



# Our Savior Christian Academy

## Curriculum Framework for: **Language Arts**

*Our Savior Christian Academy's "Curriculum Framework for Language Arts" is designed as a tool that will follow the same format for all grades PreK-8th. Each grade level will have a separate section based on classroom structure, and it will be up to each individual teacher to design a lesson plan that fits their classroom needs based on these standards and suggestions.*

*Our Savior Christian Academy's "Curriculum Framework for Language Arts" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.*



## **PHILOSOPHY**

*God reveals Himself through language. The study of language enables us to gain knowledge, explore ideas, and communicate effectively. It is an integrated study of literature, reading, writing, listening, and speaking. Through the study of language we strengthen our relationship with God and are able to communicate His message to others.*

# Our Savior Christian Academy

## Broad Goals

### *Our Savior Christian Academy's Language Arts goals include:*

- Incorporating Jesus Christ in all core areas of Language Arts.
- Providing the children with a wide range of knowledge, skills, and related activities that help him/her to develop an understanding of the physical world and social exchanges.
- Encouraging the children to be confident and to communicate effectively through reading, writing, speaking, and listening.
- Providing learning experiences in which students will recognize, develop, and apply effective communication skills at or above grade level in the areas of reading, writing, speaking, and listening across the curriculum,
- Showing students strategies on how to be knowledgeable and proficient thinkers who will make positive Christ-like contributions to society.

### *Our Savior Christian Academy obtains this through:*

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.
- Fascinating and significant Language Art experiences through multi-sensory activities
- Applying Language Arts to other core areas of learning
- Adapting other subjects to add valuable perspectives to the Language Arts curriculum.
- Teaching on an individual basis with the knowledge that children acquire an understanding of Language Arts in an uneven way.
- Continuous assessment for analysis and planning in Language Arts.
  - Focuses on the identification of the children's existing knowledge and strategies.
  - Updating curriculum to meet changing state standards along with student needs.
  - Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mastery.
- Work samples and results that are shared with the parents, congregants, and community.

## Reading Literary Text

<b>1 Comprehend and Interpret Texts (Approaching Texts as a Reader)</b> Integrating Faith: The student will use Biblical text to compare and contrast meaning and context. The influence Holy Scripture has / had on literature is not only theological and philosophical but a visible means of the Holy Spirit at work.	
Grade 8	
<b>A</b>	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Evidence/Inference K-5 correlation R1A, R2A, B, C,</b>	<b>Curriculum:</b> Introduce students to reading through the use of graphic novels. Students will follow different themes in the novel citing quotes to support the different themes in the book.
<b>B</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
<b>Word Meanings K-5 correlation R1B</b>	<b>Curriculum:</b> Students will be creating a variety of poetry as well as analyzing poetry.
<b>C</b>	Interpret visual elements of a text and draw conclusions from them (when applicable).
<b>Text Features K-5 correlation R1A</b>	<b>Curriculum:</b> Students will make connections while reading chosen texts.

## Reading Literary Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
	<b>Grade 8</b>
<b>D</b>	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.
<b>Summarize/Theme K-5 correlation R2A</b>	<b>Curriculum:</b> Students will learn and apply techniques to develop and present a personal narrative/memoir. They will take their writing through all stages of the writing process. Their writing will reflect clear understanding of plot, dialogue, transitions, and descriptive details.

2 Analyze Craft and Structure (Approaching Texts as a Writer)	
Integrating Faith: John 10:35 points to the inerrancy of Holy Scripture, inspired by God, written by the prophets.	
	<b>Grade 8</b>
<b>A</b>	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.
<b>Structure K-5 correlation R2B, R2C</b>	<b>Curriculum:</b> Analyze how an author's choice contributes to the structure by reading experts from <i>Pride and Prejudice</i>

