

Topic	St. Francis of Assisi Parish School Subject Area Expectations – Language Arts Curriculum Kindergarten Standards of Achievement: A = Awareness K = Knowledge U = Understanding	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
		Curriculum Concepts – Readiness					
Matching	Match identical geometric shapes						
	Match identical numeral forms						
	Match identical letter forms						
	Match identical word forms						
	Match like objects in assortment of four						
	Match identical parts in mixed assortment						
	Match same colored squares, pictures						
	Match objects facing same direction						
	Distinguish same letters from similar						
Naming	Name pictured objects in background						
	Name pictured objects in foreground						
	Recognize own name in printed form						
Sorting	Classify by color						
	Classify by shape						
	Classify by size						
Sequence	Sequence picture cards						
Position	Name/show: top, bottom, up, down, beside						
	Name/show: on, over, under, above below						
	Name/point to positions in pictures						
Comparison	Tell difference between unlike shapes						
	Tell difference between unlike numerals						
	Tell difference between unlike letters						
	Tell difference between unlike words						
Recall	Recall picture details after 5-second look						
	Recall removed object from a group						
Patterns	Assemble a 7-piece puzzle together						
Tracing	Trace between parallel lines						
	Trace between curved lines						
	Outline a figure						
Copying	Copy a given shape						
	Reproduce letter as shown						
Coloring	Color within lines						

Cutting	Cut with scissors on line, on curve	Kindergarten							
	Hold scissors correctly								
Coordination	Move hand in left/right progression								
	Move eye in left/right progression								
Sorting	Classify sounds: alike, different								
	Classify sounds: loud, soft								
Comparison	Tell whether sound is long, short								
	Compare pitch: high, medium, low								
Pattern	Recognize rhyming words								
	Identify repetitive words								
Curriculum Concepts – Listening									
Purpose	Enjoy stories read to a group								
	Distinguish various sounds								
Curriculum Concepts – Speaking									
Experience	Recite rhymes with group								
	Share riddles with group								
	Share ideas with group								
	Share items with group								
	Describe item using three clues								
Curriculum Concepts – Phonics									
Alphabet	Name the alphabet letters								
	Match small capital letters								
	Identify letters when seen								
	Print alphabet letters: upper/lower case								
	Sequence letters alphabetically								
	Know letter sounds								
Curriculum Concepts – Vocabulary									
Words	Name/read/print color words								
Word Lists	Name/read/print shape words								
	Name/read/print size words								
	Name/read/print number words to ten								
	Name/read/print locator words								
	Name/read/define/spell pre-printed words								
Curriculum Concepts – Reading									
Recall	Recall the stated main idea								
Fiction	Read/retell/remember three fairy tales								
Poetry	Read/memorize four Mother Goose rhymes								
Curriculum Concept – Writing									
Handwriting	Use correct form in manuscript writing								
	Hold pencil correctly								

Topic	St. Francis of Assisi Parish School Subject Area Expectations – Language Arts Curriculum Grade 1 Standards of Achievement: A = Awareness K = Knowledge U = Understanding	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
		Curriculum Concepts – Listening					
Purpose	Enjoy stories read to a group						
	Follow four-step directions						
	Enjoy poetry read to a group						
	Distinguish various sounds						
	Sit still with eyes on speaker						
Curriculum Concepts – Speaking							
Experience	Recite rhymes						
	Share riddles with group						
	Share ideas with group						
	Retell stories heard						
	Share journal entries						
	Share original sentences/stories written						
	Speak with an audible voice						
Curriculum Concepts – Oral Reading							
Norms	Read with proper phrasing						
	Read with good posture						
	Read with audible voice						
	Read with some expression						
Curriculum Concepts – Phonics							
Alphabet	Tell which letter is a vowel or consonant						
Consonants	Hear/name/repeat/print initial consonants						
	Hear/name/repeat/print final consonants						
	Hear/name/print single- and double-medial consonants						
	Hear/name/print dd, ff, gg, mm, nn, ss, tt, zz						
	Hear/name/print initial blends						
	Hear/name/repeat: bl, br, cl, cr, dr, dw, fl, fr						
	Hear/name/repeat: gl, fr, pl, pr, sc, sl, sm ,sn						
	Hear/name/repeat: sp, st, sw, tr, tw						
	Hear/name/repeat/print final blends						
	Hear/name/repeat: rd, sk, st, lp, lt, ft						
	Hear/name/repeat: ck, ld, lk, mp, nd, nk, nt, pt						
	Hear/name/repeat/print 3-letter blends						

	Hear/name/repeat: chr, sch, scr, spl, spr, squ	Grade 1							
	Hear/name/repeat: str, shr, thr, nch								
	Hear/name/repeat/print consonant digraphs								
	Hear/name/repeat: ch, ng, ph, sh, th, wh, tch								
	Hear/name/repeat/print silent consonants								
	Name words with silent: l, b, w, t, k, g								
	Hear/name/repeat/print variant consonants								
	Name words with gh, gn, kn, qu, wr, c/g, s/x								
Vowels	Hear/name/repeat/print long vowels								
	Hear/name/repeat/print short vowels								
	Hear/name/repeat/print vowel digraphs								
	Hear/name/repeat: ai, ay, aw, ey, ie, oa, oe, ow								
	Hear/name/repeat: oy, ue, ui								
	Hear/name/repeat/print variant vowels								
	Name words with: al, au, aw, ar, er, ir, or, ur								
	Name words with "y" as a vowel or consonant								
Schwa	Name words with the schwa sound								
Rhyming	Name words ending with: ack, ake, all, ate								
	Name words ending with: am, at, ay								
	Name words ending with: in, it, ight								
	Name words ending with: ell, et, eck								
	Name words ending with: ill, ing, ish, ick								
	Name words ending with: ind, ook, ock								
	Name words to rhyme with any given word								
Curriculum Concept – Vocabulary									
Word Lists	Name/read/print color words								
	Name/read/print shape words								
	Name/read/print size words								
	Name/read/print number words								
	Name/read/print locator words								
	Name/read/define/spell pre-primer words								
	Name/read/define/spell primer words								
	Name/read/print/spell Dolch words list								
	Name/read/print/spell high-frequency writing words								
Curriculum Concept – Reading									
Recall	Restate the given story sequence								
	Name the who, what, where, when of the story								
Inference	Draw a conclusion from the story								
	Predict outcomes from the reading								
Fiction	Read/remember/retell three legends								

	Read/remember/retell three mystery stories	Grade 1							
Non-Fiction	Read/critique three articles								
Poetry	Read/memorize lyric poems								
	Read/memorize Haiku poems								
	Read/memorize ballads								
Curriculum Concept – Grammar									
Sentences:									
Types	Recognize complete sentences								
	Recognize sentence fragments								
	Recognize/dictate/write sentences								
	Write a declarative (telling) sentence								
	Write an interrogative (question) sentence								
Curriculum Concept – Composition									
Writing	Print and spell words as labels, lists								
Words	Spell and write words on spelling tests								
Sentences	Print complete sentences								
	Copy sentences from board								
	Write sentences from dictation								
	Use vocabulary words in a sentence								
Capitalization	Capitalize pronoun “I”								
	Capitalize first word of sentence								
	Capitalize proper nouns								
Punctuation	Use period after statements								
	Use question mark after question								
Curriculum Concepts – Study Skills									
Resources	Use the calendar correctly								
	Use the dictionary in reader to define vocabulary words								
	Use the “Word Wall”								
	Use classroom charts								
	Use word journal								

