

Trinity Lutheran School

Language Arts Curriculum



Rationale based on Scripture

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 tells 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 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 process of constructing meaning from written text. At Trinity Lutheran School reading is taught as a method of communication. In our spiritual life God communicates to us through His Word to reveal 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 at the core of learning in all subject areas. 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 handwriting. 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.

Exit goals for graduation

Students will demonstrate proficiency, understanding, and/or commitment to the following set of exit goals upon graduation. The level of proficiency of these exit goals will be dependent upon the individual gifts and effort of the student and at what grade the student started attending Trinity.

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

1. Reading
 - a. Read for purpose and understanding at a fluency of 150-160 correct words per minute observing punctuation and expression
 - b. Read and understand at or above grade level literature and informational texts using comprehension strategies to decipher meaning
 - c. Identify and summarize the main ideas in fiction and nonfiction text
 - d. Understand figurative language in text
2. Writing
 - a. Cite appropriate textual evidence when writing
 - b. Write clear and organized persuasive, expository, and narrative texts using the writing process

- c. Gather appropriate information from multiple sources to determine validity and reliability of sources while conducting research
 - d. Apply proper grammar usage when writing
 - e. Make use of figurative language in writing
 - f. Apply varying sentence structures (simple, compound, complex, and compound-complex) in writing
3. Grammar
- a. Identify the eight parts of speech in sentence structure including in their own writing
 - b. Compose grammatically correct sentences including proper mechanics
 - c. Use correct English grammar and usage in writing
4. Listening and Speaking
- a. Actively engage in collaborative discussions by balancing talking with listening
 - b. Speak with purpose and confidence
 - c. Apply grammatical knowledge in oral speaking
 - d. Use age appropriate vocabulary when speaking
 - e. Cite appropriate textual evidence when speaking
5. Spelling
- a. Apply spelling strategies and phonics rules to successfully spell 8th grade vocabulary words with at least 90% accuracy

Grade level measurable objectives

At the end of each school year, students will demonstrate proficiency, understanding, and/or commitment to the following set of grade specific measurable objectives in these classifications: knowledge, skills, and attitudes.

Preschool

These objectives are considered a continuum of development for preschool students. It is recognized that children of this age are unique and develop at individual rates. It is not expected that preschool students meet all of these objectives to qualify for Kindergarten.

At the end of Preschool, students will:

- 1. Reading
 - a. See a picture of a basic Bible story and retell the basic storyline and Bible truth
 - b. Demonstrate knowledge about environmental print
 - c. Demonstrate knowledge about books in the following ways: hold a book upright and face-forward, read a book front to back, differentiate text and pictures and identify parts of a book
 - d. Relate pictures and text to real life
 - e. Comprehend simple words/sight words/common environmental print a child may have gained knowledge of up until this point in time
 - f. Recognize their own name in print
 - g. Look at a variety of printed materials for pleasure and information
 - h. Identify 20 or more uppercase letter names, and 13 or more lowercase letters
 - i. Begin to make letter to sound connections
- 2. Writing
 - a. Respond by writing or drawing pictures to stories read aloud from the Bible or other books
 - b. Show interest in writing
 - c. Write using a combination of pictures, scribbles, symbols, and/or letters
 - d. Write for many different purposes: represent ideas, use writing in play, use various writing tools and copy or write letters
 - e. Form letter-like or recognizable letters
 - f. Comprehend their own drawing and/or writing

3. Grammar
 - a. Apply the correct usage of a capital letter at the beginning of their name
 - b. Recognize some punctuation: period, question mark, and exclamation mark
4. Listening and Speaking
 - a. Hear God's true Word found in the Bible and become familiar with basic stories
 - b. Hear and sing basic Jesus songs and faith songs
 - c. Express in simple ways the faith planted in their hearts by the Holy Spirit
 - d. Retell basic Bible stories and truths found in God's Word
 - e. Recite basic memory passages
 - f. Develop a love of listening to stories, poems, rhymes, songs
 - g. Retell actions and events from stories/books
 - h. Understand and use a growing variety of words and phrases (build vocabulary)
 - i. Have progressed from making gestures to using sentences of increasing length and complexity
 - j. Identify distinct sounds in spoken language: beginning sounds, ending sounds, rhyming words, alliteration and syllables
 - k. Express themselves using language in the following ways: share observations, share experiences, share ideas, express feelings, express preferences and express needs
5. Handwriting
 - a. Participates in a variety of small motor activities to develop the hand strength needed to hold a pencil correctly with a tripod grip
 - b. Have progressed from scribbles to basic strokes and shapes (vertical and horizontal lines, circles, diagonal lines, cross, X, box) according to their individual development
 - c. Understand the proper letter formation directionality of top to bottom

