

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 3: Write to communicate for a variety of purposes.
 Standard A: Use correct grammar, spelling, punctuation, capitalization and structure.

CATHOLIC IDENTITY

Standard A: Use correct grammar, spelling, punctuation, capitalization, and structure to facilitate more effective communication among God's people.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Attempt to use correct writing grip. 2. Establish left to right and top to bottom progression. 3. Attempt correct letter formation. 4. Use beginning capitalization. 5. Use a period at the end of a sentence. 6. Write simple 2-3 word sentences (e.g., subject-verb and subject-verb-complement). 7. Write a language experience story. 8. <u>Create a language experience story based on Catholic values/teachings.</u>	1. Construct complete sentences (e.g., subject-verb/subject-verb and complement). 2. Apply correct letter formation. 3. Use beginning capitalization. 4. Use end marks (e.g., period, question mark). 5. Use phonemic clues, phonetic/developmental spellings to construct words. 6. <u>Write a letter to a member of God's family.</u>	1. Write complete sentences (e.g., subject-verb and complement pattern). 2. Use correct subject-verb agreement. 3. Use appropriate capitalization (e.g., beginning capitalization, proper nouns). 4. Use end marks (e.g., period, question mark, exclamation mark). 5. Use correct spelling of high frequency words and spelling list words. 6. Use phonemic clues, phonetic and/or developmental spelling to spell unfamiliar words. 7. Write a paragraph. 8. <u>Write a letter to a member of God's family.</u>	1. Develop a paragraph using proper form (e.g., topic sentence, details, summary or conclusion sentence). 2. Construct complete sentences; use a variety of sentence types (e.g., declarative, interrogative). 3. Demonstrate subject-verb agreement. 4. Use appropriate capitalization. 5. Use appropriate punctuation (e.g. Use end marks, commas, and quotation marks). 6. Use correct spelling of high frequency words. 7. Use knowledge of letter-sound relationships to spell unfamiliar words. 8. Demonstrate progression from phonetic to conventional spelling of words; use appropriate resources to spell unfamiliar words. 9. Demonstrate appropriate use of the various parts of speech (noun, pronoun, verb, adjective, adverb). 10. Understand the basic revision process. 11. <u>Write a paragraph with a Catholic/religious theme (e.g. creation, saints, commandments, etc.).</u>	1. Write fully developed paragraph(s) using proper form (e.g., topic sentence, details, summary or conclusion sentence). 2. Utilize a variety of sentence types (e.g., interrogative, declarative, imperative, exclamatory). 3. Demonstrate subject-verb agreement. 4. Use appropriate capitalization. 5. Use appropriate punctuation. 6. Use correct spelling of appropriate high frequency words. 7. Demonstrate progression from phonetic to conventional spelling of words; use appropriate resources to spell unfamiliar words. 8. Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb). 9. Proofread one's own work and the work of a peer and revise accordingly. 10. <u>Write a fully developed paragraph with a Catholic/religious theme (e.g. gospels, beatitudes, creation, saints, etc.).</u>

