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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 K-4. 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

1 Develop and apply skills and strategies to the reading process- integrating faith by reading and memorizing scripture.	
Grade 5	
C	<p>* Apply decoding strategies to “problem-solve” unknown words when reading when needed</p>
Phonics	<p style="text-align: center;">Curriculum:</p> <ul style="list-style-type: none"> • model sounding out word and using context clues • introduce possibly difficult words before reading
DOK	2
ST	CA 2, 3, 1.6
Grade 5	
D	<p>* Read grade-level instructional text</p> <ol style="list-style-type: none"> a. with fluency, accuracy and expression b. adjusting reading rate to difficulty and type of text
Fluency	<p style="text-align: center;">Curriculum:</p> <ul style="list-style-type: none"> • model pauses for punctuation • introduce possibly difficult words before reading • before reading, talk about how the character might think and feel to help add expression • encourage students to slow down for difficult words
DOK	1
ST	CA 2, 3, 1.5
F	<p>Develop vocabulary through text, using</p> <ol style="list-style-type: none"> a. roots and affixes b. synonyms and antonyms c. context clues d. glossary and dictionary
Vocabulary	<p style="text-align: center;">Curriculum:</p> <ul style="list-style-type: none"> • have students create a list of words they do not know before reading; look up in glossary/dictionary • discuss word meanings by identifying root words and affixes • identify words that are new to students. Give each student a card with word. Student identifies root words, affixe, synon/anton for their word. Share answers with classmates • create a chart of synonyms/antonyms of missing words
DOK	2
ST	CA 2, 3, 1.5, 1.6

Reading

F	<p>* Apply pre-reading strategies to aid comprehension:</p> <ol style="list-style-type: none"> a. access prior knowledge b. preview c. predict with evidence d. set a purpose for reading <p style="text-align: center;">Curriculum:</p> <ul style="list-style-type: none"> • Ask, answer, discuss questions such as, “What in the title tells me what the story might be about.” “What do you think will happen, why?” “What do you want to learn from the story?” • Model turning the title into a question to answer
Pre-Reading	
DOK	2
ST	CA 2, 3, 1.5, 1.6
G	<p>* During reading, utilize strategies to</p> <ol style="list-style-type: none"> a. determine meaning of unknown words b. self-monitor comprehension c. question the text d. infer e. visualize f. paraphrase g. summarize <p style="text-align: center;">Curriculum:</p> <ul style="list-style-type: none"> • model turning chapter titles into questions • student create list of unknown words before reading; add meaning after reading • encourage students to ask 5W questions before reading. Add answers as they find them • students draw a picture to show an event of the story • students retell the story to their classmates • students write a “blurb” about story; imagining it is for the book cover
During Reading	
DOK	2
ST	CA 2, 3, 1.5, 1.6, 3.5

Reading

H	<p>Apply post-reading skills to demonstrate comprehension of text:</p> <ol style="list-style-type: none"> a. answer basic comprehension questions b. identify and explain the relationship between the main idea and supporting details c. make predictions *d. question to clarify *e. reflect f. draw conclusions g. analyze h. paraphrase i. summarize
Post-Reading	<p style="text-align: center;">Curriculum:</p> <ul style="list-style-type: none"> • answer 5W questions from reading • create questions for classmates to answer • complete graphic organizer to connect main ideas and details • rewrite ending to predict a new outcome • write journal entries about story • write a friendly letter to characters of the story to tell what they could have done differently, etc.
DOK	3
ST	CA 2, 3, 1.5, 1.6, 3.5
1 Develop and apply skills and strategies to the reading process	
Grade 5	
I	<p>Compare, contrast and analyze connections between</p> <ol style="list-style-type: none"> a. text to text (information and relationships in various fiction and non-fiction works) *b. text to self (text ideas and own experiences) *c. text to world (text ideas and the world by responding to literature that reflects a culture and historic time frame)
Making Connections	<p style="text-align: center;">Curriculum:</p> <ul style="list-style-type: none"> • Complete graphic organizer to compare texts • write a paragraph explaining a connection they have made
DOK	3
ST	CA 2, 3, 7, 1.5, 1.6, 1.9, 3.5

Reading

**2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times-
– integrate faith by using a Biblical time line, scripture to analyze various genres and daily , Bible devotional study.**

