



## 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 4<sup>th</sup> 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)

#### **4<sup>th</sup> 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  
                        1<sup>st</sup> and 3<sup>rd</sup> 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  
1<sup>st</sup> and 3<sup>rd</sup> 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).