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Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Write paragraphs that include a variety of sentence types (i.e., declarative, interrogative, exclamatory, imperative).</p> <p>2. Develop multi-paragraph compositions that include an introduction, first and second level support, and a conclusion.</p> <p>3. Use a variety of sentence structures (e.g., simple, compound).</p> <p>4. Use basic transition words to connect ideas.</p> <p>5. Use correct spelling, capitalization, and punctuation.</p> <p>6. Demonstrate appropriate use of the eight parts of speech.</p> <p>7. Proofread one's own work and the work of others and revise accordingly.</p> <p>8. <u>Develop a multi-paragraph composition with a Catholic/religious theme (e.g. Church seasons, sacraments, Sunday readings, Old Testament, New Testament, etc.).</u></p>	<p>1. Develop multi-paragraph compositions that include an introduction, support, clarification and a conclusion.</p> <p>2. Use a variety of sentence structures (e.g., simple, compound, complex) and sentence types (i.e., declarative, interrogative, exclamatory, imperative).</p> <p>3. Use basic transition words/phrases to connect ideas.</p> <p>4. Use correct spelling, capitalization, punctuation, and grammar.</p> <p>5. Demonstrate appropriate use of the eight parts of speech.</p> <p>6. Self-edit and peer-edit written work.</p> <p>7. <u>Develop a multi-paragraph composition with a Catholic/religious theme (e.g. Church seasons, sacraments, Sunday readings, Old Testament, New Testament, etc.).</u></p>	<p>1. Develop multi-paragraph compositions that include an introduction, support, clarification, and a conclusion.</p> <p>2. Use a variety of sentence structures (e.g., simple, compound, compound-complex) and sentence types (i.e., declarative, interrogative, exclamatory, imperative).</p> <p>3. Use basic transition words/phrases to connect ideas.</p> <p>4. Use correct spelling, capitalization, punctuation, and grammar.</p> <p>5. Demonstrate appropriate use of the eight parts of speech.</p> <p>6. Self-edit and peer-edit written work.</p> <p>7. <u>Develop a multi-paragraph composition based on Catholic moral teachings.</u></p>	<p>1. Develop multi-paragraph compositions that include an introduction, support, clarification and a conclusion.</p> <p>2. Use a variety of sentence structures (e.g., simple, compound, compound-complex) and sentence types (i.e., declarative, interrogative, exclamatory, imperative).</p> <p>3. Use basic transition words/phrases to connect ideas.</p> <p>4. Proofread for correct spelling, capitalization, and punctuation.</p> <p>5. Demonstrate appropriate use of the eight parts of speech.</p> <p>6. Self-edit and peer-edit written work.</p> <p>7. Develop consistency in usage of verb tense in composition.</p> <p>8. <u>Develop a multi-paragraph composition based on Catholic moral teachings.</u></p>

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 3: Write to communicate for a variety of purposes.
 Standard B: Compose well organized and coherent writing for specific purposes and audiences.

CATHOLIC IDENTITY

Standard B: Compose well-organized and coherent writing that reflects Catholic teaching and values.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Use age appropriate prewriting strategies (e.g., drawing, brainstorming).</p> <p>2. Write a sentence using various approaches (e.g., pictures, scribbles, letter approximations, letters, connected oral account).</p> <p>3. Attempt to write text that is related to a picture.</p> <p>4. <u>Compose a sentence reflecting Catholic teachings and values.</u></p>	<p>1. Use age-appropriate prewriting strategies (e.g., drawing, brainstorming, graphic organizers).</p> <p>2. Tell a focused story using various approaches (e.g., pictures, developmental spelling, connected oral account).</p> <p>3. Use details in the telling that relate only to the story.</p> <p>4. Respond accurately to questions about the character(s) and event(s) in the picture.</p> <p>5. Attempt to write text that is related to the picture.</p> <p>6. Revise the picture/text for classroom publication or sharing with peers.</p> <p>7. <u>Compose a prayer with teacher's help.</u></p>	<p>1. Use appropriate prewriting strategies (e.g., drawing, brainstorming, idea mapping, graphic organizers) to generate and organize ideas.</p> <p>2. Compose a focused story using picture(s) and/or basic text.</p> <p>3. Organize the pictures and text to tell the story in proper order.</p> <p>4. Elaborate and support written content with facts, details, and description.</p> <p>5. Use details that relate only to the story focus.</p> <p>6. Introduce stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing).</p> <p>7. Begin to evaluate and reflect on one's own writing and that of others.</p> <p>8. <u>Compose a simple prayer.</u></p>	<p>1. Use appropriate prewriting strategies (e.g., drawing, webbing, brainstorming, listing, note taking, graphic organizers) to generate and organize ideas with teacher assistance.</p> <p>2. Write a composition with a topic sentence; establish and maintain a focus.</p> <p>3. Use stages of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to develop paragraphs with focus, organization, elaboration, and integration.</p> <p>4. Organize around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context.</p> <p>5. Elaborate and support ideas (e.g., pictures, facts, details, description, narration).</p> <p>6. Revise and edit (e.g., rough draft, self evaluation, conference with peer, volunteer, or teacher).</p> <p>7. <u>Use stages of writing process to compose a prayer.</u></p>	<p>1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, other graphic organizers).</p> <p>2. Reinforce writing as a process.</p> <p>3. Develop a topic sentence that is supported with details; establish and maintain a focus within and between paragraphs.</p> <p>4. Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.</p> <p>5. Use simple transitions to connect ideas.</p> <p>6. Elaborate ideas through supporting details (e.g., facts, description, reasons, narration).</p> <p>7. Use adjectives and adverbs to enrich written language.</p> <p>8. Use a variety of sentence structures (e.g., simple, compound) appropriately.</p> <p>9. Revise and edit (e.g., rough draft, self evaluation, conference with peer, volunteer, or teacher).</p> <p>10. <u>Use adjectives and adverbs to enrich language in the creation of meaningful prayers and meditations.</u></p>

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 3: Write to communicate for a variety of purposes.
 Standard B: Compose well organized and coherent writing for specific purposes and audiences.