Topic	St. Francis of Assisi Parish School Subject Area Expectations – Language Arts Curriculum Grade 2 Standards of Achievement: A = Awareness K = Knowledge U = Understanding	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
		Curriculum Concepts – Listening					
Purpose	Enjoy stories read to a group						
	Follow four-step directions						
	Write dictation sentences						
	Distinguish various sounds						
Norms	Be silent when another speaks						
	Sit up straight						
	Look directly at the speaker						
	Concentrate on what is said						
	Question what is not clear						
	Applaud politely when appropriate						
	Give requested feedback						
Curriculum Concepts – Speaking							
Norms	Speak in complete sentences						
	Speak with correct pronunciation						
	Speak with clear enunciation						
	Speak with good phrasing						
	Speak with appropriate pacing						
	Speak with appropriate tone						
	Speak with appropriate word choice						
Experience	Recite rhymes with group						
	Share riddles with group						
	Share ideas with group						
	Retell stories heard						
	Retell stories read						
	Dictate stories						
	Role-play situations						
Curriculum Concepts – Oral Reading							
Norms	Read with proper phrasing						
	Read with good posture						
	Read with correct pronunciation						
	Read with appropriate expression						

Curriculum Concepts – Phonics		Grade 2					
Alphabet	Tell which letter is a vowel or consonant						
Consonants	Hear/name/repeat/print variant consonants						
Root Words	Recognize/give samples of root words						
Compounds	Recognize/give samples of compound words						
Curriculum Concepts – Reading							
Recall	Use story clues to answer questions						
	Classify facts into categories						
	Tell specific details of the story						
Fiction	Read/remember/retell three folk tales						
	Read/remember/retell three fables						
Poetry	Read/memorize four limericks						
Curriculum Concepts – Writing							
Handwriting	Use correct form in manuscript writing						
Computer	Use keyboarding						
Curriculum Concepts – Grammar							
Synonyms	Recognize/give samples of synonyms						
Antonyms	Recognize/give samples of antonyms						
Homonyms	Recognize/give samples of homonyms						
Nouns	Define/give samples of nouns						
	Categorize noun as singular, plural						
Verbs	Define/give samples of verbs						
Adjectives	Define/give examples of adjectives						
	Define/give examples of articles						
Adverbs	Define/give examples of adverbs:						
	Define/give examples of words with as many syllables as vowel sounds						
	Define/give examples of root word: syllable undivided						
	Define/give examples of suffix and prefix: syllables						
	Define/give examples of divide: VC/C						
	Define/give examples of divide: V/CV						
	Define/give examples of V before R = syllable with R						
	Define/give examples of V + final LE = syllable						
Pronouns	Define/give example of pronouns						
	Name the pronoun antecedent in sentences						
Sentences Types	Recognize run-on fragments						
	Dictate/write a question (interrogative)						
	Write imperative (command) sentence						
	Dictate/write exclamatory (exclamation)						

Curriculum Concepts – Composition		Grade 2					
Writing Words	Print and spell words as labels, lists						
	Write and spell words as vocabulary drills						
	Spell and write words on spelling tests						
Phrases	Print/write phrases/picture captions						
Sentences	Print complete sentences						
	Add printed descriptive words						
	Write sentences from dictation						
	Compose original simple sentences						
Poetry	Compose a Haiku poem						
Capitalization	Capitalize the pronoun “I”						
	Capitalize names and titles						
	Capitalize place names						
	Capitalize names of organizations						
	Capitalize proper adjectives						
	Capitalize first word of quotations						
	Capitalize first word of dialogue						
	Capitalize first word of poetry lines						
Punctuation	Use period after statements						
	Use period after commands						
	Use question mark after question						
	Use exclamation point correctly						
	Use apostrophe in contractions						
Curriculum Concepts – Study Skills							
Reference:	Find book’s title page						
Book Parts	Tell book’s author						
	Tell number of pages in book						
Alphabetize	Alphabetize words by first letter						
Resources	Alphabetize words by first letter						

Topic	St. Francis of Assisi Parish School Subject Area Expectations – Language Arts Curriculum Grade 3 Standards of Achievement: A = Awareness K = Knowledge U = Understanding	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
		Curriculum Concepts – Listening					
Purpose	Tell purpose to inform, entertain, convince						
	Follow four-step directions						
	Write dictation sentences						
Curriculum Concepts – Speaking							
Experience	Give clear directions to others						
	Retell stories heard						
	Retell stories read						
	Dictate stories						
	Role play situations						
	Use proper telephone etiquette						
Curriculum Concepts – Oral Reading							
Norms	Read with proper phrasing						
	Read with good posture						
	Read with proper pacing						
	Read with clear enunciation						
	Read with appropriate voice level						
Curriculum Concepts – Phonics							
Norms	Apply: single vowel if a syllable is short						
	Apply: final “e” make a preceding vowel long						
	Apply: with two vowels together, first is silent						
	Apply: vowels are influenced by “r, w, l”						
	Apply: “c” followed by “a, o, u,” is “k” sound						
	Apply: “c” followed by “i, e, y,” is “s” sound						
	Apply: “g” followed by “i, e, y,” is “j” sound						
	Apply: “g” followed by “a, o, u,” is “g” sound						
Curriculum Concepts – Vocabulary							
Word Lists	Name/read/define/spell reader vocabulary						
Contractions	Define/use/spell contractions correctly						
	Use correctly: I’d, wasn’t, she’ll						
	Use correctly: we’ll, what’s, here’s						
	Use correctly: that’s, you’ll, couldn’t						
	Use correctly: who’s, shouldn’t, wouldn’t						

In Context	Define words through context clues	Grade 3							
Root Words	Recognize/give samples of root words								
Compounds	Recognize/give samples of compound words								
Curriculum Concepts – Reading									
Recall	Use story clues to answer questions								
	Classify facts into categories								
	Restate the given story sequence								
	Name the who, what, where, when of a story								
Fiction	Read/remember/retell three folk tales								
	Read/remember/retell three legends								
Poetry	Read/memorize four limericks								
Curriculum Concepts – Writing									
Handwriting	Use correct form in cursive writing								
	Write “y, p” below baseline								
	Write “l, b, h, f” as high capitals								
Handwriting	Dot lower-case “i”								
	Write with fully closed loop: “a, o, d”								
	Write “e” with open loop								
Computer	Use keyboarding								
Curriculum Concepts – Grammar									
Synonyms	Recognize/give samples of synonyms								
Antonyms	Recognize/give samples of antonyms								
Homonyms	Recognize/give samples of homonyms								
Plurals	Spell regular/irregular plurals correctly								
Syllables	Memorize/apply syllabication rules for as many syllables as vowel sounds								
	Memorize/apply syllabication rules for root word: syllable undivided								
	Memorize/apply syllabication rules for suffix and prefix: syllables								
	Memorize/apply syllabication rules for divide: VC/C								
	Memorize/apply syllabication rules for divide: V/CV								
	Memorize/apply syllabication rules for V before R = syllable with R								
	Memorize/apply syllabication rules for V + final LE = syllable								
Accents	Recall/apply rules for accents:								
	Recall/apply rules for first syllable usually accented								
	Recall/apply rules for prefix usually not accented								
	Recall/apply rules for ending syllables not accented								
	Recall/apply rules for vowel + CK is accented								
	Recall/apply rules for primary, secondary accent								
Nouns	Categorize nouns as singular, plural								
	Categorize nouns as common, proper								
Verbs	Define/give samples of verbs								