## Reading Literary Text

2 Analyze Craft and Structure (Approaching Texts as a Writer)	
	<b>Grade 8</b>
<b>B</b>	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.
<b>Point of View No K-5 correlation</b>	<p><b>Curriculum:</b> <i>The Big Bad Wolf</i>: Analyzing Point of View in Texts</p> <p>This lesson is intended to show children the importance of evaluating information as they read. The author's point of view is limited in that it only truly shows one side of the story. There is always another perspective. How the author views a subject colors everything that he or she writes about.</p>
<b>C</b>	Analyze how specific word choices and sentence structures contribute to meaning and tone.
<b>Craft and Meaning K-5 correlation R2B, R2C</b>	<p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Letters to the Editor: Teachers clip out several Letters to the Editor from a local newspaper. Students, working in pairs, will read the letters and identify what the writer is hoping to accomplish with the letter. Students will report to the class the article's main idea, its purpose and evidence to support its claim. A graphic organizer may be used to report information.</li> <li>• Compare/Contrast: Students find two or three examples of information on the same current topic (newspaper article, blog, TV news, Internet post). Have students read/listen to all examples and then discuss how the information was presented. Look for similarities, differences, bias and tone. Have students determine which form was most reliable and explain why. Discuss the connections to research.</li> </ul>
<b>D</b>	Analyze how literary devices are used to develop setting, reveal character, advance the plot, and contribute to meaning.
<b>Interaction and Meaning K-5 correlation R2A</b>	<p><b>Curriculum:</b></p> <p>Double-Entry Journal</p> <p>Use a double-entry journal to have students write quotes or short episodes that show a character's particular thinking, action, response, or problem. The students then write a personal reflection, question, or connection that relates to the character. Students then share their journal entry with a partner to analyze further the actions, etc. of the character.</p>

## Reading Informational Text

### 1 Comprehend and Interpret Texts (Approaching Texts as a Reader)

Integrating Faith: Holy Scripture: 1. Presents justification by grace alone, through faith alone, in Christ alone, as the chief teaching of Scripture. 2. Properly distinguishes and applies Law and Gospel (reading the Bible as a book about justification). 3. Emphasizes God’s work through the means of grace. 4. Functions from a “Scripture alone” point of view and presents a “Scripture interprets Scripture” approach to using the Bible.

<b>Grade 8</b>	
<b>A</b>	Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Evidence/Inference K-5 correlation R1A, R3A, B, C</b>	<b>Curriculum:</b> Graphic Organizers Use graphic organizers such as a herringbone pattern or semantic web to show connections between explicit facts and how they can be connected to make inferences. Work backwards so that students brainstorm and/or identify details first and then decide on a main idea.
<b>B</b>	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
<b>Word Meanings K-5 correlation R1B</b>	<b>Curriculum:</b> Graphic Organizers Using a nonfiction text, have students create graphic representations of the main concept, focusing on the evidence that supports the main idea as well as arguments that refute it. This will allow students to break down a text to visualize how the author deals with conflicting arguments and viewpoints.
<b>C</b>	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable)
<b>Text Features K-5 correlation R3A</b>	<b>Curriculum:</b> Visual Summaries Students will choose from four to five different-leveled stories that have similar plot structures, themes, etc. They will draw conclusions regarding the universal recurring themes while evaluating their effectiveness and accessibility. They will design “one-pager” visual summaries to demonstrate their understanding.

## Reading Informational Text

1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
	<b>Grade 8</b>
<b>D</b>	<p>Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.</p> <p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul>
<b>Summarize/Claim K-5 correlation R3B, R3C</b>	<p>Using a nonfiction text, have students create graphic representations of the main concept, including explicit and inferred support. This will allow students to break down a text into the connections of support to main idea as well as visualize how the main idea is developed throughout the text.</p> <ul style="list-style-type: none"> <li>• Questioning</li> </ul> <p>Find an article from the historical era of a literary text and share this with the class. Through questioning, tie the nonfiction essay into the literary text, focusing on the connections between the historical events and the events in the text (e.g., comparisons, analogies, categories).</p>
2 Analyze Craft and Structure (Approaching Texts as a Writer)	
	<b>Grade 8</b>
<b>A</b>	<p>Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.</p> <p><b>Curriculum:</b></p> <p>Modeling/Peer Review</p>
<b>Structure K-5 correlation R3C</b>	<p>Use an article as a model for a future writing assignment, breaking down the structure and word choice used by the author. Then have the students create a rubric that they would use, using this model's strengths and weaknesses as the basis. This will allow students to see the parts of the structure as individual sections as well as how they play into the whole.</p>