CATHOLIC IDENTITY

Standard B: Compose well-organized and coherent writing that reflects Catholic teaching and values.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizing).</p> <p>2. Develop a topic sentence that is supported with details; establish and maintain a focus within and between paragraphs.</p> <p>3. Organize a coherent structure appropriate to purpose (e.g., narration, description), audience, and context using paragraphs and transition words.</p> <p>4. Elaborate ideas through facts, details, description, reasons, and narration.</p> <p>5. Use adjectives, adverbs, and prepositional phrases to enrich written language.</p> <p>6. Use a variety of sentence structures (e.g., simple, compound) appropriately.</p> <p>7. Use basic transition words to connect ideas.</p> <p>8. Revise and edit (e.g., self-edit, peer-edit, teacher-edit).</p> <p>9. <u>Write an essay on a Catholic theme (e.g., saints, famous figures, values, sacraments, commandments, etc.).</u></p>	<p>1. Use prewriting strategies (e.g., webbing, brainstorming, listing, note taking, outlining, graphic organizing).</p> <p>2. Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).</p> <p>3. Develop a topic sentence; establish and maintain focus within and between paragraphs.</p> <p>4. Use organizational pattern (e.g., sequence, cause/effect, comparison).</p> <p>5. Write using organization (e.g., introduction, body, conclusion) and elaboration (first and second level support) that demonstrate coherence.</p> <p>6. Enrich written language with adjectives, adverbs, prepositional phrases, figurative language, and imagery.</p> <p>7. Use basic transitional words and phrases to connect and unify key ideas.</p> <p>8. Use figurative language.</p> <p>9. Revise and edit.</p> <p>10. Select effective formats for publication.</p> <p>11. Use available technology to publish work.</p> <p>12. <u>Write an essay on a Catholic theme (e.g., saints, famous figures, values, sacraments, commandments, etc.) using available technology.</u></p>	<p>1. Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting, graphic organizing).</p> <p>2. Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).</p> <p>3. Develop a topic sentence; establish and maintain a focus within and between paragraphs.</p> <p>4. Use organizational pattern (e.g., sequence, cause/effect, comparison).</p> <p>5. Write using organization (e.g., introduction, body, conclusion) and elaboration (first and second level support) that demonstrate coherence.</p> <p>6. Enrich written language with adjectives, adverbs, prepositional phrases, figurative language, and imagery.</p> <p>7. Use basic transition words to connect ideas.</p> <p>8. Use figurative language.</p> <p>9. Revise and edit.</p> <p>10. Select effective formats for publication.</p> <p>11. Use available technology to publish work.</p> <p>12. <u>Write an essay on a Catholic theme (e.g., saints, famous figures, values, sacraments, commandments, etc.) using available technology.</u></p>	<p>1. Use pre-writing strategies (e.g., webbing, brainstorming, listing, note taking, outlining, graphic organizing).</p> <p>2. Analyze basic audience and purpose for writing and choose the appropriate form (e.g., letters, poems, reports, narratives).</p> <p>3. Develop a topic sentence; establish and maintain focus within and between paragraphs.</p> <p>4. Use organizational pattern (e.g., sequence cause/effect, comparison).</p> <p>5. Write using organization (e.g., introduction, body, conclusion) and elaboration (first and second level support) that demonstrate coherence.</p> <p>6. Enrich written language with adjectives, adverbs, prepositional phrases, figurative language, and imagery.</p> <p>7. Use basic transitional words and phrases to connect and unify key ideas.</p> <p>8. Use figurative language.</p> <p>9. Revise and edit.</p> <p>10. Generate an innovative reflective title.</p> <p>11. Select effective formats for publication.</p> <p>12. Use available technology to publish work.</p> <p>13. <u>Write an essay on a Catholic theme (e.g., saints, famous figures, values, sacraments, commandments, etc.) using available technology.</u></p>

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 3: Write to communicate for a variety of purposes.
 Standard C: Communicate ideas in writing to accomplish a variety of purposes.