Grade 5	
A	Use grade level text to
Text Features	a. locate, interpret and apply information in title, table of contents and glossary b. locate and recognize the text features of fiction, poetry and drama <div style="text-align: right;">Curriculum:</div> <ul style="list-style-type: none"> • identify and discuss title, pictures before reading • complete a “scavenger hunt” for information from title, pictures and table of contents • have students “teach” a fiction story, work of poetry or drama
DOK	1
ST	CA 2, 1.5, 2.4, 1.6
B	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing
Literary Techniques	a. simile b. metaphor c. personification d. analyze literary techniques previously introduced <div style="text-align: right;">Curriculum:</div> <ul style="list-style-type: none"> • Create a mobile with an example of above • Divide class into groups; each group reports on a different aspect from above.
DOK	2
ST	CA 2, 1.5, 1.6, 2.4
C	Use details from text to
Literary Elements	a. demonstrate comprehension skills previously introduced b. make inferences c. compare and contrast d. identify and explain cause and effect e. explain author's purpose f. identify setting, character traits, problems and solutions, and story events <div style="text-align: right;">Curriculum</div> <ul style="list-style-type: none"> • students use sticky notes to record answers to why questions, suggest solutions to the character’s problem during reading • create a three panel picture to show the beginning, middle, and end of story • write a friendly letter in journal to tell a friend about the story they read • use graphic organizers for compare/contrast; cause/effect • in journal entries, identify narrator, characters, author’s purpose
DOK	2
ST	CA 2, 1.5, 1.6, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times– integrate faith by using a Biblical time line, scripture to analyze various genres and daily , Bible devotional study.	
Grade 5	
A	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
Text Features	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • given a text, students take turns being “teacher” and explain one of the above elements • given a photocopy of a text, label the above elements • using a grade-level text, use sticky notes to label the above elements
DOK	2
ST	CA 3, 1.5, 1.6, 2.4, 3.5
B	Identify and explain examples of sensory details, figurative language, and basic literary techniques in text, emphasizing
Literary Techniques	<p>a. simile b. metaphor c. personification d. analyze literary techniques previously introduced</p> <p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • Given the outline of a person on a wkst, students give example of sensory detail near that sense receptor (ex: eye, nose...) • given a text, students take turns being “teacher” and give examples to each of the above elements • given a photocopy of a text, label the above elements
DOK	2
ST	CA 3, 1.5, 1.6

Reading

3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times	
Grade 5	
C	Use details from text to
Text Structures	<p>a. demonstrate comprehension skills previously introduced b. explain main idea and supporting details</p> <p>b. sequence events d. identify and explain cause and effect</p> <p>c. compare and contrast</p> <p>d. make predictions</p> <p>e. make inferences</p> <p>f. evaluate the accuracy of the information</p> <p>g. identify and interpret author's ideas and purpose</p> <p>h. identify problems and solutions</p> <p>Curriculum:</p> <ul style="list-style-type: none"> • journal entries • graphic organizers • write their own back cover
DOK	3
ST	CA 3, 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8
D	* Read and follow multi-step directions to complete a task
Understanding Directions	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • complete a craft • follow a simple recipe • hide an object in the classroom; write directions for another classmate to follow
DOK	2
ST	CA 3, 1.5, 1.6

Writing

1 Apply a writing process in composing text-integrate faith by using what is learned through religious instruction in the writing process.	
	Grade 5
A	<p>Follow a writing process to</p> <ol style="list-style-type: none"> a. use a prewriting strategy b. generate a draft c. reread, revise for audience and purpose, ideas and content, organization and sentence structure, and word choice (refer to W2A, W2B, W2C, W2D) d. edit for conventions (refer to W2E) *e. share writing
Writing Process	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • given a picture prompt to begin a writing piece • show examples of writings; look for audience, purpose, organization, etc. listed above • with a partner, read stories aloud and suggest ways to improve • read story aloud to our class and/or other classrooms
DOK	3
ST	CA 1, CA 4, 1.8, 2.1, 2.2

Writing

2 Compose well-developed text -integrate faith by using what is learned through religious instruction in the writing process.	
Grade 5	
A	Compose text a. showing awareness of audience b. in a format appropriate to audience and purpose
Audience and purpose	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • given examples, identify the audience • given an audience, discuss what they would need to know/how they would want to get the information as brainstorming for writing • brainstorm and then choose format
DOK	3
ST	CA 4, 2.1
B	Compose text with a. strong, controlling idea b. relevant, specific details
Ideas and Content	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • given examples, identify the controlling idea, details • exchange their writing for peer review to identify controlling ideas, details, etc.
DOK	3
ST	CA 4, 2.1
C	Compose text with a. a clear beginning, middle, and end b. a logical sequence of events c. evidence of paragraphing d. sentence variety
Organization and Sentence Structure	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • given simple puzzle for sequencing, use it to write three paragraphs (beg, mid, end) • given example sentences, identify subject and predicate • edit work with a partner to check for complete sentences and sentence variety
DOK	2
ST	CA 4, 2.1

Writing

2 Compose well-developed text	
	Grade 5
D	Compose text using
Word Choice	a. words that are specific, accurate, and suited to the topic b. writing techniques, such as sensory detail and purposeful dialogue <div style="text-align: right;">Curriculum</div> <ul style="list-style-type: none"> • review texts to find words related to the topic and specific and accurate words • review classmates' work to identify their word choices • Create a play using sensory detail and purposeful dialogue
DOK	2
ST	CA 4, 2.1
F	In written text
Conventions	a. capitalize titles and proper nouns b. use comma in compound sentences c. use apostrophe in singular possessives, and proper punctuation in titles with assistance d. use correct verb tense and subject/verb agreement e. use correct spelling of simple compounds, homophones, contractions and words with affixes f. use standard spelling, classroom resources, including dictionary, to edit for correct spelling g. write legibly <div style="text-align: right;">Curriculum</div> <ul style="list-style-type: none"> • correctly complete sentences using conventions • identify conventions in example sentences • weekly spelling tests • handwriting practice • complete work in grammar textbook
DOK	1
ST	CA 1, 2.2

Writing

3 Write effectively in various forms and types of writing-- integrate faith by using what is learned through religious instruction in the writing process.

