



Language Arts Curriculum Guide

Philosophy of Language Arts

Language arts is the primary God-given form of communication. A Christian seeks to shape all phases of communication to the service and glory of God. As we receive God's Word, we are to listen to that Word. Our response is then one of worship and praise. Our lives should be like that of the early apostles who could not help but speak of what they had seen and heard. Jesus told us in Matthew 18:19 "Go and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to obey everything I have commanded." Our primary goal is to be able to effectively use the tools of language to communicate the Gospel of Jesus Christ. We listen and read in order to learn God's message of salvation, and we speak and write in order to tell others of God's plan of salvation.

Reading is the ability to understand and interpret the written word. At St. John's reading is taught as a method of communication. In our spiritual life God communicates to us through His Word to reveal to us His will in our everyday life. In addition to reading God's Word, we also read to expand our knowledge, for entertainment and enjoyment, and to succeed in the many tasks that require the ability to read and understand what was read.

The ability to read is supported by a language arts program. Language arts is the core of all learning for learning is teaching how to learn. We listen and read to gain knowledge. We speak and write to share this knowledge. We want to instill the joy of sharing thoughts and ideas in a variety of ways. Here the tools are obtained that are needed to follow the Lord's command to teach all nations.

Our ability to read, write, speak, and listen - in both our temporal and spiritual lives - rests on our ability to correctly use the proper and standard methods of spelling, grammar, and usage. These methods enable students to express themselves in a multi-media society, to help them appreciate the work of those who have gone before them, and to prepare them to learn and interact with others at a higher level as they continue their education from year to year into adulthood.

General Attitudes for Student to Develop in Language Arts

Through Christ-centered language arts instruction, teachers strive to lead each child to:

- Work to the best of their God-given abilities to communicate well, both orally and with written words
- Understand how the English language is spoken and written
- Enjoy the benefits of being able to write concisely and expressively
- Appreciate the complexity and intricacy of the English language
- Communicate to spread God's Word and serve others

- Demonstrate positive attitudes towards language
- Understand the importance of reading for enjoyment and to gain knowledge
- Appreciate all the different types of literature
- Appreciate the wonderful blessings we have through the gift of spoken and written word
- Enjoy writing as a way to communicate
- Experience the joy and fun of creating original writings
- Enjoy learning about their language
- Discover that English can unlock a potential career in many all fields
- Enjoy the study of patterns and rules
- Discover the art of proficient writing
- Experience the production of written print

Kindergarten Objectives

By the end of kindergarten the students will:

1. recite the alphabet
2. identify each upper and lower case letter of the alphabet
3. identify the sound of every consonant with the exception of the soft sound of c and g
4. recognize the short sound of all vowels
5. page through books from front to back
6. use phonics with the consonant, vowel, consonant pattern to decode words
7. read some sight words such as I, a, the, go, said, no
8. read color words
9. read numeral words one to ten
10. sequence story pictures
11. determine if a story is fantasy or real
12. appreciate many types of literature
13. recognize some punctuation; period, question mark and exclamation mark
14. understand they should look at the person speaking
15. understand they should be quiet and not interrupt a speaker
16. use a voice level appropriate for the situation
17. respond appropriately when they are greeted
18. share a personal experience
19. ask and answer questions
20. answer content questions after hearing a story
21. retell simple stories
22. complete an unfinished story
23. create a story
24. follow two step instructions
25. print their first and last name
26. Print upper and lower case letters
27. copy written words and simple sentences
28. write simple words that follow the consonant, vowel, consonant pattern
29. use a combination of pictures and words to write a story
30. attempt writing words using their phonetic skills
31. use complete sentences in their speech
32. recognize a question and a statement

Kindergarten Scope and Sequence

September: C
O

October: G
A
D
S
Start learning to read color words

November: S
L

December: I
T

January: F
E
H

February: U
B
R

March: N
M
P
Start learning to read numeral words
Learn to write last name

April: V
W
K
Q

May: J
X
Y
Z

Kindergarten Resources

Beginning to Read, Write and Listen; Scribner-Laidlaw Educational Publishers

Various children's books with titles or content with the letter being studied

Children's books to teach appropriate listening and speaking skills

Writing journals

Games and activities related to the letter being studied

Games and activities to reinforce good listening and speaking skills

Various Worksheets

Grade 1 Objectives

By the end of grade 1 the student will:

1. recognize long and short vowels
2. apply the rules of the English language in a variety of texts
3. identify the vowel rules while reading words
4. recognize nouns, verbs, prepositions, and singular and plural words
5. create one-point paragraphs with a complete thoughts
6. recognize the five rules of sentences
7. apply our English skills in a variety of contexts
8. write complete sentences
9. follow the correct patterns while spelling
10. distinguish between digraphs, blends, and clusters
11. apply writing skills in their journal entries
12. transfer phonemic skills into writing
13. demonstrate listening skills when identifying subject-verb agreement

Grade 1 Scope and Sequence

September: ENGLISH

Readiness unit—listening and underlining

Noun Jingle

Nouns as people

Capitalizing words at the beginning of sentences

Periods at the end of a sentence

SPELLING

Short a words

October: ENGLISH

Nouns as people

Nouns as food

Nouns as animals

Capitalizing names of people and places

SPELLING

Short i words

Short o words

Word families –all

Short e words

November: ENGLISH
Nouns as animals
Nouns as places
Nouns as toys/objects

SPELLING
/th/ words
Short u words
-ing / -ang words

December: ENGLISH
Verbs as actions
Writing sentences with a noun and a verb
Verb jingle

SPELLING
/or/ words
Review of short a and o
Short i words review
/ar/ words

January: ENGLISH
Verbs as actions
Vocabulary—subject noun, predicate
Classifying/intro to Shurely sentence flow

SPELLING
/ui/ words
/wh/ words
Double consonants
/ow/ words

February: ENGLISH
Adjectives as a color
Adjective jingle
Writing sentences using adjectives to describe a noun

SPELLING
Double consonants ending with -y
Long i and double consonant review
Long a review

March: ENGLISH
Adjectives as a size
Adjectives as a texture

Adjectives as a smell/taste
Writing complete sentences with noun, verb, and adjectives

SPELLING
Long i words
/ow/ words
Long y words
Long o words
-ight words

April: ENGLISH
Article adjectives
classifying with subject noun, predicate, and adjectives
Adverbs
Adverb jingle
Writing sentences using adverbs

SPELLING
-igh words
/ai/ words
Long i words
Long a words
Long o words

May: ENGLISH
Prepositions/ O.P.
Preposition jingle
Writing one-point paragraph

SPELLING
Soft /g/ words
-gry words
/ea/ words
/oo/ words

Grade 1 Resources

Shurley, Brenda and Wetsell, Ruth. The Shurely Method. Cabot, AR; Shurley Instructional Materials 2007.

English; Students Acquiring English. Boston, MA Houghton Mifflin Company 1998.

Writing Grade 2. Orlando, FL Harcourt Achieve Inc. 2008.

Wilson, Barbara. The Big Book of Phonics. Carson-dellosa Publishing Llc, 1994.

Grade 2 Objectives

By the end of grade 2 the student will:

1. Distinguish between a complete and incomplete sentence
2. Identify past, present, and future verb tenses
3. Be able to make contractions
4. Recognize what is print and what is cursive
5. Apply cursive skills in his/her own manuscript
6. Demonstrate speaking skills while presenting his/her own work
7. Distinguish between nouns, verbs, and adjectives
8. Create prepositional phrases with objects of the preposition
9. Write a story in a sequential order
10. Apply phonemic rules to while reading a text
11. Recognize words that have soft and hard sounds and spell them correctly
12. Transfer the rules of English to a variety of texts
13. Write 2-point paragraphs
14. Thoughtfully demonstrate writing skills in a journal

Grade 2 Scope and Sequence

September: ENGLISH

Readiness unit—listening and underlining

Noun Jingle

Nouns as people

Capitalizing words at the beginning of sentences

Periods at the end of a sentence

SPELLING

Long i words

October: ENGLISH

Nouns as people

Nouns as food

Nouns as animals

Capitalizing names of people and places

Writing the way we talk

SPELLING

Long a words

/ar/ words

-ed words

-ied words

/at/ word families

November: ENGLISH

Nouns as animals

Nouns as places

Nouns as toys/objects

Writing the way we talk

SPELLING

-ack word family

-ear words

Abbreviations

December:

ENGLISH

Verbs as actions

Writing sentences with a noun and a verb

Verb jingle

Writing using action words

SPELLING

-our words

/ar/ words

/ear/ words

/ea/ words

January:

ENGLISH

Verbs as actions

Vocabulary—subject noun, predicate

Writing using describers

SPELLING

/oo/ words

kn words

-ies words

/ow/ words

February:

ENGLISH

Adjectives as a color

Adjective jingle

Writing sentences using adjectives to describe a noun

Learning to write a paragraph with a complete thought

SPELLING

/oi/ words

/ue/ words

-ife word family

-ing ending

March:

ENGLISH

Adjectives as a size

Adjectives as a texture

Adjectives as a smell/taste

Writing complete sentences with noun, verb, and adjectives

Writing a one point paragraph

SPELLING

Re-

Contractions

/ew/ words

/ph/ words

/gh/ words

April:

ENGLISH

Article adjectives

classifying with subject noun, predicate, and adjectives

Adverbs

Adverb jingle

Writing sentences using adverbs

Writing about an event using adjectives and adverbs

SPELLING

-all word family

/air/ words

/oo/ words

/ou/ words

Review of /ph/

Review of /gh/

May:

ENGLISH

Prepositions/ O.P.

Preposition jingle

2pt paragraph

SPELLING

/aw/ words

Un-

Over-

Grade 2 Resources

Shurley, Brenda and Wetsell, Ruth. The Shurely Method. Cabot, AR; Shurley Instructional Materials 2007.

English; Students Acquiring English. Boston, MA Houghton Mifflin Company 1998.

Writing Grade 2. Orlando, FL Harcourt Achieve Inc. 2008.

Wilson, Barbara. The Big Book of Phonics. Carson-dellosa Publishing Llc, 1994.

Grades 3 Objectives

By the end of grade 3 the students will:

1. know the difference between complete sentences and fragments
2. identify the four kinds of sentences
3. identify synonyms and antonyms
4. learn vocabulary and apply it to written sentences
5. apply jingles as a way to find parts of speech
6. know the eight parts of speech and identify each in sentences
7. write a good, interesting sentence
8. apply the rules for correct capitalization
9. know the rules for correct punctuation and apply them when writing
10. identify and write contractions
11. understand the use of quotation marks in direct speaking
12. be able to write a letter and address an envelope
13. recognize Patterns 1, & 2 in classifying sentences
14. understand how to classify a sentence
15. write a 2 point paragraph
16. edit their own and the work of classmates for correctness
17. know how to use a dictionary
18. consult glossaries, and dictionaries as a way to find, compare, and spell words
19. recognize roots, prefixes, and suffixes
20. recognize and write possessive nouns
21. know how to write a friendly letter
22. know how to address an envelope

Grade 3 Scope and Sequence

September: Vocabulary
Synonyms
Antonyms
Review nouns
Review verbs
Review adverbs
Review adjectives
complete sentences
4 kinds of sentences
question and answer flow
complete subject/complete predicate
Jingles 1-5A
(supplementary material and text pages 1-2)

October: Vocabulary
Simple subject/simple predicate
Locate part of speech
Common and Proper Nouns
Homonyms

Contractions
Practice and Improved sentences
Prepositional Phrase and Object of Preposition
English terms and definitions
Question and answer flow
Pattern 1
Subject/Verb agreement
Jingle 6-8
(supplementary material and text pages 3-6)

November: Pronouns
Subject pronouns
Object pronouns
Understood subject
Possessive pronouns
Possessive nouns
A/An choices
Helping verbs/Main verbs
Jingles 8-14
(supplementary material and text pages 7-10)

December: Vocabulary
Conjunctions and Interjections
Compound parts in sentences
Writing independent Pattern 1 sentences
Write a 2-point expository paragraph
Jingle review
(supplementary material and text pages 7-13)

January: Paragraph writing
Direct Objects
Pattern 2
Jingle 15
(supplementary material and text pages 14-18)

February: Vocabulary
Paragraph writing
Scrambled sentences
Capitalization Rules
Punctuation Rules
Friendly Letter Rules
(supplementary material and text page 19-20)