	Name principle parts of specific verbs	Grade 3							
	Categorize verbs as to tense: present								
	Categorize verbs as to tense: past								
	Categorize verbs as to tense: future								
	Check subject/verb agreement: number								
Adjectives	Define/give example of adjectives								
	Define/give example of articles								
Adverbs	Define/give examples of adverbs								
Pronouns	Define/give example of pronouns								
	Name the pronoun antecedent in sentences								
Word Usage	Use correctly: a, an, here is, here are								
	Use correctly: noun plurals								
	Use correctly: forms of good, bad, well								
	Use correctly: forms of it's, its								
	Use correctly: their, there, they're								
	Use correctly: your, you're								
	Use correctly: rise, raise, lay, lie								
	Use correctly: set, sit, teach, learn								
	Use correctly: to, too, two								
Sentences	Recognize run-on fragments								
	Dictate/write a question (interrogative)								
	Write imperative (command) sentence								
	Dictate/write exclamatory (exclamation)								
Structure	Classify sentence structure as simple								
	Diagram simple sentence								
Subject	Define/recognize in sentence: subjects								
Predicate	Define/recognize in sentence: predicate								
	Identify: predicate agreeing with subject								
Edit	Note overworked words in writing								
Curriculum Concepts – Composition									
Writing: Words	Write/spell words as vocabulary drills								
	Spell/write words on spelling tests								
Phrases	Print and write phrases: picture captions								
Sentences	Add printed descriptive words								
	Copy sentences from board								
	Write sentences from dictations								
	Compose original simple sentences								
Paragraphs	Write topic sentence for paragraph								
Letters	Name the parts of a letter								
	Write and punctuate a friendly letter								

	Write a thank-you note	Grade 3							
Reports	Write a one-paragraph report								
	Write a book report								
Capitalization	Capitalize in letter's greeting								
	Capitalize in letter's closing								
	Capitalize in letter's heading								
Punctuation	Use period after abbreviations								
	Use period after initials								
	Use comma after letter greeting								
	Use comma after letter closing								
	Use comma to separate city, state								
	Use comma to separate date, year								
	Use apostrophe to show possession								
Curriculum Concepts – Study Skills									
Reference:	Find the table of contents								
Book Parts	Use index to find facts								
Dictionary	Find words in dictionary								
	Use dictionary for syllabication								
Alphabetize	Alphabetize words by second letter								
	Alphabetize words by second word								
Resources	Use the white pages of telephone directory								
	Use yellow pages of telephone directory								

Topic	St. Francis of Assisi Parish School Subject Area Expectations – Language Arts Curriculum Grade 4 Standards of Achievement: A = Awareness K = Knowledge U = Understanding	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
		Curriculum Concepts – Listening					
Purpose	Tell purpose to inform, entertain, convince						
	Retell information heard						
	Write dictation sentences						
Norms	Be silent while another speaks						
	Sit up straight						
	Looks directly at the speaker						
	Concentrate on what is said						
	Question what is not clear						
	Applaud politely when appropriate						
	Give requested feedback						
	Ask related questions						
	Curriculum Concepts - Speaking						
Norms	Speak in complete sentences						
	Speak with correct pronunciation						
	Speak with clear enunciation						
	Speak with good phrasing						
	Speak with appropriate pacing						
	Speak with appropriate tone						
	Speak with appropriate pitch						
Experience	Retell stories read						
	Dictate stories						
	Role-play situations						
	Give clear directions to others						
	Read poetry aloud						
	Give book reports						
	Make introductions						
Report to class on special topic							
Curriculum Concepts – Oral Reading							
Norms	Read with correct pronunciation						
	Read with appropriate expression						
	Read with proper eye/voice span						

Curriculum Concepts – Vocabulary		Grade 4					
Word Lists	Name/read/define/spell reader vocabulary						
Transition	Define/use correctly: transition words						
	Use correctly: when, and, therefore						
	Use correctly: then, as, finally						
	Use correctly: since, but, because						
In Context	Define words through context clues						
Homophones	Recognize/spell/give sample of homophones						
Heteronyms	Recognize/spell/give sample of heteronyms						
Plurals	Spell correctly regular, irregular plurals						
Idioms	Recognize idioms						
Suffixes	Recognize/use/spell/define prefixes:						
	Use prefix: dis-, anti-, en-, post-						
	Use prefix: com-, inter-, in-, trans-						
	Use prefix: con-, mis-, bi-, anti-						
	Use prefix: tri-, non-, ex-, super-						
	Use prefix: pre-, sub-, ob-, pro-						
	Use prefix: per-, ab-, em-						
	Use prefix: un-, uni-						
Curriculum Concepts – Reading							
Recall	Recall the stated main idea						
	Tell specific details of the story						
	Recall the sequence of the story						
	Use inferencing skills to predict outcomes						
Fiction	Read/retell/remember three fairy tales						
	Read/retell/remember three fables						
	Distinguish between fiction and non-fiction						
	Read/retell/remember three folktales						
Poetry	Read/memorize four Mother Goose rhymes						
	Read seasonal poems						
Curriculum Concepts –Writing							
Manuscript	Use correct form						
	Use correct spacing between words						
Cursive	Use correct form						
	Evaluate correct handwriting slant						
	Evaluate correct size/height						
	Evaluate consistent shape						
	Evaluate proper alignment						
	Evaluate proper margins						
	Evaluate proper spacing						

	Write: “y, p” below baseline	Grade 4							
	Write: “l, b, h, f” as high capitals								
	Dot lower-case “i”								
	Write with fully closed loop: “a, o, d”								
	Write “e” with open loop								
Pride	Take pride in finished written word								
Computer	Use keyboarding								
Curriculum Concepts – Grammar									
Nouns	Categorize nouns as common, proper								
	Define/give samples of noun usage								
	Give samples of a noun used as a subject								
	Give samples of a noun used as direct object								
	Give sample of an indirect object								
Verb	Name principal parts of specific verbs								
	Contrast principle and helping verbs								
	Contrast transitive and intransitive verbs								
	Contrast action and linking verbs								
	Categorize verbs as to tense: present								
	Categorize verbs as to tense: past								
	Categorize verbs as to tense: future								
	Check subject/verb agreement: number								
Adjectives	Classify adjectives as descriptive								
	Classify adjectives as limiting								
	Classify adjectives as determiners								
	Define/give example: predicate adjective								
	Use correctly: the degrees of comparison								
Adverbs	Classify adverbs: as to time (when)								
	Classify adverbs: as to place (where)								
	Classify adverbs: as to manner (how)								
	Define/give example of intensifiers								
Pronouns	Define/give example of possessive pronouns								
	Define/give example of personal pronouns								
	Define/give example of indefinite pronouns								
	Define/give example of interrogative pronouns								
	Define/give example of relative pronouns								
	Define/give example of reflexive pronouns								
	Define/give example of demonstrative pronouns								
Norms	Use correctly: a, an, here is, here are								
	Use correctly: noun plurals								
	Use correctly: forms of good, bad, well								