Kindergarten

At the end of Kindergarten, students will:

1. Reading
 - a. Determine if a story is fiction or nonfiction, and understand that the Bible is the true Word of God
 - b. Recite the alphabet
 - c. Identify each upper and lower case letter of the alphabet
 - d. Identify the sound of every consonant with the exception of the soft sound of c and g
 - e. Recognize the short sound of all vowels
 - f. Hold a book upright and face-forward, read a book front to back, differentiate text and pictures, and identify parts of a book
 - g. Use phonics with the consonant, vowel, consonant pattern to decode words
 - h. Read some sight words such as I, a, the, go, said, no; read color words; read numeral words one to ten
 - i. Read emergent reader texts with purpose and understanding with comprehension of at least 90% of words in a Kindergarten level text
 - j. Obey punctuation and use expression while reading
 - k. Sequence story pictures
 - l. Appreciate many types of literature
 - m. Recognize on sight rhyming word families and sight/memory words taught during the school year
 - n. Use pictures in stories to help them figure out unknown words
 - o. Remember, understand, and relate the story to their own personal experiences
 - p. Understand story elements such as setting, characters, sequence, events, and problem solving
2. Writing
 - a. Use their writing to the best of their ability to glorify God
 - b. Respond by writing or drawing pictures to stories read aloud from the Bible or other books
 - c. Print their first and last name
 - d. Print upper and lower case letters
 - e. Write simple words that follow the consonant, vowel, consonant pattern

- f. Use a combination of pictures and words to write a story
 - g. Attempt to write words using their phonetic skills
 - h. Complete an unfinished story
 - i. Create a story
 - j. Write a simple sentence
 - k. Demonstrate concepts of print such as left to right, top to bottom progression
 - l. Leaves spaces between words in sentences
3. Grammar
- a. Use frequently occurring nouns and verbs correctly
 - b. Form regular plural nouns by adding -s and -es
 - c. Identify the three types of sentences: statement, question, exclamation and the punctuation associated with each type
 - d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, and how)
 - e. Apply the correct usage of a capital letter at the beginning of the sentence
 - f. Recognize some punctuation: period, question mark and exclamation mark
4. Listening and Speaking
- a. Listen to and retell bible lessons
 - b. Understand they should look at the person speaking
 - c. Understand they should be quiet and not interrupt a speaker
 - d. Use a voice level appropriate for the situation
 - e. Respond appropriately when they are greeted
 - f. Share a personal experience
 - g. Ask and answer questions
 - h. Answer content questions after hearing a story
 - i. Retell simple stories
 - j. Follow two step instructions
 - k. Use complete sentences in their speech
5. Handwriting
- a. Hold a pencil correctly
 - b. Draw basic strokes and shapes
 - c. Write upper and lower case letters correctly
6. Spelling
- a. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (CVC)
 - b. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant
 - c. Spell simple words phonetically, drawing on knowledge of sound-letter relationships

First Grade

At the end of first grade, students will:

1. Reading
- a. Read Bible stories, Bible passages and some hymns
 - b. Read at a rate of 50-70 words a minute while obeying punctuation marks and reading with expression
 - c. Recognize that print represents spoken language and conveys meaning
 - d. Know the difference between individual letters and printed words
 - e. Know and apply each letter sound to decode words
 - f. Distinguish long from short vowel sounds in single-syllable words
 - g. Isolate and pronounce initial, middle and final sounds of a spoken single-syllable word
 - h. Read about 100 high frequency and irregularly spelled words (said, was, been)