Grade 5	
A	<p>Compose a variety of texts,</p> <ol style="list-style-type: none"> a. narrative, descriptive, expository, and/or persuasive texts, using appropriate text features b. selecting and using an appropriate format c. including a summary (narrative or informational)
Forms/Types/Modes of Writing	<p style="text-align: center;">Curriculum</p> <ul style="list-style-type: none"> • given a prompt, write in journal • shown examples of types of writing listed to review/find characteristics of • write a thank you to classroom visitors • given scenario, write note, list, invitation • Create a summary of books in class
DOK	3
ST	CA 4, 1.8, 2.1

Listening and Speaking

1 Develop and apply effective listening skills and strategies- integrate faith by encouraging students to pray aloud and share audibly their faith walk.

GRADE 5

A	<p>Listen</p> <ul style="list-style-type: none"> • for enjoyment • for information • for directions • to identify and interpret tone, mood and emotion of verbal and nonverbal communication <p style="text-align: right; margin-right: 50px;">Curriculum</p> <ul style="list-style-type: none"> • listen to stories read aloud • listen to movies/web-sites with sound • compare verbal examples to identify tone, mood, emotion
ST	CA 5, 6 1.5, 1.6, 1.10
FR	II 5b, III 1d, g, k, 3e, 4d, IV 1e & f, 3e, 5-8
B	<p>Demonstrate listening behaviors (e.g., prepares to listen, maintains eye contact, uses alert posture, listens without interruptions and overcomes barriers)</p> <p style="text-align: right; margin-right: 50px;">Curriculum</p> <ul style="list-style-type: none"> • praise students when listening behaviors are on-task
ST	CA 5, 6 1.5
FR	II 5b, III 1c, IV 1e, 5-8

Listening and Speaking

2 Develop and apply effective speaking skills and strategies for various audiences and purposes-- integrate faith by encouraging students to pray aloud and share audibly their faith walk.

GRADE 5

A	In discussions and presentations,
Discussion and Presentation	<ul style="list-style-type: none"> • give organized presentations that demonstrate a clear viewpoint • select and use appropriate public speaking techniques such as rate, pace and enunciation <p style="text-align: right;">Curriculum</p> <ul style="list-style-type: none"> • after researching in a topic area, share their learning
ST	CA 1, 6 2.1, 2.3, 4.6
FR	II 2c-d, 4a-g, 5a, c, 6c-d, III 4b-c, e, IV 1d, 3a, c, f, 5-8
B	Give clear and concise multi-step oral directions to complete a task
Giving Directions	<p style="text-align: right;">Curriculum</p> <ul style="list-style-type: none"> • design a craft or recipe for others to follow
ST	CA 1, 6 2.1, 2.3
FR	II 6d, IV 1d, 5-8

Information Literacy – UNDER REVISION

1 Develop and apply effective research process skills to gather, analyze and evaluate information - integrate faith by using pre-approved Christian resources including the internet and books.	
GRADE 5	
A	Develop research questions in order to establish a focus and purpose for a project Curriculum
Research Plan	<ul style="list-style-type: none"> allow students to choose a topic for research. Use journal and/or graphic organizer to record info. research topics related to subject topics (animals, authors, etc.)
ST	CA 2, 3 1.1, 1.4
FR	I 2a, III 1b, I, IV 2e, 5-8
B	Locate and use various resources to acquire information to answer questions Curriculum
Acquire Information	<ul style="list-style-type: none"> given specific web-sites, or subjects to research, students locate information
ST	CA 2, 3 1.2, 1.4, 1.7
FR	I 2b-c, e, 3f, III 1d, IV 1g, 5-8
C	Use a specified note-taking format and organizational strategies to record relevant information Curriculum
Record Information	<ul style="list-style-type: none"> Use graphic organizers, journals to share information
ST	CA 2, 3, 4, 1.2, 1.8, 2.1
FR	I 3d, 5-8
D	Give credit for others' ideas, images and information by listing sources used in research Curriculum
Sources Consulted	<ul style="list-style-type: none"> When sharing information, able to share where they found it List sources in papers
ST	CA 4 1.4, 1.7, 1.8, 2.3, 4.4
FR	I 3d, IV 3d, 5-8

Information Literacy – UNDER REVISION

2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media- integrate faith by using pre-approved Christian resources including the internet and books.	
	GRADE 5
A	Analyze messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)
Media Messages	<p>Curriculum</p> <ul style="list-style-type: none"> • Given examples of posters and/or print ads and radio ads, students will identify what the designer is selling or promoting. • Students will create their own poster, connected to their persuasive text.
ST	CA 5 1.5, 1.7, 2.7
FR	I 5a, II 1a, III 3c, 5-8