**Reading Informational Text**

<b>2 Analyze Craft and Structure (Approaching Texts as a Writer)</b>	
	<b>Grade 8</b>
<b>B</b>	Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.
<b>Point of View K-5 correlation R3B</b>	<p><b>Curriculum:</b> Mini- Research Project Pull out analogies and allusions from a text and have students study informational sites to determine the author’s purpose in including those elements. This will deepen students’ knowledge of analogies and allusions as well as build their awareness of how authors use them for impact in their writing.</p>
	<b>Integrating Faith Continued: Research the impact of surroundings as it relates to Paul’s writings in the New Testament.</b>
<b>C</b>	Analyze how word choice and sentence structure contribute to meaning and tone.
<b>Craft and Meaning K-5 correlation R3B</b>	<p><b>Curriculum:</b> Mini- Research Project Pull out analogies and allusions from a text and have students study informational sites to determine the author’s purpose in including those elements. This will deepen students’ knowledge of analogies and allusions as well as build their awareness of how authors use them for impact in their writing.</p>

## Reading Informational Text

<b>2 Analyze Craft and Structure (Approaching Texts as a Writer)</b>	
	<b>Grade 8</b>
<b>D</b>	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<b>Argument/Evidence K-5 correlation R3B</b>	<p><b>Curriculum:</b> Graphic Organizers</p> <p>Using a nonfiction text, have students create graphic representations of the main concept, focusing on the evidence that supports the main idea as well as arguments that refute it. This will allow students to break down a text to visualize how the author deals with conflicting arguments and viewpoints.</p>

<b>3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)</b>	
Integrating Faith: The Bible is the one true Word of God. Use of the Book of Concord, the study Bible, and Catechism can all be used to help understand meaning and truth.	
	<b>Grade 8</b>
<b>A</b>	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
<b>Texts/Forms K-5 correlation R4A</b>	<p><b>Curriculum:</b> Through watching several examples of commercials, campaign ads, sports videos, instructional videos, and mini-documentaries, students will learn how to determine the audience, purpose, misconceptions, and level of influence various forms of media has.</p>

## Reading Informational Text

3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	
	Grade 8
<b>B</b>	Analyze two or more texts that provide conflicting information on the same topic, and identify where the texts disagree on matter of fact or interpretation.
<b>Relationships/ Texts K-5 correlation R1C</b>	<b>Curriculum:</b> Kinesthetic activity Teachers give students an article and have them cut out the evidence sections. Students sort the support into piles of strong/weak/relevant/insufficient/etc. This physical activity will allow for students to not only learn to focus on one argument at a time, but also give them a visual of the support.
<b>C</b>	Explain how the central ideas of text reflect historical and/or cultural contexts.
<b>Historical Context No K-5 correlation</b>	<b>Curriculum:</b> Questioning Find an article from the historical era of a literary text and share this with the class. Through questioning, tie the nonfiction essay into the literary text, focusing on the connections between the historical events and the events in the text (e.g., comparisons, analogies, categories). This will show students how texts are not composed in isolation – there are ties to history and culture that must be considered when reading a piece.
<b>D</b>	Read and comprehend informational text independently and proficiently.
<b>Comprehension K-5 Correlation R1A, R1D</b>	<b>Curriculum:</b> Provide informational text to students to read independently and answer comprehension questions at the end. Students will use a web diagram to determine the main idea and details of a paragraph in an informational text.

## Writing

1 Approaching the Task as a Researcher	
	<b>Grade 8</b>
<b>A</b>	Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.
<b>Research K-5 correlation W3A</b>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>Curriculum:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

2 Approaching the Task as a Writer	
	<b>Grade 8</b>
<b>A</b>	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
<b>Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C</b>	<p><b>curriculum:</b></p> <ol style="list-style-type: none"> <li>a. Narrative: Develop narratives including poems about real or imagined experiences which establish and maintain a consistent point of view and include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details.</li> <li>b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</li> <li>c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; and establishing relationships among claims, counterclaims, and supporting evidence.</li> </ol>