- i. Decode words with long and short vowel patterns, consonant clusters and digraphs, silent letters, common syllables (prefixes and suffixes), contractions, compound words, and inflectional endings (-ed, -er, -ly, -ing, -est)
- j. Use structural cues to recognize words such as base words and compound words
- k. Use the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- l. Read on-level text independently and orally with sufficient accuracy and fluency to support comprehension
- m. Use self-correcting strategies to make fixes when reading (like reread).
- n. Know and use text features (table of contents, labels, and captions)
- o. Use prior knowledge to increase comprehension
- p. Use context to determine the meaning of unfamiliar words
- q. Identify an author's purpose and supporting details
- r. Demonstrate an understanding of the story elements (characters, setting, problem, and solution)
- s. Read various types of grade-level literature (storybooks, poems, riddles, informational texts, charts...)
- t. Choose books from the classroom library to read at home based on personal interest
- u. Read books assigned by the teacher based on ability level
- v. Identify who is telling the story (voice)
- w. Read and understand many homophones (their, there, by, buy, eight, ate)
- x. Determine cause and effect in a story
- y. Understand that some words have multiple meanings (play)
- z. Compare and contrast similarities and differences between texts on the same topic
- aa. Make text-to-self connections
- bb. Identify the main topic and retell key details of a text
- cc. Know that pictures and words provide information that contributes to the meaning
- dd. Read and identify key details in the text

2. Writing

- a. Use their writing to the best of their ability to glorify God
- b. Respond with print to Bible stories and questions
- c. Write a variety of different types of writing including opinion pieces, informative pieces, narrative pieces, lists, letters, directions, pattern poems, labeled diagrams, and riddles
- d. Capitalize the first word in a sentence, proper nouns and titles
- e. Use basic punctuation marks (periods, commas, question marks, apostrophes and quotation marks)
- f. Write a logical paragraph
- g. Demonstrate the basic understanding of the writing process: plan, write, revise, edit and publish
- h. Use subject and verb agreement in simple sentences
- i. Use temporal words (first, next, then, last) to signal order of events
- j. Respond to daily life events or books by writing thoughts or facts

3. Grammar

- a. Recognize nouns, verbs, prepositions, and singular and plural words
- b. Use subject and verb agreement in simple sentences
- c. Apply knowledge of how words relate to each other (synonyms, antonyms, homophones, homonyms, and multi-meaning words)

4. Listening and Speaking

- a. Listen to Bible stories and devotions for specific information in order to respond to questions
- b. Share the Word of God with others through the retelling of Bible stories and biblical truths

- c. Answer content questions after hearing a story
 - d. Correctly apply the rules and conventions of English when speaking
 - e. Apply 2nd grade vocabulary to their lives through speaking
 - f. Retell simple stories
 - g. Follow two step instructions
 - h. Participate in class discussions appropriately
5. Handwriting
- a. Write each letter of the alphabet, both capital and lowercase, using correct Zaner-Bloser formation, and appropriate size and spacing
 - b. Gain increasing control of penmanship with correct pencil grip, paper position, stroke, posture and movement on the paper (left to right, and top to bottom)
6. Spelling
- a. Spell basic high frequency words correctly
 - b. Apply learned spelling patterns
 - c. Use phonetic strategies to spell unknown words
 - d. Know the spelling-sound correspondences for common consonant digraphs (sh, th, wh)
 - e. Know final -e and common vowel team conventions for representing long vowel Sounds
 - a. Spell 90% of common 1st grade sight words by following phonics rules for words that follow certain patterns
 - f. Encode words with long and short vowel patterns, consonant clusters and digraphs, silent letters, common syllables (prefixes and suffixes), contractions, and compound words

Second Grade

At the end of second grade, students will:

- 1. Reading
 - a. Read Bible stories and devotions
 - b. Read at a rate of 80-90 words a minute while obeying punctuation marks and reading with expression
 - c. Use a broad-based knowledge of appropriate grade level vocabulary (know 90 - 95% of the words in the text) to read with purpose and understanding
 - d. Apply phonemic rules while reading a text
 - e. Decode words with long and short vowel patterns, consonant clusters and digraphs, silent letters, common syllables (prefixes and suffixes), contractions, and compound words.
 - f. Use context to determine the meaning of unfamiliar words
 - g. Connect previously learned words to a new context
 - h. Apply knowledge of how words relate to each other (synonyms, antonyms, homophones, homonyms, and multi-meaning words)
 - i. Apply classroom and outside experiences to relatable texts
 - j. Use concepts learned in other subject areas and apply to their reading, writing, and listening comprehension
 - k. Apply reading strategies (story elements, cause & effect, sequence, problem solving, summarizing, and question & answer) to remember and understand story events in reading
 - l. Describe how characters in a story respond to challenges
 - m. Compare and contrast two versions of the same story
 - n. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text
 - o. Describe how reasons support specific points the author makes in a text
- 2. Writing
 - a. Use their writing to the best of their ability to glorify God
 - b. Write a story in sequential order
 - c. Write logical 2-point paragraphs