March: friendly letter rules continued
write a friendly letter
address an envelope

Punctuate a business letter
Paragraph writing
Mixed patterns 1 and 2
Possessive Noun Rules
(supplementary material and text pages 21-24)

April: Vocabulary
Review for book testing
Indirect Objects
Jingle 15
(supplementary material and text pages 25-28)

May: Dictionary, Thesaurus work from supplemental material
review concepts taught this year
write a report
Creative writing
(use supplementary material, no extra text pages until 4th grade)

Resources

Mechanics, Grammar, & Usage-Target Reading & Writing Success, The Education Center, 2004

Building Grammar, Instructional Fair/TS Denison, 2000

Grammar, Instructional Fair/TS Denison, 1990

Reteaching Masters World of Language 3, Silver Burdett & Ginn, 1990

Grammar 3 & 4, Carson-Dellosa, 1999

The Shurley Method-English Made Easy (Level 3), Shurley Instructional Materials, Inc., 1997

Grades 4 Objectives

By the end of grade 4 the students will:

1. know the difference between complete sentences and fragments
2. identify the four kinds of sentences
3. identify synonyms and antonyms
4. learn vocabulary and apply it to written sentences
5. apply jingles as a way to find parts of speech
6. know the eight parts of speech and identify each in sentences
7. write a good, interesting sentence
8. apply the rules for correct capitalization
9. know the rules for correct punctuation and apply them when writing
10. identify and write contractions
11. understand the use of quotation marks in direct speaking

12. be able to write a letter and address an envelope
13. be able to write a business letter
14. recognize Patterns 1, 2 & 3 in classifying sentences
15. understand how to classify a sentence
16. write a 3 point paragraph
17. edit their own and the work of classmates for correctness
18. know how to use a dictionary
19. consult glossaries, and dictionaries as a way to find, compare, and spell words
20. recognize roots, prefixes, and suffixes
21. recognize and write possessive nouns

Grade 4 Scope and Sequence

September: Vocabulary
 Complete Sentences
 4 Kinds of Sentences
 Synonyms and Antonyms
 Nouns
 Possessives
 Articles
 Verbs
 Helping Verbs
 Adverbs
 Adjectives
 Capital Letters
 Pronouns
 Contractions
 Quotation Marks
 Commas
 (Supplementary Materials, Text page 1)

October: Vocabulary
 Jingle Review
 Simple Subject and Predicate Review
 Homonyms
 Prepositions/Object of Preposition
 English Term Review
 Subject Verb Agreement
 Pattern 1 Review
 Pronouns
 (Supplemental Materials and Text as Review)

November: Vocabulary
 Possessives-Pronouns/Nouns
 Verbs-Regular/Irregular
 Verbs-Helping

Conjunctions/Interjections
Compound Parts of Speech
2 Point Expository Paragraphs
Direct Objects
Pattern 2 Sentences
Capitalization Review
Punctuation Review
(Supplemental Materials and intermittent Text to pg.20)

December: Vocabulary
Review Writing Letters
Point Expository Paragraph
Indirect Objects
Pattern 3 Sentences
Simple Sentences, Simple Sentences/Compound Parts, Fragments, and Run-On Sentences
Writing compound sentences
Correcting a comma splice
Correcting Run-On Sentences
(Supplemental Materials and Text to page 32)

January: Vocabulary
3 Point Paragraph Writing
Double Negatives
Mixed Patterns 1, 2, 3
Persuasive Paragraph Writing
Identifying Regular and Irregular Verbs
Simple Verb Tenses/Tenses of Helping Verbs
(Supplemental Materials and Text to page 40)

February: Vocabulary
Changing verb tense
Pronouns and Antecedents
Testing Review
Editing Checklists for Sentences and Paragraphs
Editing Partners
Descriptive Writing
(Supplemental Materials and Text to page 51)

March: Vocabulary
Quotations
Narrative Writing
(Supplemental Materials and Text to page 60)

April: Vocabulary
Review Friendly Letters and Envelopes

Tall Tales
Business Letters and Envelopes
Thank-You Notes
Dictionary skills-Alphabetizing/Guide Words
Dictionary Skills-Entry Words
Supplementary Materials and Text to Page 72)