	Use correctly: forms of it's, its	Grade 4							
	Use correctly: their, there, they're								
	Use correctly: your, you're								
	Use correctly: rise, raise, lay, lie								
	Use correctly: set, sit, teach, learn								
Structure	Classify sentence structure: as simple								
	Diagram simple sentences								
Patterns	Recognize/label/write: sentence patterns								
	Create pattern: noun-verb								
	Create pattern: noun-verb-noun								
	Create pattern: noun-linking verb-noun								
	Create pattern: noun-transitive verb-noun-noun								
Subject	Recognize/give sample of simple subject								
	Recognize/give sample of complete subject								
	Recognize/give sample of compound subject								
	Recognize/give sample of subject as understood								
Predicate	Recognize/give sample of								
	Recognize/give sample of simple predicate								
	Recognize/give sample of complete predicate								
	Recognize/give sample of compound predicate								
Object	Define/recognize in sentence: object								
	Recognize/give sample: direct object								
	Recognize/give sample: indirect object								
Structure	Diagram subject, predicate of sentence								
	Diagram sentence with direct, indirect object								
	Diagram sentence with adjective, adverb								
	Diagram sentence with predicate noun, predicate adjective								
Curriculum Concepts – Composition									
Process	Generate/brainstorm ideas for topics								
	Organize/cluster ideas: webbing								
	Write first draft of composition								
	Edit/revise writing for clear thinking								
	Proofread for spelling/punctuation/indent								
	Complete final draft								
	Use word processor for final paper								
	Publish and share final product								
Edit	Learn/apply editing symbols to writing								
	Note overworked words in writing								
Proofread	Correct common spelling errors: reversals								
	Correct spelling errors: omission								

	Correct spelling errors: substitution	Grade 4							
	Correct errors: capitalization/punctuation								
Words	Write/spell words as vocabulary drills								
	Spell/write words on spelling tests								
Phrases	Print/write phrases: in picture captions								
	Print/write phrases: in cartoons								
Sentences	Compose original simple sentences								
Paragraphs	Write topic sentence for paragraph								
	Add detail sentences to topic sentence								
	Sequence sentences in paragraph								
Paragraphs	Write topic sentence for paragraphs								
	Add detail sentences to topic sentence								
	Sequence sentences in paragraph								
Letters	Name the parts of a letter								
	Write and punctuate a friendly letter								
	Write a thank-you note								
	Write an invitation								
Reports	Write a one-paragraph report								
	Write a book report								
	Write a three-paragraph report								
Poetry	Compose a Haiku poem								
Capitalization	Capitalize in outlines								
Punctuation	Use comma: to separate words in a series								
	Use comma: with direct quotes								
	Use comma: with direct address								
	Use comma: with introductory "Yes, No"								
	Use apostrophe: to show omission								
	Use apostrophe: with special plurals								
	Use quotation marks: in dialogue								
	Use quotation marks: with direct quotes								
	Use quotation marks: with titles								
	Use colon: in business letter								
	Use colon: introducing lists								
	Use colon: in expression of time								
	Use semicolon: in lists								
Punctuation	Use hyphen: in compound words								
	Use hyphen: at end of writing line								
	Use hyphen: with certain prefixes								
	Use hyphen: with compound modifiers								
	Tell use of parentheses; give sample								
	Tell use of italics; give sample								

Curriculum Concepts –Study Skills		Grade 4					
Book Parts	Use glossary for definitions						
	Find title in bibliography						
Dictionary	Find words in dictionary						
	Use guide words to locate words						
	Use dictionary to find meanings						
	Use dictionary for spelling						
	Use dictionary for pronunciation						
	Use dictionary for syllabication						
	Use dictionary for parts of speech						
Encyclopedia	Use key words to locate topic						
Library	Use a personal library card						
	Use the card catalog						
	Compare the Dewey Decimal System to others						
	Locate a specified book in stacks						
Alphabetize	Alphabetize words by third, four letter						
Outlining	Outline writing by main topic only						
	Outline writing with subtopics						
	Outline writing with details						
	Outline writing using Roman numerals						
	Outline writing using capital letters						
	Outline writing using Arabic numerals						
Resources	Read various types of schedules						

Topic	St. Francis of Assisi Parish School Subject Area Expectations – Language Arts Curriculum Grade 5 Standards of Achievement: A = Awareness K = Knowledge U = Understanding	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
		Curriculum Concepts – Listening					
Purpose	Tell purpose to inform, entertain, convince						
	Retell information heard						
	Answer detailed questions						
Curriculum Concepts – Speaking							
Experience	Give clear directions to others						
	Use proper telephone etiquette						
	Read poetry aloud						
	Give book reports						
	Make introductions						
	Report to class on special topic						
Curriculum Concepts – Oral Reading							
Norms	Read with proper phrasing						
	Read with good posture						
	Read with proper pacing						
	Read with clear enunciation						
	Read with appropriate voice level						
Curriculum Concepts – Vocabulary							
	Define words through context clues						
Homophones	Recognize/spell/give sample of homophones						
Heteronyms	Recognize/spell/give sample of heteronyms						
Analogies	Recognize and complete analogies						
Idioms	Recognize idioms						
Curriculum Concepts – Reading							
Inference	Draw a conclusion from the story						
	Predict outcomes from the reading						
	Suggest the author’s purpose in writing						
	Infer character traits of story person						
	Tell the cause-and-effect of actions						
Fiction	Define and name various fiction types						
	Read/remember/retell three mystery stories						
	Read/remember/retell three myths						
Non-Fiction	Contrast various types of non-fiction						

	Read/critique three articles	Grade 5							
	Read/critique three essays								
	Read/remember/retell three myths								
Poetry	Read/memorize four limericks								
	Read/memorize lyric poems								
	Read/memorize Haiku poems								
	Make a poetry booklet of favorite poems								
Curriculum Concepts – Writing									
Handwriting	Use correct form in cursive writing								
	Evaluation of correct handwriting slant								
	Evaluation of correct size, height								
	Evaluation of consistent shape								
	Evaluation of proper alignment								
	Evaluation of proper margins								
	Evaluation of proper spacing								
	Write “y, p” below baseline								
Handwriting	Write “l, b, h, f” as high capitals								
	Dot lower-case “i”								
	Write with fully closed loop: “a, o, d”								
	Write “e” with open loop								
Typing	Type paragraphs, reports, reviews								
Pride	Take pride in finished written work								
Curriculum Concepts – Grammar									
Word Usage:									
Nouns	Define/give samples of noun usage								
	Give samples of a noun used as a subject								
	Give samples of a noun used as direct object								
	Give samples of an indirect object								
	Give samples of an object of the preposition								
	Give samples of a direct address								
	Give samples of an appositive								
	Give samples of a predicate noun								
Verbs	Contrast principle and helping verbs								
	Contrast transitive and intransitive verbs								
	Contrast action and linking verbs								
	Categorize verbs as to tense: perfect								
	Categorize verbs as to voice: active								
	Categorize verbs as to voice: passive								
Adjectives	Classify adjectives as descriptive								
	Classify adjectives as limiting								

	Classify adjectives as determiners	Grade 5							
	Define/give example: predicate adjective								
	Use correctly: the degrees of comparison								
Adverbs	Classify adverbs: as to time (when)								
	Classify adverbs: as to place (where)								
	Classify adverbs: as to manner (how)								
	Define/give example of intensifiers								
	Name adverbs that modify adjectives								
	Name adverbs that modify other adverbs								
	Use correctly: degrees of comparison								
	Name and use correctly: negative adverbs								
Pronouns	Define/give example of possessive pronouns								
	Define/give example of personal pronouns								
	Define/give example of indefinite pronouns								
	Define/give example of interrogative pronouns								
	Define/give example of relative pronouns								
	Define/give example of reflexive pronouns								
	Define/give example of demonstrative pronouns								
Preposition	Define/give example of a preposition								
	Name object of preposition in sentence								
	Name prepositional phrases in sentence								
	Give example of adjective preposition phrase								
	Give example of adverbial preposition phrase								
Norms	Use correctly: a, an, here is, here are								
	Use correctly: noun plurals								
	Use correctly: forms of good, bad, well								
	Use correctly: forms of it's, its								
	Use correctly: their, there, they're								
	Use correctly: your, you're								
	Use correctly: rise, raise, lay, lie								
	Use correctly: set, sit, teach, learn								
	Use correctly: to, too, two								
Structure	Classify sentence structure: as compound								
	Diagram compound sentence								
Object	Recognize/give sample: object of the preposition								
Sentences	Diagram sentence prepositional phrases								
Curriculum Concepts – Composition									
Writing Process	Generate/brainstorm ideas for topics								
	Organize/cluster ideas: webbing								
	Write first draft of composition								