- d. Correctly apply the rules and conventions of English when writing
 - e. Use the steps of the writing process (prewrite, write, revise, edit, publish)
 - f. Write complete sentences
 - g. Write 3 paragraph essays (descriptive, narrative, expository, persuasive, research)
 - h. Apply 2nd grade vocabulary to their lives through writing
3. Grammar
- a. Distinguish between complete and incomplete sentences
 - b. Identify past, present, and future verb tenses
 - c. Correctly form contractions
 - d. Distinguish between nouns, pronouns, verbs, adjectives, and adverbs
 - e. Add common endings to base words (s, es, ed, ing)
 - f. Use punctuation and capitalization in sentences
 - g. Identify different types of sentences (telling, asking, commanding, and exclaiming)
 - h. Identify the parts of a dictionary
 - i. Use a dictionary to determine meaning, part of speech, and pronunciation of unknown words
4. Listening and Speaking
- a. Listen to Bible stories and devotions for specific information in order to respond to questions
 - b. Share the Word of God with others through the retelling of Bible stories and biblical truths
 - c. Demonstrate speaking skills while presenting his/her own work
 - d. Correctly apply the rules and conventions of English when speaking
 - e. Apply 2nd grade vocabulary to their lives through speaking
 - f. Expand oral comprehension through read-alouds and discussion
 - g. Demonstrate active, attentive listening by looking at the speaker, listening for key words, asking questions, writing down the main ideas, and identifying the purpose for listening
 - h. Follow oral, multi-step directions correctly
 - i. Answer oral questions correctly
 - j. Participate in class discussions appropriately
5. Handwriting
- a. Identify print and cursive letters and words
 - b. Correctly form letters and words using both print and cursive
 - c. Write legible lower and uppercase letters using both print and cursive
6. Spelling
- a. Recognize words that have soft and hard sounds and spell them correctly
 - b. Spell 90% of common 2nd grade sight words by following phonics rules for words that follow certain patterns (VCe, VCCV, consonant clusters, vowel pairs, digraphs, r-controlled vowels, -ed, -ing, -s, -es)
 - c. Spell basic compound words and contractions, number and color words and basic homophones

Third Grade

At the end of third grade, students will:

1. Reading
- a. Read Bible stories and devotions
 - b. Read and comprehend a minimum of 90-95% of fourth grade written text
 - c. Read a third-grade text at a rate of 100-120 words a minute while obeying punctuation marks and reading with expression
 - d. Consult glossaries and dictionaries to determine word meaning
 - e. Decode by using knowledge of vowel sounds, consonant blends, and clusters to sound out words independently
 - f. Figure out unknown words through teacher facilitated review of decoding of the syllables
 - g. Use context clues to determine the meanings of unknown words
 - h. Use broad based knowledge of appropriate third grade vocabulary
 - i. Use context and background knowledge to identify proper synonyms, antonyms, homophones, homonyms, and multi-meaning words

- j. Apply concepts from other subject areas to help comprehend texts
- k. Use the following reading strategies to comprehend text: make inferences and generalizations, summarize, identify cause and effect, problem and solution, sequence of events, introduction to basic figurative language, and story elements
- l. Recall, apply, and analyze text using fluency, word knowledge, and world knowledge
- m. Compare and contrast the point of view of a story, including the difference between first and third person narrations
- n. Identify the theme of a story and support it with details from the text
- o. Describe the characters, setting, and events of a story, using details from the story to support their answers
- p. Determine author's purpose
- q. Compare and contrast fiction and nonfiction text
- r. Draw inferences from the text and use details and examples to support those inferences
- s. Determine the main idea of nonfiction text and support it with key details
- t. Interpret information presented visually in a text (especially nonfiction) such as charts, graphs, timelines, and diagrams that aid in understanding the text
- u. Form mental pictures of what is being read