May: Main Parts of a Library
Finding Books in a Library
Parts of a Book
Table of Contents and Index
Skimming and Scanning a Book
Creative Writing
(Text pages to 76)

4th grade Resources

Grammar, Instructional Fair/TS Denison, 1990

Building Grammar, Instructional Fair, 2000

Grammar 3 and 4, Carson-Dellosa, 1999

Scholastic Success with Grammar, Scholastic, 2002

Skill Drill Grammar, Frank Schaffer Publications, 1999

The Shurley Method-English Made Easy, Shurley Instructional Materials, 1997

Grades 5 Objectives

By the end of grade 5 the students will be able to:

1. memorize the Shurley Method jingles from 1-15.
2. apply organization skills to the English class.
3. monitor and edit written work.
4. write three point paragraphs.
5. make practice and improved sentences.
6. break down sentences using the question and answer flow method.
7. apply question and answer flow to labeling sentences up to pattern 3.
8. write creatively in daily journals.
9. recognize the eight parts of speech.
10. identify the four types of sentences: declarative, imperative, interrogative and exclamatory.
11. analyze different writing forms and styles.
12. draw logical conclusions using context in writing.
13. write a book all about themselves including pictures, art and captions.

14. appreciate learning the meaning of new vocabulary words.
15. apply listening skills to being an effective critiquer.
16. distinguish the correct use of punctuation marks and capitalization.
17. recognize the difference between homonyms and homographs.
18. be able to read written work in front of class.
19. know how to combine sentences using compound subjects, compound verbs and compound sentences.
20. identify direct and indirect objects.
21. demonstrate knowledge of pronoun and antecedent agreement.
22. avoid using double negatives.
23. use persuasive paragraphs to convey their point of view.
24. apply their English skills to writing a country or state report.
25. appreciate creative writing such as poems, limericks and the like.

Grade 5 Scope and Sequence

September: Introduce and teach study skills
 Teach vocabulary
 Introduce jingles
 Study pattern 1 sentences
 Complete subjects and predicates
 Adverb exceptions
 Natural and inverted word order
 Four parts of speech
 Practice and improved sentences
 Object of the preposition

October: Teach new vocabulary
 Pattern 1 sentence labeling
 New jingles
 Journal writing
 Pronouns
 Subject pronouns
 Understood subject pronouns
 Possessive nouns
 Eight parts of speech

November: Teach synonyms and antonyms
 Subject-verb agreement
 Conjunctions
 Interjections
 Homonyms
 3 point paragraphs
 1st and 3rd person points of view
 Capitalization
 Punctuation

New jingles
Journal writing

December: Teach new vocabulary
New jingles
Classify sentences
Capitalization and punctuation
Friendly letters
Journal writing
Share journal writing
Pattern 1 review
Homonyms

January: Cover new jingles
Classify sentences
Capitalization and punctuation
Expository paragraphs
Business letter writing
Pattern 2 sentences
Homonyms
Synonyms and antonyms
Subject and verb agreement
Pronouns
Sharing journal and journal writing
3 point paragraphs
Standard and time-order forms

February: Journal writing
New jingles
New vocabulary
Classifying sentences
Pattern 2 sentences
Fragments
Run-ons
Simple sentences
Compound sentences
Expository paragraphs
Homonyms
A/an choices
Capitalization and punctuation
Synonyms and antonyms

March: Learn new vocabulary
Journal writing
Expository paragraphs
Fragments

Run-on sentences
Combining sentences
Pronoun cases
Learn new jingles
Mixed patterns 1 and 2
Share writing
Possessive forms of nouns

April: Share and write in journals
Learn new jingles
Homonyms
Synonyms and antonyms
A/an choices
Capitalization and punctuation
Subject/verb agreement
Possessive nouns
Pronoun/antecedent agreement
Indefinite pronouns
Combining sentences
Personality poem
Be verbs

May: Learn pattern 3 sentences
Pronoun/antecedent agreement
Subject/verb agreement
Indefinite pronouns
Fragments
Simple sentences with compound parts
Combining sentences
Journal writing
Creative writing
Autobiography

Grade 5 Resources

Shurley, Brenda and Wetsell, Ruth. The Shurley Method English Made Easy Level 5. Cabot, Arkansas, Shurley Instructional Materials, 1997

- Teacher's Manual
- Teacher's Workbook Keys
- Student Workbook
- Supplied overheads
- Question and Answer Flow and Jingles CD

Grade 6 Objectives

By the end of grade 6 the students will be able to:

1. continually review grade five skills.

2. apply organization skills to the English class.
3. apply question and answer flow to labeling sentences up to pattern 4.
4. recognize, identify, and properly use the eight parts of speech.
5. analyze sentences using the parts of speech of the words used in them.
6. identify the four types of sentences: declarative, imperative, interrogative and exclamatory.
7. identify direct and indirect objects.
8. know how to combine sentences using compound subjects, compound verbs and compound sentences.
9. identify, analyze, and demonstrate different forms and styles of written material.
10. draw logical conclusions using context in writing.
11. apply listening skills to critique, question, and analyze presented material.
12. demonstrate proper techniques for punctuating dialogue.
13. distinguish the correct use of punctuation marks and capitalization.
14. recognize the difference between homonyms and homographs.
15. be able to read written and memorized material in front of class.
16. demonstrate knowledge of pronoun and antecedent agreement.
17. appropriately demonstrate agreement between subjects and verbs.
18. avoid using double negatives.
19. use persuasive paragraphs to convey their point of view.
20. apply their English skills to writing personal narratives and research reports.

Grade 6 Scope and Sequence

September: Introduce and teach study skills
 Review pattern 1 and 2 sentences
 Complete subjects and predicates
 Adverb exceptions
 Natural and inverted word order
 Four parts of speech
 Practice and improved sentences

October: Review pronouns
 Subject pronouns
 Understood subject pronouns
 Possessive nouns
 Eight parts of speech
 Teach Pattern 3 sentences
 Teach outlining techniques and skills.

November: Review synonyms and antonyms
 Subject-verb agreement
 Conjunctions
 Interjections
 1st and 3rd person points of view
 Capitalization

Punctuation
Teach “Opinion, Belief, Fact, Law” as basis for written and oral argument
Review outlining skills in preparation for December’s writing workshop

December: Writing skills workshop month
Teach techniques for writing of personal narrative
Descriptive and persuasive paragraphs

January: Review sentence patterns 1 – 3
Subject and verb agreement
Pronouns
Teach verb tenses
Pronoun-antecedent agreement
Introduce use of prepositional phrases as modifiers

February: Classifying sentences
Review pattern 1 - 3 sentences
Fragments
Run-ons
Simple sentences
Compound sentences
Capitalization and punctuation
Teach Complex sentence patterns and introduce pattern 4 sentences (predicate nouns).

March: Review sentence patterns 1 – 4
Expand pattern 4 to include predicate adjectives
Introduce oral reporting using story telling
Model story telling to the class including techniques for including the audience in the story telling process.
Students to learn and present oral story to the class.

April: Review sentence patterns 1 through 4
Parts of speech
Punctuation of dialogue
Verb tenses
Regular and irregular verbs
Review outlining skills in preparation for oral research reports.

May: Teach methods of research sources, and bibliography.
Discuss primary and secondary sources in research.
Model preparation and delivery of oral research reports.
Prepare and deliver oral research reports to the class.

Grade 6 Resources

Shurley, Brenda and Wetsell, Ruth. The Shurley Method English Made Easy Level 5. Cabot, Arkansas, Shurley Instructional Materials, 1997

- Teacher's Manual
- Student Workbook
- Supplied overheads

Teacher prepared and provided materials.

Grades 7 and 8 Objectives

By the end of grade 8 the students will:

1. Create or produce writing to communicate with different audiences for a variety of purposes.

- Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas
- Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence
- Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme
- Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience
- Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail
- Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
- Use a variety of writing technologies including pen and paper as well as computers
- Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

2. Plan, revise, edit, and publish clear and effective writing.

- Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience
- Identify questions and strategies for improving drafts in writing conferences with a teacher or peer
- Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice

3. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

- Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives
- Use correct tenses to indicate the relative order of events
- Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- Punctuate compound, complex, and compound-complex sentences correctly
- Employ the conventions of capitalization
- Spell frequently used words correctly and use effective strategies for spelling unfamiliar words

4. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

- Share brief impromptu remarks about topics of interest to oneself and others
- Perform expressive oral readings of prose, poetry, and drama
- Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience
- Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose

5. Listen to and comprehend oral communications.

- Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole
- Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate
- Recall significant details and sequence accurately
- Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language .

6. Participate effectively in discussion.

- Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others
- Explain and advance opinions by citing evidence and referring to sources
- Evaluate the stated ideas and opinions of others, seeking clarification through questions
- Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments
- Accept and use helpful criticism
- Establish and maintain an open mind when listening to others' ideas and opinions

- Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions
 - Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion
 - Attend to the content of discussion rather than the speaker
 - Participate in discussion without dominating
 - Distinguish between supported and unsupported statements
- 7. Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.**
- Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations
 - Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects
 - Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade
- 8. Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.**
- Describe how American English is used in various public and private contexts, such as school, home, and work
 - Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication
 - Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon

Grade 7 and 8 Scope and Sequence

September: ENGLISH:
 Synonyms, antonyms, homonyms
 Journal writing
 Sentence Patterns 1 and 2
 Possessive nouns/pronouns
 Capitalization and punctuation rules
 Points of view
 Improving sentences
 Subject-verb agreement
 Writing a three point expository paragraph
 Writing a three paragraph expository essay
 Proofreading and editing rules

SPELLING:

Leveling
Verbs in sentences and with correct tense
Nouns in sentences
Unscramble
Writing a story

October: ENGLISH:
Figures of Speech
Sentence Pattern 3
Writing a five paragraph expository essay
Writing a descriptive paragraph
Writing personal narratives
Comparing with adjectives and adverbs
Sentence fragments, simple and compound sentences
Complex sentences
Subordinate/ coordinate conjunctions

SPELLING:
Alphabetically
Word within a word
Blends
Riddles

November: ENGLISH:
Sentence Patterns 4 and 5
Improving short, choppy sentences
Improving run-on sentences
Writing Tall Tales
Writing a three point persuasive paragraph
Writing a three paragraph persuasive essay
Recognizing fact/opinion and propaganda

SPELLING:
Make words plural
Compound words
Dictionary

December: ENGLISH:
Sentence Patterns 6 and 7
Writing a five paragraph persuasive essay
Quotation rules
Narrative writing with dialogue
Dictation
SPELLING:
Possessives/Contractions

Write a Christmas story

January:

ENGLISH:

Review all sentence patterns

Write a friendly letter

Write a persuasive friendly letter

Write a business letter

Write a persuasive business letter

Write invitations

Write thank-you notes

SPELLING:

Double vowels

Using adjectives/adverbs in sentences

Use words in sentences

Write an acceptance speech

February:

ENGLISH:

Research report

Presenting reports

Note taking on a lecture

SPELLING:

Write a story

Write clues for words

Write poems

March:

ENGLISH:

(Odd to Even years)

Personal pronouns

Demonstrative pronouns/adjectives

Interrogative pronouns/adjectives

Indefinite pronouns

Reflexive/intensive pronouns

Contractions/confusing pronouns

(Even to Odd years)

Regular/irregular verbs

Verb tenses

Principal parts of verbs

Progressive/emphatic forms of verbs

Changing the verbs tense

Active and passive voice

SPELLING:

Homophones

Root words

Write a religious story

Crossword puzzles

April: ENGLISH:
(*Odd to Even years*)
Appositives
Prepositional adjective and adverb phrase
Clauses: independent/dependent
Adjective/adverb clauses
Noun clauses
(*Even to Odd years*)
Participle
Gerund
Infinitive
Participle/gerund/infinitive phrases
SPELLING:
Many words
Missing letters
Double consonants

May: ENGLISH:
Problems in usage for adverbs, adjectives, special words, and verbs
Fairy Tales/Haiku/Newspaper articles
SPELLING:
Verb tenses
Meanings
Leftovers

Grade 7 and 8 Resources

Shurley, Brenda, Wetsell, Ruth, and Raines, Teddie Faye. The Shurely Method, English Made Easy. Cabot, AK: Shurely Instructional Materials, Inc., 1997.

Creative Spelling. (MLC-developed curriculum).