	Edit/revise writing for clear thinking	Grade 5							
	Edit writing for sentence structure								
	Proofread for spelling/punctuation/indent								
	Complete final draft								
	Use word processor for final paper								
	Publish and share final product								
Edit	Learn/apply editing symbols to writing								
	Note overworked words in writing								
	Note unnecessary words in writing								
	Note commas to mark trivial pauses								
	Note apostrophe to form plurals								
Proofread	Correct common spelling errors/reversals								
	Correct spelling errors: omission								
	Correct spelling errors: substitution								
	Correct capitalization and punctuation								
Words	Spell and write words on spelling tests								
Phrases	Print and write phrases in cartoons								
Sentences	Compose original compound sentences								
Paragraphs	Add detail sentences to topic sentence								
	Sequence sentences in paragraph								
	Write a descriptive paragraph								
Letters	Write an invitation								
	Write a business letter								
Reports	Write a book report								
	Write a two-paragraph report								
	Write a five-paragraph report								
Stories	Write an illustrated small book								
	Write a biography								
Poetry	Compose a lyric poem								
Punctuation	Use comma with interjections								
	Use comma with appositives								
Curriculum Concepts – Study Skills									
Book Parts	Find reference in footnotes								
	Tell copyright date of books								
Dictionary	Use guide words to locate words								
	Use dictionary to find meaning								
	Use dictionary for spelling								
	Use dictionary for pronunciation								
	Use dictionary for word meaning								
	Use dictionary for parts of speech								

	Use dictionary for derivation	Grade 5							
Encyclopedia	Use encyclopedia for reference								
	Use key words to locate topic								
	Use guide words to locate topic								
	Use cross-references								
Library	Use a personal library card								
	Use the card catalog								
	Compare the Dewey Decimal System to others								
	Locate a specified book in stacks								
Outlining	Outline writing using Arabic numerals								
Note Taking	Take notes from written materials								
Resources	Compare information in atlas and almanac								

Topic	St. Francis of Assisi Parish School Subject Area Expectations – Language Arts Curriculum Grade 6 Standards of Achievement: A = Awareness K = Knowledge U = Understanding	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
		Curriculum Concepts – Listening					
Behavior	Be silent when another speaks						
	Look directly at the speaker						
	Sit up straight and concentrate on what is being said						
	Restate and paraphrase what was heard						
	Ask meaningful questions to clarify what is not clear						
	Summarize in writing what was heard						
	Take notes which list the key points of speech or presentation						
	Produce a pro/con chart and list ideas						
	Applaud politely when appropriate						
	Critique	Evaluate speaker’s posture, gestures					
Evaluate speaker’s eye contact							
Evaluate speaker’s voice projection							
Evaluate speaker’s enunciation							
Evaluate speaker’s use of expression							
Curriculum Concepts – Speaking							
Experience	Read poetry aloud						
	Participate in choral speaking						
	Retell stories read						
	Conduct meetings						
	Participate in group discussions						
	Report to class on special topic						
	Repeat directions correctly						
	Summarize what was read						
	Participate in debates						
	Give one-minute prepared speech						
	Read before a large group/lector/petitions						
	Participate in group discussions, share ideas, opinions, feelings						
	Norms	Speak in complete sentences					
Speak with correct pronunciation							
Speak with good enunciation							
Speak with good phrasing							
Speak with appropriate pacing							

	Speak with appropriate tone	Grade 6							
	Speak with appropriate pitch								
Skills	Separate fact and opinion								
	Recognize emotional language								
	Analyze relevance of information								
	Identify missing elements								
	Take notes								
	Answer detailed questions								
	Follow directions								
Oral Reading	Read with correct pronunciation								
	Read with appropriate expression								
	Read with proper eye-voice span								
	Read with appropriate pitch								
	Make introductions								
Curriculum Concepts – Vocabulary									
Word Types	Explore new words: synonyms, antonyms, homonyms, homophones, heteronyms								
	Explore new words: multi-meaning words, irregular plurals								
	Explore transition words: when, then, since, but, therefore, because, etc.								
	Explore new words: analogies, metaphors, similes								
Curriculum Concepts – Reading									
Comprehension	Recall and state the main idea of a selection								
	Recall specific details of a story								
	Recall the sequence of events in a story								
	Follow directions								
	Read orally, smoothly, with proper phrasing								
	Explain cause-and-effect of story events								
	Use context clues to determine word meanings								
	Compare and contrast different pieces of literature								
	Note story elements: characters, setting, problem, resolution								
	Summarize story plots								
	Distinguish between topic, main ideas, and details								
Inference	Compare/contrast characters within a story								
	Differentiate between fact/opinion								
	Predict outcomes, draw conclusions giving justification								
	Identify inferences giving justification								
	Create a different ending for a given story								
	Suggest the author's purpose in writing								
	Infer character traits of story person								
	Detect fallacies in a story								

Experience	Choose and read books of interest to the student	Grade 6							
	Read fiction stories								
	Read non-fiction stories								
	Read biographies								
	Read stories which tell of a person's experience								
	Read poetry								
	Read literature from various cultures								
	Keep a reading log								
Literary Devices	Identify and explain literary devices and imagery								
	Identify and explain flashback								
	Identify and explain foreshadowing								
	Identify and explain symbolism								
	Identify and explain personification								
	Identify and explain alliteration								
Literary Elements	Identify and explain literary elements by defining character, setting, plot, conflict, and theme								
	Identify and explain literary elements by identifying, with justification, the main characters								
	Identify and explain literary elements by describing the setting								
	Identify and explain literary elements by explaining, with justification, the theme								
Strategies	Skim short stories, narratives, and non-fiction for main idea								
	Scan stories, narratives, and non-fiction for details								
	Use syllabication rules to attach unfamiliar words								
Curriculum Concepts – Handwriting									
Printing	Use the correct form for letter: upper and lower case								
	Keep the paper neat and clean								
	Space the words correctly								
Cursive	Use the correct form for letters: upper and lower case								
	Keep the paper neat and clean								
	Space the words correctly								
	Evaluate slant, letter size and height								
	Evaluate the proper alignment and margins								
	Take pride in finished written work								
Computer	Use proper keyboard fingering								
	Use word processing for reports								
	Use spell-check to edit								
	Use graphics to illustrate important information								
Curriculum Concepts – Grammar									
Nouns	Categorize nouns as singular, plural, proper, common								
	Identify use of nouns as object of preposition, direct address								
	Identify use of noun as appositive, predicate noun								

Verbs	Identify linking/action verbs	Grade 6							
	Distinguish verbs as transitive/intransitive								
	Distinguish verbs as principle or helping								
	Categorize verbs as to present, past, future tense								
	Identify perfect tenses								
Adjectives	Define and give examples of adjectives								
	Define and give examples of articles								
	Use correctly the degrees of comparison of adjectives								
	Define and give examples of predicate adjectives								
Adverbs	Define and give examples of adverbs								
	Classify adverbs as to time, place, manner								
	Name adverbs that modify adjectives								
	Name adverbs that modify other adverbs								
Pronouns	Define and give examples of pronouns and antecedents								
	Give examples and use possessive pronouns								
	Give examples and use personal pronouns								
	Give examples of interrogative pronouns								
	Give examples and use indefinite pronouns								
Prepositions	Recognize and define prepositions								
	Identify objects of the preposition								
	Give examples of adjective prepositional phrases								
	Give examples of adverbial prepositional phrases								
Conjunctions & Interjections	Recognize and define conjunctions and interjections								
	Contrast and compare conjunctions and interjections								
Correct Usage	Correctly use the following words: here is, here are, good, it's its, your, you're, they're, their, there, good, bad, well, rise, raise, lay, lie, set, sit, teach, learn, can, may								
	Understand double negatives								
Sentences	Distinguish complete sentences, fragments, run-ons								
	Understand sentence types: declarative, interrogative, imperative, exclamatory								
Clauses	Classify a sentence structure as compound								
	Contrast independent and dependent clauses								
	Define and give examples of complex sentences								
	Give examples of subordinate, noun, adjective, and adverb clause								
Diagramming	Diagram simple sentences								
	Diagram compound sentences								
	Diagram sentences with prepositional phrases								
Subject/ Predicate	Define and recognize subject of a sentence								
	Define and recognize predicate of a sentence								
	Distinguish between simple and compound subjects								
	Distinguish between simple and compound predicates								

	Identify nouns as subjects, direct object, indirect object	Grade 6							
	Identify nouns as direct address, appositive, predicate nouns								
	Assure predicate agrees with the subject								
Sentence Patterns	Recognize sentence patterns as noun-verb (NV)								
	Recognize sentence patterns as noun-verb-noun (NVN)								
	Recognize sentence patterns as noun-linking verb-noun (NLVN)								
	Recognize sentence patterns as noun-linking verb-adjective (NLVA)								
	Recognize sentence patterns as noun-transitive verb-noun-noun (NTVNN)								
Capitalization	Apply capitalization rules in first word of a sentence								
	Apply capitalization rules in first word of quotation and dialogue								
	Apply capitalization rules in letter's greeting, closing, heading								
	Apply capitalization rules in outlines								
	Apply capitalization rules in proper nouns, titles, etc.								
Punctuation	Demonstrate proper rules for punctuation by using periods after abbreviations								
	Demonstrate proper rules for punctuation by using periods after sentences								
	Demonstrate proper rules for punctuation by using commas in a series								
	Demonstrate proper rules for punctuation by using commas in dates								
	Demonstrate proper rules for punctuation by using commas in letters								
	Demonstrate proper rules for punctuation by using commas locations								
	Demonstrate proper rules for punctuation by using commas with direct address								
	Demonstrate proper rules for punctuation by using commas with an introductory "yes, no"								
	Demonstrate proper rules for punctuation by using commas with appositives								
	Demonstrate proper rules for punctuation by using commas with interjections								
	Demonstrate proper rules for punctuation by using quotation marks for exact words								
	Demonstrate proper rules for punctuation by using quotation marks for a speaker								
	Demonstrate proper rules for punctuation by using quotation marks for titles								
	Demonstrate proper rules for punctuation by using exclamation points when proper								
	Demonstrate proper rules for punctuation by using apostrophe to form plurals,								
	Demonstrate proper rules for punctuation by using apostrophe to show possession								
	Demonstrate proper rules for punctuation by using apostrophe to show omission								
	Demonstrate proper rules for punctuation by using colons in business letters								
	Demonstrate proper rules for punctuation by using colons in introducing list								
	Demonstrate proper rules for punctuation by using colons in time								
Demonstrate proper rules for punctuation by using hyphens to divide syllables at end of a line									
Demonstrate proper rules for punctuation by using italics and giving a sample									
Curriculum Concepts – Composition									
Writing Process	Use a five-step process to write:								
	Pre-write: envision, brainstorm, jot down ideas								
	Write a first draft from an outline								
	Revise based on analysis of specific criteria								

	Proofread the next draft	Grade 6							
	Use a computer word processing program								
	Publish the final edition								
Critique	Use a scoring guide (rubric) to critique writing								
	Critique one's own writing								
	Critique writing of others								
Sentences	Compose complete sentences								
	Express a clear, complete thought								
	Compose original compound sentences								
	Compose original complex sentences								
	Use descriptive adjectives and adverbs								
	Use prepositional phrases								
Paragraphs	Compose a complete paragraph of at least ten sentences								
	Create a story: interesting, focused, with details								
	Write descriptions with sensory details								
	Develop ideas in sequencing with detail sentences								
	Express an opinion with factual backup								
Theme	Write a three-paragraph/five-paragraph theme								
	Use correct formatting: heading, formatting, margins								
	Use an introduction including a controlling statement								
	Include a body which fully develops the main idea								
	Use parallel construction								
	Compose a summarizing conclusion								
Grammar Checklist	Apply correct use of grammar when using singular, plural, possessive nouns								
	Apply correct use of grammar when using reflexive pronouns								
	Apply correct use of grammar when using agreement of pronouns with antecedents								
	Apply correct use of grammar when using pronouns as subject and object								
	Apply correct use of grammar when using verb agreement with simple subjects								
	Apply correct use of grammar when using verb agreement with compound subjects								
	Apply correct use of grammar when using verb agreement with interrupted subjects								
	Apply correct use of grammar when using present, past, future tense of verbs								
	Apply correct use of grammar when using irregular forms of verbs								
	Apply correct use of grammar when using comparative and superlative forms of adjectives								
	Apply correct use of grammar when using comparative and superlative forms of adverbs								
	Apply correct use of grammar when using double negatives								
Poetry	Identify, show appreciation for various poetry forms								
	Write Haiku poems								
	Write lyric poems								
	Compose a poem with blank verse								
	Recite poetry from memory: cinquains								
	Make a poetry booklet of favorite poems								

Portfolio	Keep a portfolio of writing, including a descriptive paragraph	Grade 6							
	Keep a portfolio of writing, including a multiple paragraph report around a theme								
	Keep a portfolio of writing, including a report of information essay								
	Keep a portfolio of writing, including a business letter in proper form								
	Keep a portfolio of writing, including a Haiku poem								
Curriculum Concepts – Study Skills									
Dictionary	Put words in alphabetical order by the fourth letter								
	Use dictionary guide words for finding words								
	Use dictionary to divide words into syllables								
	Use dictionary for the pronunciation key								
	Use dictionary to identify part of speech for a word								
	Know the function of an accent mark								
Encyclopedia	Use key words to locate topic								
	Use guide words to locate the material								
	Use encyclopedia on the computer as well as print								
	Use cross references found in the encyclopedia								
Library	Use the card catalog in print and on the computer								
	Ask the librarian for assistance when needed								
	Research by author, title, or subject of a text								
	Use the call number to locate the book on the shelf								
	Use the “Reader’s Guide” to locate periodical information								
	Distinguish between the Dewey Decimal System and ISBN								
	Find three specified magazines								
	Use a personal library card								
Books:	Understand differences: fiction from non-fiction								
Types	Understand differences: reference								
	Understand differences: atlas from almanac								
	Understand differences: dictionary from thesaurus								
Parts of a Book	Use table of contents, index, glossary, bibliography								
	Use footnotes								
References	Use references in writing reports: encyclopedias in print/on computer								
	Use references in writing reports: atlas								
	Use references in writing reports: thesaurus								
	Use references in writing reports: Bible								
	Use references in writing reports: Internet								
Note-Taking	Choose an interesting topic								
	Ask questions to be researched about topic								
	Read to answer those questions								
	Jot notes using short phrases or sentences								
	Jot notes using shortened words								