2. Writing

- a. Use their writing to the best of their ability to glorify God
- b. Apply new vocabulary in written work
- c. Apply appropriate rules for punctuation, capitalization, and grammar when writing
- d. Edit their own and the work of classmates
- e. Consult dictionaries to determine correct word spelling when writing
- f. Write various 4-5 paragraph essays (Descriptive, Narrative, Expository, Persuasive, Responsive)
- g. Write both formal and friendly letters
- h. Write in complete paragraphs with topic sentences
- i. Consistently write in complete sentences (Capital letter, endmark, subject, verb, makes sense)
- j. Use the writing process to improve on their writing

3. Grammar

- a. Distinguish between complete sentences and fragments
- b. Identify the four kinds of sentences
- c. Identify synonyms and antonyms
- d. Know the eight parts of speech and identify each in sentences
- e. Use correct punctuation and capitalization in sentences
- f. Identify and write contractions
- g. Appropriately use quotation marks when writing direct speech
- h. Be able to write a letter and correctly address an envelope
- i. Recognize various roots, prefixes, and suffixes
- j. Recognize and write possessive nouns
- k. Use proper subject verb agreement
- l. Use and identify appropriate verb tenses

4. Listening and Speaking

- a. Listen to Bible stories and devotions for specific information in order to respond to questions
- b. Share the Word of God with others through the retelling of Bible stories and biblical truths
- c. Apply new vocabulary words to life through speaking
- d. Determine the purpose for listening
- e. Independently follow various step-by-step instructions
- f. Build comprehension through classroom read alouds and discussion
- g. Ask questions related to topic being discussed
- h. Clearly answer questions relative to the topic of discussion
- i. Listen to others speak without interrupting them
- j. Use speaking skills to resolve conflicts with their classmates

- k. Engage in effective conversations with classmates and adults
 - l. Give short oral presentations
- 5. Handwriting
 - a. Identify print and cursive letters and words
 - b. Correctly form letters and words using both print and cursive
 - c. Write legible lower and uppercase letters using both print and cursive
- 6. Spelling
 - a. Spell 90% of common third grade spelling words
 - b. Use various common spelling strategies, phonics rules, and pattern
 - c. Accurately spell irregular plurals, comparative and superlative words, homophones, common prefixes and suffixes, possessives, and silent consonants

Fourth Grade

At the end of fourth grade, students will:

- 1. Reading
 - a. Read Bible stories and devotions independently
 - b. Read and comprehend a minimum of 90-95% of fourth grade written text
 - c. Read a fourth grade text at a rate of 120-140 words a minute while obeying punctuation marks and reading with expression
 - d. Decode unknown words by using knowledge of vowel sounds, consonant blends, and clusters to sound out words on their own
 - e. Figure out unknown words through teacher facilitated review of decoding of the syllables
 - f. Use context clues to determine the meanings of unknown words
 - g. Use broad based knowledge of appropriate fourth grade vocabulary
 - h. Understand that some words have more than one meaning, and use context to determine the proper meaning
 - i. Use dictionaries to determine the meaning of unknown words
 - j. Use knowledge of how words relate to each other to identify proper synonyms, antonyms, homophones, homonyms, and multi-meaning words.
 - k. Relate classroom and life experiences to relatable texts
 - l. Apply concepts from subject areas to help comprehend texts
 - m. Recall, apply, and analyze text using fluency, word knowledge, and background knowledge
 - n. Compare and contrast the point of view of a story, including the difference between first and third person narrations
 - o. Identify the theme of a story and support it with details from the text
 - p. Describe the characters, setting, and events of a story, using details from the story to support their answers
 - q. Determine author's purpose
 - r. Compare and contrast fiction and nonfiction text
 - s. Draw inferences from the text and use details and examples to support those inferences
 - t. Determine the main idea of nonfiction text and support it with key details
 - u. Interpret information presented visually in a text (especially nonfiction) such as charts, graphs, timelines, and diagrams that aid in understanding the text
 - v. Form mental pictures of what is being read
- 2. Writing
 - a. Use their writing to the best of their ability to glorify God
 - b. Apply new vocabulary in written work
 - c. Apply appropriate rules for punctuation, capitalization, and grammar when writing
 - d. Edit their own and the work of classmates
 - e. Consult dictionaries to determine correct word spelling when writing
 - f. Write various 4-5 paragraph essays (Descriptive, Narrative, Expository, Persuasive, Responsive)
 - g. Write both formal and friendly letters