## Writing

### 3 Approaching the Task as a Reader

A	Grade 8
<b>Revise and Edit K-5 correlation W1C</b>	<p>Review, revise, and edit writing with consideration for the task, purpose, and audience.</p> <ol style="list-style-type: none"><li>Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.</li><li>Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task, and audience.</li><li>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</li><li>Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.</li><li>Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas efficiently, and interact and collaborate with others.</li></ol> <p><b>Curriculum:</b></p> <p>Career Connection Students will brainstorm and then research the characteristics and skills of a quality employee (e.g. Career Ready Practices or Life and Career Skills). For their pre-writing activity, students will choose three to five of these ideas to focus their key idea statements, which will serve as the structure of their essay. Invite a Human Resources professional to the classroom to share their expectations of quality applicants. Students will realize the skills expected to be demonstrated during job interviews and in the workplace.</p> <p>Editors of the Day Assign different students to be Editors of the Day. These students should use a checklist (including comas, dashes, ellipses, capitalization, etc.) to help answer questions that other students have as they are writing. When the student editor cannot answer a question, he or she sends the writer to the teacher. The teacher can have a specific job per editor to share the experience more often (e.g., Dash Editor of the Day, Ellipsis Editor of the Day).</p>

## Speaking and Listening

<b>1 Collaborating</b> Integrating Faith: Leviticus - Record various rules from the Old Testament. Study their meaning. Look to the New Testament to understand God's grace and forgiveness, the cross Jesus bore for our sins and inability to keep the rules perfectly and the risen Savior who promises Salvation.	
	<b>Grade 8</b>
<b>A</b>	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>Conversations</b> <b>K-5 correlation SL1A, SL3A</b>	<b>Curriculum:</b> <ul style="list-style-type: none"> <li>• Letters to the Editor</li> </ul> Teachers clip out several Letters to the Editor from a local newspaper. Students, working in pairs, will read the letters and identify what the writer is hoping to accomplish with the letter. Students will report to the class the article's main idea, its purpose and evidence to support its claim. A graphic organizer may be used to report information. <ul style="list-style-type: none"> <li>• Compare/Contrast</li> </ul> Students find two or three examples of information on the same current topic (newspaper article, blog, TV news, Internet post). Have students read/listen to all examples and then discuss how the information was presented. Look for similarities, differences, bias and tone. Have students determine which form was most reliable and explain why. Discuss the connections to research.
<b>B</b>	Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
<b>Questioning</b> <b>K-5 correlation SL3A</b>	<b>Curriculum:</b> Letters to the Editor Teachers clip out several Letters to the Editor from a local newspaper. Students, working in pairs, will read the letters and identify what the writer is hoping to accomplish with the letter. Students will report to the class the article's main idea, its purpose and evidence to support its claim. A graphic organizer may be used to report information.

## Speaking and Listening

<b>C</b>	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.
<b>Viewpoints of others K-5 correlation SL1A</b>	<p><b>Curriculum:</b> Compare/Contrast Students find two or three examples of information on the same current topic (newspaper article, blog, TV news, Internet post). Have students read/listen to all examples and then discuss how the information was presented. Look for similarities, differences, bias and tone. Have students determine which form was most reliable and explain why. Discuss the connections to research.</p>
<b>2 Presenting</b>	
<b>Grade 8</b>	
<b>A</b>	Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace.
<b>Verbal Delivery K-5 correlation SL4A</b>	<p><b>Curriculum:</b> Commercial or PowerPoint Presentation Have groups of students identify one rule from the school's handbook (informational text) that they wish was different. Students produce a commercial or PowerPoint presentation explaining why the group wants the rule changed and offer at least three ways that the new rule will improve the quality of student life while not adversely affecting the school.</p>

## Speaking and Listening

<b>B</b>	Make consistent eye contact with a range of listeners when speaking, using effective gestures to communicate a clear viewpoint and engage listeners.
<b>Nonverbal</b> <b>K-5 correlation SL4A</b>	<b>Curriculum:</b> Debating Current Events Students research current events/debatable topics such as the teenage driving age, global warming, school funding, etc. Students then present information and defend ideas, plans and concrete evidence per standard debate guidelines. Students will support claims with valid evidence, present information with eye contact and good oral presentation skills. Citation of valid sources is a must.
<b>C</b>	Plan and deliver appropriate presentations based on the task, audience, and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>Multimedia</b> <b>K-5 correlation SL4A</b>	<b>Curriculum:</b> Commercial or PowerPoint Presentation Have groups of students identify one rule from the school's handbook (informational text) that they wish was different. Students produce a commercial or PowerPoint presentation explaining why the group wants the rule changed and offer at least three ways that the new rule will improve the quality of student life while not adversely affecting the school.