	Jot notes using person's initials (if name is familiar)	Grade 6						
	Jot notes using brevity							
	Jot notes using numbered notes to organize thoughts							
Outlining	Use the correct format: Roman numerals, capital letters, etc.							
	Emphasize the main ideas							
	List supporting details							

Topic	St. Francis of Assisi Parish School Subject Area Expectations – Language Arts Curriculum Grade 7 Standards of Achievement: A = Awareness K = Knowledge U = Understanding	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
		Curriculum Concepts – Listening					
Purpose	Retell information heard						
	Answer detailed questions						
Critique	Critique delivery						
	Critique content						
Critique	Evaluate speaker’s posture, gestures						
	Evaluate speaker’s eye contact						
	Evaluate speaker’s voice projection						
	Evaluate speaker’s enunciation						
	Evaluate speaker’s use of expression						
	Analyze use of: descriptive words						
	Analyze use of repetition						
	Analyze use of synonyms, antonyms						
	Analyze use of sentence structure						
	Analyze use of figures of speech						
	Analyze use of overworked words						
	Analyze use of propaganda, prejudice						
Curriculum Concepts – Speaking							
Experience	Speak in complete sentences						
	Speak with correct pronunciation						
	Speak with clear enunciation						
	Speak with good phrasing						
	Speak with appropriate pacing						
	Speak with appropriate tone						
	Speak with appropriate pitch						
Experience	Summarize what was said						
	Summarize what was read						
	Give a report from an outline						
	Dramatize a script/mime						
	Read before a large group/lector/petitions						
	Participate in choral speaking						
	Practice radio announcements						
Conduct meetings							

	Participate in group discussion	Grade 7							
	Participate in panel discussion								
	Participate in dramatization								
	Lead discussions								
	Participate in debates								
	Give one-minute prepared speech								
	Interview someone for a given purpose								
Oral Reading	Read with proper pacing								
	Read with clear enunciation								
	Read with proper voice level								
	Read with proper eye-voice span								
Curriculum Concepts – Vocabulary									
Words	Recognize and complete analogies								
	Recognize metaphor in print/create own								
	Recognize simile in print/create own								
Curriculum Concepts – Reading									
Inference	Make a generalization from the reading								
	Detect fallacies in the story								
	Make analogies from one story to another								
	Compare/contrast inferred relationships								
	Paraphrase meaning into poems								
Fiction	Define and name various fiction types								
	Read, retell, remember three story biographies								
	Read, criticize three science fiction stories								
	Read, criticize three historical fiction stories								
	Read, critique three novels								
Non-fiction	Contrast various types of non-fiction								
	Read, critique three book, movie reviews								
	Read, critique 3 autobiographies								
Elements	Name, recognize, define story elements								
	Critique story for the plot								
	Critique story for the setting of time and place								
	Critique story for the mood								
	Critique story for the character traits								
	Critique story for the value system								
	Critique story for the climax								
	Critique story for the paragraph structure								
	Critique story for the point of view, theme								
Analysis	Recognize, evaluate the elements of style								
	Recognize, evaluate the use of style								

	Recognize, evaluate the use of irony	Grade 7							
	Recognize, evaluate the use of satire								
	Recognize, evaluate the use of humor								
	Recognize, evaluate the use of figurative language								
	Recognize, evaluate the use of alliteration								
	Recognize, evaluate the use of exaggeration								
	Recognize, evaluate the use of metaphor/simile								
	Recognize, evaluate the use of symbolism								
	Recognize, evaluate the use of onomatopoeia								
	Recognize name, define stylistic devices:								
	Recognize name, define stylistic devices: flashback								
	Recognize name, define stylistic devices: conflict								
	Recognize name, define stylistic devices: suspense								
	Recognize name, define stylistic devices: dialogue								
	Recognize name, define stylistic devices: contrast								
	Recognize name, define stylistic devices: propaganda								
	Recognize name, define stylistic devices: sensory words								
Poetry	Read, memorize cinquain poetry								
	Read, memorize narrative poetry								
	Make a poetry booklet of favorite poems								
	Recognize, evaluate elements of poetry								
	Analyze rhyme-sound scheme in poetry								
	Analyze the imagery in poetry								
	Analyze the meter in poetry								
	Analyze the mood in poetry								
	Analyze the repetition in poetry								
Curriculum Concepts – Handwriting									
Printing	Use correct form for letters: upper and lower case								
	Keep the paper neat and clean								
	Space the words correctly								
Cursive	Use correct form for letters: upper and lower case								
	Use correct form in calligraphy								
	Keep the paper neat and clean								
	Space the words correctly								
	Use proper slant, letter size, and height								
	Use proper paper alignment and margins								
	Take pride in finished written work								
Computer	Use keyboarding								
	Type paragraphs, reports, reviews								
	Type research papers								
	Use computer word processing program								

Curriculum Concepts – Grammar		Grade 7					
Parts of Speech	Categorize nouns as concrete, abstract						
Nouns	Analyze nouns as to person						
	Analyze nouns as to number						
	Analyze nouns as to gender						
	Categorize nouns as to case: nominative						
	Categorize nouns as to case: objective						
Verbs	Categorize nouns as to case: possessive						
	Categorize verbs as to mood: indicative						
	Categorize verbs as to mood: imperative						
	Categorize verbs as to mood: subjunctive						
	Conjugate regular verbs						
Verbals	Conjugate specific irregular verbs						
	Check subject/verb agreement: person						
	Define and use verbals correctly:						
	Define and use infinitives correctly						
	Define and use gerunds correctly						
Conjunctions	Define and use participles correctly						
	Define, give examples of conjunctions						
	Contrast coordinating, subordinating conjunctions						
	Name coordinating conjunctions in sentences						
Sentences: Structure	Name subordinating conjunctions in sentences						
	Classify sentence structure as complex						
	Classify sentence structure as complex-compound						
Phrases	Diagram complex sentences						
	Diagram complex-compound sentences						
	Write an infinitive phrase						
Punctuation	Diagram participial and infinite phrases						
	Use comma in compound sentences						
	Use comma in parenthetical expressions						
	Use comma with introductory phrases						
	Use comma with non-restrictive clauses						
	Use semicolon with compound sentences						
Curriculum Concepts – Composition							
Writing: Process	Edit writing for sentence structure						
Revision	Edit, revise writing for better style						
	Edit, revise writing for grammar errors						
Revision	Use similes in writing						
	Use metaphors in writing						
	Use parallel construction in writing						

	Use diagrams to illustrate writing	Grade 7							
Edit	Note unnecessary words in writing								
Phrases	Print and write phrases in cartoons								
Writing Process	Use a five-step process to write								
	Pre-write: envision, brainstorm, jot down ideas								
	Write a first draft from a graphic organizer								
	Revise, based on analysis of rubric								
	Proofread the next draft								
	Use a computer word processing program								
	Publish/share the final edition								
Critique	Use a scoring guide (rubric) to critique writing								
	Critique one's own writing								
	Critique writing of others								
Sentences	Compose original complex sentences								
Paragraphs	Write a descriptive paragraph with sensory details								
	Write a report of information paragraph								
	Write an opinion paragraph								
	Write a summary paragraph								
Theme	Write a three-paragraph/five-paragraph theme								
	Use correct formatting: heading, margins								
	Use an introduction including a statement of the controlling idea								
	Include a body which fully develops the controlling idea								
	Use parallel construction								
	Compose a summarizing conclusion								
	Write an autobiography								
	Compose a narrative poem								
	Compose a Haiku poem								
	Compose a cinquain poem								
	Compose an acrostic poem								
Report	Write a five-paragraph report								
Stories	Write a biography								
Portfolio	Keep a portfolio of writing including a descriptive paragraph with sensory details								
	Keep a portfolio of writing including a five-paragraph essay								
	Keep a portfolio of writing including a narrative poem								
	Keep a portfolio of writing including a book report								
	Keep a portfolio of writing including a Haiku poem								
Curriculum Concepts –Study Skills									
Reference:	Find an article in periodical index								
Library	Find three specified magazines								
	Use references in writing reports: encyclopedias in print								

	Use references in writing reports: encyclopedias on computer	Grade 7							
	Use references in writing reports: atlas								
	Use references in writing reports: thesaurus								
	Use references in writing reports: Bible								
	Use references in writing reports: internet								
Note-Taking	Take notes from various sources								
Resources	Use a thesaurus correctly								
Outlining	Use the correct format: Roman numerals, capital letters, etc.								
	Emphasize the main idea								
	List supporting details								

Topic	St. Francis of Assisi Parish School Subject Area Expectations – Language Arts Curriculum Grade 8 Standards of Achievement: A = Awareness K = Knowledge U = Understanding	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
		Curriculum Concepts – Listening					
Purpose	Answer detailed questions						
	Critiques delivery						
	Critiques content						
Critique	Evaluate speaker’s posture, gestures						
	Evaluate speaker’s eye contact						
	Evaluate speaker’s voice projection						
	Evaluate speaker’s enunciation						
	Evaluate speaker’s use of expression						
	Analyze use of descriptive words						
	Analyze use of repetition						
	Analyze use of synonyms						
	Analyze use of antonyms						
	Analyze use of sentence structure						
	Analyze use of figures of speech						
	Analyze use of overworked words						
	Analyze use of propaganda, prejudice						
Curriculum Concepts – Speaking							
Experience	Read before a large group/lector/petitions						
	Participate in choral speaking						
	Practice radio announcements						
	Conduct meetings						
	Participate in group discussions						
	Participate in panel discussions						
	Participate in dramatizations						
	Lead discussions						
	Participate in debates						
	Give one-minute prepared speech						
	Give one-minute extemporaneous talk						
	Interview someone for a given purpose						
Norms	Read with proper eye-voice span						
Curriculum Concepts – Vocabulary							
Metaphor	Recognize metaphor in print; create own						
Simile	Recognize simile in print; create own						

Curriculum Concepts – Reading		Grade 8					
Inference	Compare/contrast inferred relationships						
Fiction	Read/critique three science fiction stories						
	Read/critique three historical fiction stories						
	Read/critique three novels						
Non-Fiction	Read/critique three autobiographies						
	Read/critique three journals						
Elements	Name/recognize/define story elements						
	Critique story for plot						
	Critique story for setting of time, place						
	Critique story for mood						
	Critique story for character traits						
	Critique story for value system						
	Critique story for climax						
	Critique story for paragraph structure						
	Critique story for point of view, theme						
Analysis	Recognize, evaluate elements of style						
	Recognize, evaluate the use of irony						
	Recognize, evaluate the use of satire						
	Recognize, evaluate the use of humor						
	Recognize, evaluate the use of figurative language						
	Recognize, evaluate the use of alliteration						
	Recognize, evaluate the use of metaphor						
	Recognize, evaluate the use of simile						
	Recognize, evaluate the use of symbolism						
	Recognize, evaluate the use of onomatopoeia						
	Recognize, evaluate the use of flashback						
	Recognize, evaluate the use of conflict						
	Recognize, evaluate the use of suspense						
	Recognize, evaluate the use of dialogue						
	Recognize, evaluate the use of contrast						
	Recognize, evaluate the use of propaganda						
	Recognize, evaluate the use of sensory words						
Poetry	Read, memorize narrative poems						
	Read, memorize poems with blank verse						
	Read, memorize parts of epic poems						
	Recognize, evaluate elements of poetry						
	Analyze rhyme-sound in poetry						
	Analyze imagery in poetry						
	Analyze meter in poetry						
	Analyze mood in poetry						
	Analyze repetition in poetry						

Curriculum Concepts – Handwriting		Grade 8					
Printing	Use the correct form for letters: upper and lower case						
	Keep the paper neat and clean						
	Space the words correctly						
Cursive	Use the correct form for letters: upper and lower case						
	Use correct form in calligraphy						
	Keep the paper neat and clean						
	Space the words correctly						
	Use proper slant, letter size and height						
	Use proper paper alignment and margins						
	Use proper headings						
	Take pride in finished written work						
Computer	Use proper paper alignment and margins						
	Use proper headings						
	Keep the paper neat and clean						
	Type paragraphs, reports, reviews						
	Type research paper						
	Use computer word processing program						
Curriculum Concepts – Grammar							
Nouns	Categorize nouns as to case: nominative						
	Categorize nouns as to case: objective						
	Categorize nouns as to case: possessive						
Verbs	Categorize verbs as to mood: indicative						
	Categorize verbs as to mood: imperative						
	Categorize verbs as to mood: subjunctive						
	Conjugate regular verbs						
	Conjugate specific irregular verbs						
Verbals	Define and use verbals correctly						
	Define and use infinitives correctly						
	Define and use gerunds correctly						
	Define and use participles correctly						
Conjunctions	Contrast coordinating, subordinating conjunctions						
	Name coordinating conjunctions in sentences						
	Name subordinating conjunctions in sentences						
Sentences	Classify sentences as complex/compound						
Structure	Diagram compound sentences						
	Diagram complex sentences						
	Diagram complex-compound sentences						
Phrases	Write an infinitive phrase						
	Write a participial phrase						
	Write a gerund phrase						
Structure	Diagram participial and infinitive phrase						

Curriculum Concepts – Composition		Grade 8					
Process	Edit, revise writing for better style						
Revision	Use similes in writing						
	Use metaphors in writing						
	Use transition words in writing						
	Use parallel construction in writing						
	Use diagrams to illustrate writing						
Edit	Note dangling participles in writing						
Phrases	Print and write phrases in cartoons						
	Print and write phrases in filmstrips						
Sentences	Compose original complex sentences						
	Compose original complex-compound sentences						
Paragraphs	Write a paragraph which is a summary						
Reports	Write a research report outline						
	Write a research report bibliography						
	Write research report footnotes						
	Write a research report: three chapters						
	Write a five-paragraph report						
Stories	Write an autobiography						
	Write a short story						
Writing	Use a computer word processing program						
	Type a research paper						
	Type a book report						
	Type a personal narrative						
	Type a report of information						
Portfolio	Keep a portfolio of writing samples, including a critique of a selection						
	Keep a portfolio of writing samples, including five-paragraph report of information essay						
	Keep a portfolio of writing samples, including story summary						
	Keep a portfolio of writing samples, including a descriptive paragraph						
	Keep a portfolio of writing samples, including blank verse						
	Keep a portfolio of writing samples, including Haiku						
Note-Taking	Take notes from various sources						
Resources	Use a thesaurus correctly						
Outlining	Use the correct format: Roman numerals, capital letters, etc.						
	Emphasize the main idea						
	List supporting details						