- h. Write in complete paragraphs with topic sentences
 - i. Consistently write in complete sentences (Capital letter, endmark, subject, verb, makes sense)
 - j. Use the writing process to improve on their writing
3. Grammar
- a. Distinguish between complete sentences and fragments
 - b. Identify the four kinds of sentences
 - c. Identify synonyms and antonyms
 - d. Know the eight parts of speech and identify each in sentences
 - e. Use correct punctuation and capitalization in sentences
 - f. Identify and write contractions
 - g. Appropriately use quotation marks when writing direct speech
 - h. Be able to write a letter and correctly address an envelope
 - i. Recognize various roots, prefixes, and suffixes
 - j. Recognize and write possessive nouns
 - k. Use proper subject verb agreement
 - l. Use and identify appropriate verb tenses
4. Listening and Speaking
- a. Listen to Bible stories and devotions for specific information in order to respond to questions
 - b. Share the Word of God with others through the retelling of Bible stories and biblical truths
 - c. Apply new vocabulary words to life through speaking
 - d. Determine the purpose for listening
 - e. Independently follow various step-by-step instructions
 - f. Build comprehension through classroom read alouds and discussion
 - g. Ask questions related to topic being discussed
 - h. Clearly answer questions relative to the topic of discussion
 - i. Listen to others speak without interrupting them
 - j. Use speaking skills to resolve conflicts with their classmates
 - k. Engage in effective conversations with classmates and adults
 - l. Share information about a topic in an organized manner to the class through a short, oral presentation
5. Handwriting
- a. Identify print and cursive letters and words
 - b. Correctly form letters and words using both print and cursive
 - c. Write legible lower and uppercase letters using both print and cursive
6. Spelling
- a. Spell 90% of common fourth grade spelling words
 - b. Use various common spelling strategies, phonics rules, and pattern
 - c. Accurately spell irregular plurals, comparative and superlative words, homophones, common prefixes and suffixes, possessives, and silent consonants

Fifth Grade

At the end of fifth grade, students will:

- 1. Reading
 - a. Read the Bible independently
 - b. Read Bible texts and locate evidence of the Law and Gospel
 - c. Read 5th grade questions, directions, and many types of literature at a fluency rate of 150-160 words per minute
 - d. Recall, apply, and analyze text using fluency, word knowledge, background knowledge, and knowledge from a variety of text
 - e. Read orally at a fluency rate that doesn't hinder the meaning of the text
 - f. Obey punctuation and read with expression
 - g. Read silently at their independent reading level for a sustained amount of time
 - h. Independently read and understand various texts using skills taught to them

- i. Read from a variety of cultures and from sources like folk tales, myths, legends, biographies, autobiographies, fiction, poems, non-fiction, and content areas independently or assigned
- j. Identify alliteration, assonance, rhyming patterns, and mental imagery within texts
- k. Select varied sources for information gathering
- l. Locate information to support opinions, make predictions, and conclusions
- m. Analyze root words with suffixes
- n. Locate the meanings of unknown words using a dictionary or glossary
- o. Make inferences based on a character's thoughts, words and actions
- p. Analyze literary elements such as setting, character, plot, climax, and resolution
- q. Compare and contrast the actions and motives of characters within a text
- r. Identify main ideas and supporting evidence while reading short passages
- s. Scan passages to develop a general idea
- t. Scan passages to locate specific information
- u. Summarize information
- v. Retell stories with detail

2. Writing

- a. Use their writing to the best of their ability to glorify God
- b. Write passages from the Bible
- c. Use figures of speech
- d. Use correct capitalization and punctuation
- e. Use correct pronouns, subject/verb agreement, and verb tenses
- f. Use simple, compound, and complex sentences in their writing
- g. Apply direct quotations correctly to their writing
- h. Write in response to literature
- i. Plan, write, revise, and edit written work
- j. Write lists, outlines, cause/effect relationships, problem/solutions
- k. Use compound subjects and predicates to enhance their writing style
- l. Select a form of writing that addresses the intended audiences
- m. Use available technology to access information using the Internet and library card catalog
- n. Organize ideas using graphic organizers such as webbing, mapping, charts, graphs, and outlines
- o. Edit work featuring sentence structure, word order, spelling, subject/verb agreement, correct capitalization, correct punctuation, and spelling
- p. Maintain a writing portfolio throughout the year
- q. Write poems that use a variety of forms such as sonnet, haiku, limerick, or ballad
- r. Develop notes to paraphrase main ideas from text
- s. Apply learned vocabulary to written sentences
- t. Write a letter and address an envelope
- u. Write a business letter
- v. Students will be able to write legibly and with grammatical correctness in print or cursive for various styles of text. Ex. Note taking, 4-5 paragraph essays, etc.
- w. Use Zaner-Bloser handwriting in manuscript and cursive that is legible

