

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.

Respectful

Treats classmates, teachers and adults with respect and courtesy

Responsible

Follows directions, obeys rules, and can be relied upon by peers and adults

Engaged

Displays an active and enthusiastic pursuit of learning the material in and out of class

Expressive

Communicates his/her own ideas and emotions honestly and appropriately with others

Attentive

Listens carefully to classmates and adults; observant of transitions between activities

Organized

Uses time wisely; uses materials and space with care; observant of expectations and deadlines

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 of our curriculum as found in our foundations document

The Foundations Stage (preK-3rd): Learning the foundational content and skills.

The Grammar Stage (4th-6th): Learning the structure of the knowledge presented and the relationships between the subjects taught.

The beginnings of the Adolescence Stage (6th-8th): 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.

Kindergarten Language Arts

Use the list of classic children’s literature and poetry provided to teach from and choose literature for its clarity regarding truth, goodness and beauty.

(Read aloud and instructional literature list in development)

I. LISTENING AND SPEAKING

A. Classroom Discussion

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Ask questions that demonstrate a sense of wonder, to clarify conversations, directions, exercises, and/or classroom routines.

B. Presentation of Ideas and Information

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently (see poetry list and class expectations)
- Participate in weekly recitation exercises. (see recitation questions list)

C. Comprehension and Discussion of Read-Alouds – All Texts

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, myths, historical narratives, drama, informational text, and poems.

Grasping Specific Details and Key Ideas

- Describe illustrations.
- Sequence four to six pictures illustrating events in a read-aloud.

- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds. Also, make connections to the world around them from a read-aloud.

Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
- Identify who is telling a story or providing information in a text.

D. Comprehension and Discussion of Read-Alouds – Fiction, Drama, and Poetry

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Change some story events and provide a different story ending.
- With assistance, distinguish fantasy from realistic text in a story.
- With assistance, identify the moral or lesson of a fable, folktale, or myth.

E. Comprehension and Discussion of Read-Alouds – Nonfiction and Informational Text

- Retell important facts and information from a nonfiction read-aloud.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II. READING

A. Print Awareness

- Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
- Demonstrate correct book orientation by holding book correctly and turning pages.
- Recognize that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish letters, words, sentences, and stories.
- Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
- Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation.

B. Phonological and Phonemic Awareness

- Identify environmental sounds, e.g., keys jingling, scissors cutting, clapping.
- Identify whether pairs of environmental sounds are the same or different.
- Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments.
- Orally segment sentences into discrete words.
- Demonstrate understanding that words are made up of sequences of sounds.
- Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.
- Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).
- In riddle games, supply words that begin with a target phoneme.
- Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag.
- Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.
- Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
- Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make cat.
- Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.

- Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.
- Identify the number of syllables in a spoken word.

C. Phonics: Decoding and Encoding

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read and write any CVC word, e.g., sit or cat.
- Read and write one-syllable words containing common initial consonant clusters such as tr-, fl-, dr- and sp- and consonant digraphs such as ch-, sh-, th-, etc.
- Read and write words containing separated vowel graphemes, such as, late, bite, note, cute.
- Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g., read at > cat > bat > bad > bid.
- Read at least 15 words generally identified as very high frequency words. Each school will use the same agreed upon list to determine these words. (ie. Dolch, Fountas and Pinnell etc.)

Consonant Sounds and Spellings Taught in Kindergarten

/b/ spelled 'b' as in boy, 'bb' as in tubby
 /d/ spelled 'd' as in dog, 'dd' as in madder
 /f/ spelled 'f' as in fun, 'ff' as in stuff
 /g/ spelled 'g' as in get, 'gg' as in egg
 /h/ spelled 'h' as in him
 /j/ spelled 'j' as in jump
 /k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin
 /l/ spelled 'l' as in lip, 'll' as in sell
 /m/ spelled 'm' as in mad, 'mm' as in hammer
 /n/ spelled 'n' as in net, 'nn' as in funny
 /p/ spelled 'p' as in pet, 'pp' as in happy
 /r/ spelled 'r' as in red, 'rr' as in earring
 /s/ spelled 's' as in sit, 'ss' as in dress
 /t/ spelled 't' as in top, 'tt' as in butter
 /v/ spelled 'v' as in vet
 /w/ spelled 'w' as in wet
 /x/ spelled 'x' as in tax
 /y/ spelled 'y' as in yes
 /z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs
 /ch/ spelled 'ch' as in chop
 /sh/ spelled 'sh' as in ship
 /th/ spelled 'th' as in thin
 /th/ spelled 'th' as in then
 /qu/ spelled 'qu' as in quick
 /ng/ spelled 'ng' as in sing, 'n' as in pink