CATHOLIC IDENTITY

Standard C: Communicate/incorporate Catholic ideas in writing to accomplish a variety of purposes.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Experiment with different types of texts (journals, story starters, class books).</p> <p>2. <u>Create a class book relating to Catholic beliefs and values.</u></p>	<p>1. Use basic components of the writing process (e.g., prewriting, drafting, revising, publishing) to develop basic narratives.</p> <p>2. Retell a focused story.</p> <p>3. Create a basic publication using available resources (e.g., pictures, colors, computer).</p> <p>4. Experiment with different forms of creative writing (e.g., song, poetry, short fiction).</p> <p>5. <u>Incorporate Catholic beliefs to create a basic publication using available resources (e.g., pictures, colors, computer, copier).</u></p>	<p>1. Use the writing process to develop a basic narrative, expository, and persuasive piece.</p> <p>2. Use available technology to plan, compose, revise, and edit written work.</p> <p>3. Begin to rely on text as well as pictures and oral narration to convey meaning.</p> <p>4. Experiment with different forms of creative writing (e.g., song, poetry, short fiction).</p> <p>5. <u>Experiment with different forms of creative writing (e.g. poetry, songs, prayers, etc.) to reflect sacramental themes.</u></p>	<p>1. Develop a format for narrative, expository, and persuasive writing.</p> <p>2. Use available technology to plan, compose, revise, and edit written work.</p> <p>3. Experiment with different forms of creative writing (e.g., song, poetry, short fiction, play).</p> <p>4. Write a well-developed composition.</p> <p>5. <u>Write a well-developed composition reflecting a Catholic theme.</u></p>	<p>1. Write a well-developed narrative, expository, and persuasive piece.</p> <p>2. Write creatively for a specified purpose and audience (e.g., short story, poetry, play, rap, parody).</p> <p>3. Use appropriate letter formats.</p> <p>4. Use available technology to design, produce, and present compositions and multimedia works.</p> <p>5. <u>Write a well-developed narrative, expository, or persuasive piece reflecting a Catholic theme.</u></p>

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Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Write a well-developed narrative, expository, and persuasive piece.</p> <p>2. Use appropriate language, detail, and format to write creatively for a specified purpose and audience (e.g., short story, poetry, play, song, friendly letter).</p> <p>3. Use available technology alone or in a group to design, produce, and present compositions and/or multimedia works (e.g., PowerPoint, video, audio cassette, overhead, digital camera).</p> <p>4. Use appropriate letter formats.</p> <p>5. <u>Write a well-developed narrative, expository, or persuasive piece reflecting a Catholic theme.</u></p>	<p>1. Compose informational writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).</p> <p>2. Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.</p> <p>3. Develop a multi-paragraph piece of expository writing.</p> <p>4. Develop a multi-paragraph piece of persuasive writing.</p> <p>5. Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).</p> <p>6. Write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, play, TV commercial).</p> <p>7. Use available technology to design, produce, and present compositions and multi-media works.</p> <p>8. <u>Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works reflecting a Catholic theme.</u></p>	<p>1. Compose informational writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).</p> <p>2. Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.</p> <p>3. Develop a multi-paragraph piece of expository writing.</p> <p>4. Develop a multi-paragraph piece of persuasive writing.</p> <p>5. Use appropriate language, detail, and format for a specified audience (e.g., gender, age, prior knowledge, interest).</p> <p>6. Write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, play, TV commercial).</p> <p>7. Use available technology to design, produce, and present compositions and multimedia works.</p> <p>8. <u>Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works reflecting a Catholic theme.</u></p>	<p>1. Compose informational writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).</p> <p>2. Write a multi-paragraph narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.</p> <p>3. Develop a multi-paragraph piece of expository writing.</p> <p>4. Develop a multi-paragraph piece of persuasive writing.</p> <p>5. Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).</p> <p>6. Write creatively for a specified purpose and audience (e.g., short story, poetry, radio scripts, play, TV commercial).</p> <p>7. Use available technology to design, produce, and present compositions and multi-media works.</p> <p>8. <u>Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works reflecting a Catholic theme.</u></p>