3. Grammar

- a. Identify and begin to properly use the 8 parts of speech in their daily work, oral communication, and writing.
- b. Make use of proper subject verb agreement in written communication
- c. Identify the four kinds of sentences: declarative, imperative, interrogative, and exclamatory
- d. Identify and use simple, compound, and complex sentences
- e. Identify and correct fragments and run-on sentences
- f. Identify and use natural and inverted sentences
- g. Apply the rules for correct capitalization
- h. Apply the rules for correct punctuation
- i. Understand the use of quotation marks in direct speaking

- j. Understand a variety of word forms, such as contractions and possessives, and apply them appropriately in their writing
- 4. Listening and Speaking
 - a. Listen to God's Word and respond to it
 - b. Recite Bible passages from memory
 - c. Use the 5th grade vocabulary and apply them to their speaking
 - d. Make use of proper subject verb agreement in oral communication
 - e. Be active listeners involved in gaining information and solving problems
 - f. Apply good listening traits of SLANT (Sit attentively, Look & listen, Ask & answer questions, Notice & nod to what speaker is saying, Track the talker with eye contact) in the classroom
 - g. Respond at any time to questions and statements made by a speaker
 - h. Speak with purpose
 - i. Give oral presentations
 - j. Give precise directions for an assignment
 - k. Use appropriate eye contact, posture, and volume for dramatic readings such as poems, stories, and narratives
 - l. Contribute in classroom discussions
 - m. Give verbal evaluations and critiques of peer projects
 - n. Interpret speakers' messages and recognize their point of view
 - o. Distinguish between a speaker's opinion and verifiable facts
 - p. Compare oral traditions through different cultures
 - q. Listen to oral reading of classical and contemporary works
 - r. Locate the main idea of a spoken message
- 5. Spelling
 - a. Spell 90% of their 5th grade vocabulary correctly
 - b. Consult glossaries, and dictionaries as a way to find, compare, and spell words
 - c. Recognize roots, prefixes, and suffixes
 - d. Make use of spelling strategies, phonetic rules, and patterns to reach 90% accuracy

Sixth Grade

At the end of sixth grade, students will:

- 6. Reading
 - a. Read the Bible independently
 - b. Read Bible texts and locate evidence of the Law and Gospel
 - c. Read 6th grade questions, directions, and many types of literature at a fluency rate of 150-160 words per minute
 - d. Recall, apply, and analyze their grade level appropriate word and world knowledge, and fluency to show comprehension of various texts
 - e. Read orally at a fluency rate that doesn't hinder the meaning of the text
 - f. Obey punctuation and read with expression
 - g. Read silently at their independent reading level for a sustained amount of time
 - h. Independently read and understand various texts using skills taught to them
 - i. Read from a variety of cultures and also sources like: folk tales, myths, legends, biographies, autobiographies, fiction, poetry, nonfiction, and content areas independently or assigned
 - j. Identify alliteration, assonance, rhyming patterns, and mental imagery within texts
 - k. Select varied sources for information gathering
 - l. Locate information to support opinions, make predictions and conclusions
 - m. Analyze root words with suffixes
 - n. Locate the meanings of unknown words using a dictionary or glossary
 - o. Connect own background knowledge and personal experiences to make inferences and respond to the text
 - p. Make inferences based on a character's thoughts, words and actions
 - q. Analyze literary elements such as setting, character, plot, climax, and resolution

- r. Compare and contrast the actions and motives of characters within a text
- s. Identify main ideas and supporting evidence while reading short passages
- t. Scan passages to develop a general idea
- u. Scan passages to locate specific information
- v. Summarize information
- w. Retell stories with detail

7. Writing

- a. