygiene, physician, analysis, curiosity, independence, prairie, attendance, defendant, laboratory, sergeant, believe, dessert, library, souvenir, bureau, desperate, lightning, straight, capitol, dissatisfied, maintenance, technique, colonel, extraordinary, mileage, temporary, committee, fascinating, necessary, vacuum, correspondence, foreign, occurrence, whether

Latin

GRADE 8 – Latin:

The study of Latin complements the study of History, Religion, English grammar, vocabulary and critical thinking.

The goal of building our Latin program over several years in each school is to finish Third Form Latin. This will ensure that not only do our students get the vocabulary and grammar benefit but they also get the critical thinking skills that come with frequent translation practice.

The suggested sequence is:

- 2nd Grade - *Prima Latina*: (This is not required but recommended as it goes through the parts of speech as well as teaching the children basic prayers in Latin like the Sanctus, the Table Blessing, etc.)
- 3rd Grade - Do ½ of *Latina Christiana*: four days a week.
- 4th Grade - Do ½ of *Latina Christiana*: four days a week—If there is time, introduce *First Form Latin* in fourth grade.
- 5th Grade - *First Form Latin*: five days a week.
- 6th Grade - First half *Second Form Latin*: four days a week.
- 7th Grade - Second Half of *Second Form Latin*: four days a week.
- 8th Grade - *Third Form Latin*: five days a week.

Third Form Latin Topics

1. Unit I Nouns and Adjectives
 - a. 1st-2nd Declension Nouns and Adjectives Review
 - b. Second Declension er-ir Nouns, Dative of Indirect Object
 - c. 1st-2nd Declension er Adjectives
 - d. 3rd-5th Declension Review
 - e. Third Declension i-stem nouns, Genitive Case
 - f. Third Declension Adjectives (Two Terminations)
2. Unit II Personal & Possessive Pronouns, Prepositions
 - a. 1st Person Pronouns
 - b. 2nd Person Pronouns
 - c. 1st/2nd Person Possessive Pronouns & Adjectives
 - d. Prepositions with Ablative
 - e. Prepositions with Accusative
3. Unit III Verbs Present System Indicative
 - a. 1st-2nd Conjugations, Sum, Present System, Principal Parts
 - b. 3rd Conjugation, Present System
 - c. 4th Conjugation, Present System
 - d. 3rd Conjugation io Verbs, Present System
 - e. Adverbs
4. Unit IV Verbs Perfect System Indicative

- a. 1st-2nd Conjugations, Sum, Perfect System, Principal Parts
 - b. 3rd Conjugation, Perfect System, Principal Parts
 - c. 4th Conjugation, Perfect System, Principal Parts
 - d. 3rd Conjugation io Verbs, Perfect System, Principal Parts
5. Unit V Verbs Passive Voice, Present System Indicative
- a. 1st Conjugation Present Tense Passive, Ablative of Agent
 - b. 1st Conjugation, Imperfect and Future Passive
 - c. 2nd Conjugation, Present System Passive, Ablative of Means
 - d. 3rd Conjugation, Present System Passive
 - e. 4th and io Conjugations, Present System Passive

Public Speaking

- Frequent opportunities for recitations of memorized poems and other pieces.
- Participate civilly and productively in group discussions.
- Give speeches to the class that are well-organized and well-supported with good presentation skills.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances.

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