Vowel Sounds and Spellings Taught in Kindergarten

/a/ spelled 'a' as in cat
/e/ spelled 'e' as in get
/i/ spelled 'i' as in hit
/o/ spelled 'o' as in hot
/u/ spelled 'u' as in but
/ae/ spelled 'a_e' as in cake
/ee/ spelled 'ee' as in bee
/ie/ spelled 'i_e' as in bike
/oe/ spelled 'o_e' as in note
/ue/ spelled 'u_e' as in cute
/er/ spelled 'er' as in her
/ar/ spelled 'ar' as in car
/or/ spelled 'or' as in for

E. Oral reading and Fluency

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 15 minutes each day.

F. Reading Comprehension – All Texts

Grasping Specific Details and Key Ideas

- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Understand and use words and phrases from a text that has been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.

- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Identify who is telling a story or providing information in a text.

Poetry

Animal Crackers - Christopher Morley
 At the Sea-Side - Robert Louis Stevenson
 Bird Talk - Aileen Fisher
 Good Morning, Merry Sunshine – Anonymous
 Happy Thought - Robert Louis Stevenson
 Hurt No Living Thing - Christina Georgina Rossetti
 I'm Glad - Anonymous
 Mary's Lamb - Sarah Josepha Hale
 Once I Saw a Little Bird - Old Nursery Rhyme
 Rain - Robert Louis Stevenson
 Singing - Robert Louis Stevenson
 Singing-Time - Rose Flyeman
 The Little Turtle - Vachel Lindsay
 The Three Little Kittens - Eliza Lee Cabot Follen
 Time to Rise - Robert Louis Stevenson
 Whole Duty of Children - Robert Louis Stevenson

See teachers aid – “using poetry in your classroom”.

Read through with your class and enjoy all of the above list of poems, memorize as a group 6-8 poems

American folk heroes and Tall Tales

American Tall Tales by Mary Pope Osborn
 Johnny Appleseed
 Casey Jones

Fairy tales, fables, myths

Aesop's Fables- Titles A-J,
 Fairy Tales by Charles Perrault
 Cinderella
 The Fairies
 Little Red Riding Hood
 Little Thumb (Tom Thumb)
 Puss in Boots
 Sleeping Beauty
 The Blue Fairy Book by Charles Lang

The Velveteen Rabbit by Marjorie Williams
Winnie the Pooh by A.A. Milne
Now We are Six by A.A. Milne
Mother Goose by Kate Greenway
Fables by Arnold Lobel
Saint George and the Dragon by Margaret Hodges
Saint Francis and the Friendly Beasts by Margaret Hodges
Stone Soup by Marcia Brown
Clown of God by Tomie de Paola
Strega Nona by Tomie de Paola
The Nutcracker

III. LANGUAGE CONVENTIONS

- Form letters, words, phrases and sentences to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

A. Handwriting and Spelling

- Hold a pencil with a pincer grasp and make marks on paper.
- Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.
- Write first and last name.
- Write from left to right, leaving spaces between words, and top to bottom using return sweep.
- Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write “bote” for boat, “sum” for some, or “hunee” for honey.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.

B. Parts of Speech and Sentence Structure

- Use and understand question words, i.e., what, where, when, who, how.
- Form regular plural nouns by adding ‘s’ or ‘es’, i.e., dog, dogs, wish, wishes.
- Demonstrate understanding of frequently occurring prepositions, i.e., to/from, in/out, on/off.
- Produce and expand complete sentences orally and in shared writing exercises.

C. Capitalization and Punctuation

- Capitalize the first word in a sentence, the pronoun I.
- Identify and use end punctuation, including periods, question marks, and exclamation points.

A. Vocabulary

- This subject is to be taught using a consistent vocabulary program throughout all grades with an emphasis on Latin and Greek word roots.
- Vocabulary will also be taught from the words within the subject content (Math, Science, History etc.) being taught at each grade level.
- See example of a quality vocabulary program here <http://www.wordlywise3000.com/>

IV. CORRELATION

Wherever possible, the study of literature and language 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.

1st Grade Language Arts

Use the list of classic children's literature and poetry provided to teach with and choose literature for its clarity regarding truth, goodness and beauty.

(See poetry, read aloud, instructional, fairy tale, myths, and fables list)

(Read aloud and instructional literature list in development)

V. LISTENING AND SPEAKING

A. Classroom Discussion

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age.
- Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Ask questions that demonstrate a sense of wonder, to clarify conversations, directions, exercises, and/or classroom routines.

B. Presentation of Ideas and Information

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.
- Participate in weekly recitation exercises. (see recitation questions list)

C. Comprehension and Discussion of Read-Alouds- All Texts

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.

Grasping Specific Details and Key Ideas

- Describe illustrations.
- Sequence four to six pictures illustrating events in a read-aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds. Also, make connections to the world around them from a read-aloud.

Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.

D. Comprehension and Discussion of Read-Alouds- Fiction, Drama, and Poetry

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.

- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue,) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events.

E. Comprehension and Discussion of Read-Alouds- Nonfiction and Informational Text

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

VI. READING

A. Print Awareness

- Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
- Demonstrate correct book orientation by holding book correctly and turning pages.
- Recognize that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish letters, words, sentences, and stories.
- Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud. Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation.

B. Phonemic Awareness

- Demonstrate understanding that words are made up of sequences of sounds.
- Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.
- Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).
- In riddle games, supply words that begin with a target phoneme.

- Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag.
- Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.
- Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
- Orally blend two to three sounds to form a word, e.g., given the sounds /k/... /a/.../t/, blend to make cat.
- Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.
- Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.
- Identify the number of syllables in a spoken word

C. Phonics: Decoding and Encoding

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read one to two syllable words containing any of the grapheme-phoneme correspondences listed below.
- Read and write words with inflectional endings, i.e., -s,-ed,-ing,-er,-est.
- Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.
- Sort and classify words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 30 words generally identified as high frequency words. Each school will use the same agreed upon list to determine these words. (ie. Dolch, Fountas and Pinnell etc.)

Consonant Sounds and Spellings Taught in First Grade

/b/ spelled 'b' as in boy, 'bb' as in tubby
 /d/ spelled 'd' as in dog, 'dd' as in madder, 'ed' as in filled
 /f/ spelled 'f' as in fun, 'ff' as in stuff
 /g/ spelled 'g' as in get, 'gg' as in egg
 /h/ spelled 'h' as in him
 /j/ spelled 'j' as in jump, 'g' as in gem, 'ge' as in fringe
 /k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin
 /l/ spelled 'l' as in lip, 'll' as in sell
 /m/ spelled 'm' as in mad, 'mm' as in hammer
 /n/ spelled 'n' as in net, 'nn' as in funny, 'kn' as in knock
 /p/ spelled 'p' as in pet, 'pp' as in happy
 /r/ spelled 'r' as in red, 'rr' as in earring, 'wr' as in wrist

/s/ spelled 's' as in sit, 'ss' as in dress, 'c' as in cent, 'ce' as in prince, 'se' as in rinse
/t/ spelled 't' as in top, 'tt' as in butter, 'ed' as in asked
/v/ spelled 'v' as in vet, 've' as in twelve
/w/ spelled 'w' as in wet, 'wh' as in when
/x/ spelled 'x' as in tax
/y/ spelled 'y' as in yes
/z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs
/ch/ spelled 'ch' as in chop, 'tch' as in itch
/sh/ spelled 'sh' as in ship
/th/ spelled 'th' as in thin
/th/ spelled 'th' as in then
/qu/ spelled 'qu' as in quick
/ng/ spelled 'ng' as in sing, 'n' as in pink

Vowel Sounds and Spellings Taught in First Grade

/a/ spelled 'a' as in cat
/e/ spelled 'e' as in get
/i/ spelled 'i' as in hit
/o/ spelled 'o' as in hot
/u/ spelled 'u' as in but
/ae/ spelled 'a_e' as in cake, 'ai' as in wait, 'ay' as in day, 'a' as in paper
/ee/ spelled 'ee' as in bee, 'e' as in me, 'y' as in funny, 'ea' as in beach, 'e_e' as in Pete, 'ie' as in cookie
/ie/ spelled 'i_e' as in bike, 'i' as in biting, 'y' as in try, 'ie' as in tie, 'igh' as in night
/oe/ spelled 'o_e' as in note, 'oa' as in boat, 'oe' as in toe, 'o' as in open, 'ow' as in snow
/ue/ spelled 'u_e' as in cute
/aw/ spelled 'aw' as in paw
/oo/ spelled 'oo' as in look,
/oo/ spelled 'oo' as in soon
/ou/ spelled 'ou' as in shout
/oi/ spelled 'oi' as in oil
/er/ spelled 'er' as in her
/ar/ spelled 'ar' as is car
/or/ spelled 'or' as in for

D. Oral Reading and Fluency

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 15 minutes each day.

E. Reading Comprehension – All Texts

- Demonstrate understanding of completely decodable text after reading independently.

Grasping Specific Details and Key Ideas

- Sequence four to six pictures illustrating events from a text that has been read independently.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell key details from a text that has been read independently.
- Ask questions to clarify information about a text that has been read independently.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Identify basic text features and what they mean, including title, table of contents, and chapters.
- Understand and use words and phrases from a text that has been read independently.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that link and sequence events, i.e., first, next, then, etc.
- Identify words that link ideas, i.e., for example, also, in addition.

F. Reading Comprehension – Fiction, Drama, and Poetry

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.

- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Identify sensory language and how it is used to describe people, objects, places and events.

G. Reading Comprehension – Nonfiction and Informational Text

- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events. Identify the moral or lesson of a fable, folktale, or myth.

Poetry

Bed in Summer - Robert Louis Stevenson
 Easter - Alfred Joyce Kilmer
 Foreign Lands - Robert Louis Stevenson
 My Shadow - Robert Louis Stevenson
 The Cow - Robert Louis Stevenson
 The Hayloft - Robert Louis Stevenson
 The Lamplighter - Robert Louis Stevenson
 The Land of Counterpane - Robert Louis Stevenson
 The Moon - Robert Louis Stevenson
 The Swing - Robert Louis Stevenson
 There Once Was a Puffin - Florence Page Jacques
 Where Go the Boats? - Robert Louis Stevenson
 The Wind - Robert Louis Stevenson
 Windy Nights - Robert Louis Stevenson

See teachers aid – “using poetry in your classroom”.

Read through and enjoy all of the above poetry list, memorize 6-8, mostly choral memorization

American folk tales and tall tales

American Tall Tales by Mary Pope Osborn

Fairy tales, fables, myths

Aesop’s Fables, Titles K-W from our list
 Hans Christian Anderson Fairy Tales
 The Emperor’s New Clothes
 The Little Match Girl
 The Little Mermaid
 The Most Incredible Thing

The Nightingale
The Princess and the Pea
The Snow Queen
The Steadfast Tin Soldier
The Tinderbox
Thumbelina
The Ugly Duckling
Tales of Peter Rabbit by Beatrix Potter
Tales of Br'er Rabbit by Beatrix Potter
The House at Pooh Corner by A.A. Milne
The Adventures of Pinnocchio by Carlo Collodi
The Velveteen Rabbit by Marjorie Williams
The Frog and the Toad, Owl at Home, Grasshopper on the Road by Arnold Lobel
Little Bear Series by Else Holmelund Minarik

VII. LANGUAGE CONVENTIONS AND COMPOSITION

- Form letters, words, phrases and sentences to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

A. Handwriting and Spelling

- Print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.
- Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and from top to bottom, using return sweep.
- Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write ate for eight, “boi” for boy, “fone” for phone.

B. Composition

Putting words on paper: Copy work

- Copy sentences every day from good writers' examples.

Purposes:

- Create a visual memory of proper written language.
- Form a visual picture of proper written language from spoken words.
- Hold words in head long enough to get them down on paper.

Techniques:

- Repeat until student can repeat back to you.
- Warn student of upcoming punctuation challenges.
- Use your voice to indicate punctuation and other elements.
- Give all necessary help in spelling and punctuation.

Putting ideas into words:

- Narration across the curriculum
- Narrate to teacher

Purposes:

- Develops skill in original expression without demanding creativity in content
- Teaches student to identify the central elements of narratives

Techniques:

- First grade: Guided narration
- Orally restate sentences or summarize from a passage the student reads themselves or is read to them by the teacher.
- Use complete sentences in their response.

C. Parts of Speech and Sentence Structure

- Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.
- Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
- Recognize, identify and use regular verbs to convey a sense of past, present, and future tense orally, in written text, and in own writing.
- Recognize, identify, and use adjectives orally, in written text, and in own writing.
- Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.
- Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.
- Produce and expand complete sentences orally and in shared writing exercises.

D. Capitalization and Punctuation

- Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, and items in a series.

Vocabulary

- This subject is to be taught using a consistent vocabulary program throughout all grades with an emphasis on Latin and Greek word roots.
- Vocabulary will also be taught from the words within the subject content (Math, Science, History etc.) being taught at each grade level.

- See example of a quality vocabulary program here <http://www.wordlywise3000.com/>

VIII. 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.

2nd Grade Language Arts

Use the list of classic children's literature and poetry provided to teach with and choose literature for its clarity regarding truth, goodness and beauty.

(See read aloud and instructional list)

IX. LISTENING AND SPEAKING

A. Classroom Discussion

- Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.
- Speak clearly with volume appropriate to the setting.
- Ask questions that demonstrate a sense of wonder, to clarify conversations, directions, exercises, and/or classroom routines.
- Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
- Summarize what was read in the accurate sequence.
- Understand and use narrative language to describe people, places, things, locations, events, actions.

B. Presentation of Ideas and Information

- Follow multi-step, oral directions.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations using appropriate eye contact, volume and clear enunciation.
- Participate in weekly recitation exercises. (see recitation questions list)

C. Comprehension and Discussion of Read-Alouds – All Texts

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.

Grasping Specific Details and Key Ideas

- Describe illustrations.
- Sequence four to six pictures or ideas/sentences illustrating events in a read aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds. Also, make connections to the world around them from a read-aloud.

Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, access prior knowledge related to the text to be read.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
- Identify who is telling a story or providing information in a text.

D. Comprehension and Discussion of Read-Alouds – Fiction, Drama, and Poetry

- Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue,) and use some of these terms in retelling stories.
- Identify repetitions in phrases, refrains, or sounds in poems or songs.
- Identify sensory language and how it is used to describe people, objects, places and events.
- Describe the use of rhyme, rhythm and sensory images used in poetry.

E. Comprehension and Discussion of Read-Alouds – Nonfiction and Informational Text

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- Interpret information presented in diagrams, charts, graphs, etc.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

X. READING

D. Phonics: Decoding and Encoding

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read multi-syllable words containing any of the grapheme-phoneme correspondences listed below.
- Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
- Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.
- Sort and classify words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 100 words generally identified as high frequency words. Each school will use the same agreed upon list to determine these words. (ie. Dolch, Fountas and Pinnell etc.)

Consonant Sounds and Spellings Taught in Second Grade

/b/ spelled 'b' as in boy, 'bb', as in tubby
/d/ spelled 'd' as in dog, 'dd' as in madder, 'ed' as in filled
/f/ spelled 'f' as in fun, 'ff' as in stuff
/g/ spelled 'g' as in get, 'gg' as in egg
/h/ spelled 'h' as in him
/j/ spelled 'j' as in jump, 'g' as in gem, 'ge' as in fringe
/k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin
/l/ spelled 'l' as in lip, 'll' as in sell
/m/ spelled 'm' as in mad, 'mm' as in hammer
/n/ spelled 'n' as in net, 'nn' as in funny, 'kn' as in knock
/p/ spelled 'p' as in pet, 'pp' as in happy

/r/ spelled 'r' as in red, 'rr' as in earring, 'wr' as in wrist
/s/ spelled 's' as in sit, 'ss' as in dress, 'c' as in cent, 'ce' as in prince, 'se' as in rinse
/t/ spelled 't' as in top, 'tt' as in butter, 'ed' as in asked
/v/ spelled 'v' as in vet, 've' as in twelve
/w/ spelled 'w' as in wet, 'wh' as in when
/x/ spelled 'x' as in tax
/y/ spelled 'y' as in yes
/z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs
/ch/ spelled 'ch' as in chop, 'tch' as in itch
/sh/ spelled 'sh' as in ship
/th/ spelled 'th' as in thin
/th/ spelled 'th' as in then
/qu/ spelled 'qu' as in quick
/ng/ spelled 'ng' as in sing, 'n' as in pink

Vowel Sounds and Spellings Taught in Second Grade

/a/ spelled 'a' as in cat
/e/ spelled 'e' as in get, 'ea' as in head
/i/ spelled 'i' as in hit, 'y' as in myth
/o/ spelled 'o' as in hot, 'a' as in wall
/u/ spelled 'u' as in but, 'o' as in son
/ae/ spelled 'a_e' as in cake, 'ai' as in wait, 'ay' as in day, 'a' as in paper, 'ey' as in hey, 'ei' as in weight, 'ea' as in great
/ee/ spelled 'ee' as in bee, 'e' as in me, 'y' as in funny, 'ea' as in beach, 'e_e' as in Pete, 'ie' as in cookie, 'i' as in ski, 'ey' as in key
/ie/ spelled 'i_e' as in bike, 'i' as in biting, 'y' as in try, 'ie' as in tie, 'igh' as in night;
/oe/ spelled 'o_e' as in note, 'oa' as in boat, 'oe' as in toe, 'o' as in open, 'ow' as in snow
/ue/ spelled 'u_e' as in cute, 'u' as in unit, 'ue' as in cue
/aw/ spelled 'aw' as in paw, 'au' as in Paul, 'augh' as in caught, 'ough' as in bought
/oo/ spelled 'oo' as in look, 'u' as in student, 'ue' as in blue, 'ui' as in fruit, 'ew' as in new,
'u_e' as in tune
/oo/ spelled 'oo' as in soon
/ou/ spelled 'ou' as in shout, 'ow' as in now
/oi/ spelled 'oi' as in oil, 'oy' as in toy
/er/ spelled 'er' as in her, 'ur' as in hurt, 'ir' as in bird, 'ar' as in dollar
/ar/ spelled 'ar' as in car
/or/ spelled 'or' as in for, 'ore' as in more, 'our' as in four, 'oor' as in door
Schwa spelled 'a' as in about
/shun/ spelled 'tion' as in mention

E. Oral reading and Fluency

- Read decodable stories that incorporate the specific code knowledge that has been taught.

- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 20 minutes each day.

F. Reading Comprehension – All Texts

- Demonstrate understanding of text—the majority of which is decodable—after independent reading.

Grasping Specific Details and Key Ideas

- Sequence four to six pictures or ideas/ sentences illustrating events from a text that has been read independently.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e. who, what, where, when, etc.) about a text that has been read independently.
- Retell key details from a text that has been read independently.
- Ask questions to clarify information from independent reading.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.
- Understand and use words and phrases from a text that has been read independently.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, access prior knowledge related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.

- Interpret information that is read independently and then ask questions to clarify this information.
- Identify who is telling a story or providing information in a text.

G. Reading Comprehension – Fiction, Drama, and Poetry

- Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue,) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places, and events.
- Identify repetitions in phrases, refrains, or sounds in poems or songs.
- Describe the use of rhyme, rhythm and sensory images used in poetry.

Poetry

A Christmas Carol - G. K. Chesterton
 At the Zoo - A.A. Milne
 Boy and His Stomach - Edgar Albert Guest
 Furry Bear - A. A. Milne
 Little Jesus - Francis Thompson
 Looking-Glass River - Robert Louis Stevenson
 My Ship and I - Robert Louis Stevenson
 Our Brother Is Born - Harry and Eleanor Farjeon
 Some One - Walter de la Mare
 Stopping by Woods on a Snowy Evening - Robert Frost
 The Christening - A.A. Milne
 The Duel - Eugene Field
 The Land of Nod - Robert Louis Stevenson
 The Land of Story-books - Robert Louis Stevenson
 The Owl and the Pussy-Cat - Edward Lear
 The Song of Mr. Toad - Kenneth Grahame
 Trees - Sara Coleridge
 What are Heavy? - Christina Rossetti

See teachers aid – “using poetry in your classroom”.

Read through and enjoy all of the above poetry list, memorize 6-8, mostly choral memorization

American folk tales and tall tales

American Tall Tales by Mary Pope Osborn
Paul Bunyan
John Henry
Pecos Bill
Davy Crockett
Sally Ann Thunder Ann Whirlwind
Stormalong

Fairy tales, fables myths

Grimm Fairy Tales
Elves and the Shoemaker
Hansel and Gretel
Pied Piper of Hamelin
Rapunzel
Rumpelstilskin
Snow White
Stone Soup
Greek Myths
Greek Myths by Ingri and Edgar d'Aularie
Tales of Greek Heroes by Roger Lancelyn Green
Tales of Troy by Roger Lancelyn Green
Greek Myths by Olivia Coolidge
Tangelwood Tales by Nathaniel Hawthorne
Just So Stories by Kipling including Rikki-Tikki-Tavi
Peter Pan by J.M. Barrie

H. Reading Comprehension – Nonfiction and Informational Text

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- Interpret information presented in diagrams, charts, graphs, etc.
- With assistance, categorize and organize facts and information for a given topic.
- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

XI. LANGUAGE CONVENTIONS AND COMPOSITION

- Form sentences and paragraphs to communicate thoughts and ideas.

- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

B. Spelling

- Use a children's dictionary, with assistance, to check spelling and verify the meaning of words.
- Identify and use synonyms, antonyms, homophones, and compound words.

C. Composition

Putting words down on paper

- Write single sentences from dictation, applying phonics knowledge.
- This exercise forces the student to picture in their mind the sentence (including punctuation) before writing it down.

At a different time during the day

Putting ideas into words:

- Narration across the curriculum
- Narrate to teacher.

Purposes:

- Develops skill in original expression without demanding creativity in content
- Teaches student to identify the central elements of narratives

Techniques:

- Guided narration, begin with a paragraph from material you've read. Read it to the students. Then ask the students to orally condense what they heard into one or two sentences. Help the student(s) to identify what information to leave out by asking them what the most important part of the paragraph is. If this is too hard for a whole paragraph try two or three sentences summarized into one sentence.

D. Parts of Speech and Sentence Structure

- Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.
- Recognize, identify and use correct noun-pronoun agreement orally, in written text and in own writing.
- Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
- Recognize, identify, and use the articles 'a' and 'an' appropriately orally, in written text and in own writing.

- Recognize, identify and use selected regular and irregular plural nouns orally, in written text and in own writing.
- Recognize, identify and use selected regular and irregular past, present, and future tense verbs orally, in written text, and in own writing.
- Recognize, identify, and use adjectives orally, in written text, and in own writing.
- Recognize, identify, and use adverbs orally, in written text, and in own writing.
- Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.
- Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.
- Recognize, identify, and use complete simple and compound sentences.

E. Capitalization and Punctuation

- Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week, titles of people, and addresses.
- Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., cat's meow.
- Use quotation marks appropriately to designate direct speech.

F. Spelling and Usage

- Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which he or she is uncertain.
- Use capital letters correctly.
- Understand what a complete sentence is, and identify subject and predicate in single-clause sentences, distinguish complete sentences from fragments.
- Identify and use different sentence types:
 - declarative (makes a statement)
 - interrogative (asks a question)
 - imperative (gives a command)
 - exclamatory (for example, "What a hit!")
- Know how to use the following punctuation:
 - end punctuation: period, question mark, or exclamation point
 - comma: between day and year when writing a date; between city and state in an address; in a series; after yes and no
 - apostrophe: in contractions; in singular and plural possessive nouns
- Recognize and avoid the double negative.

G. Vocabulary

- This subject is to be taught using a consistent vocabulary program throughout all grades with an emphasis on Latin and Greek word roots.
- Vocabulary will also be taught from the words within the subject content (Math, Science, History etc.) being taught at each grade level.
- See example of a quality vocabulary program here <http://www.wordlywise3000.com/>

XII. 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.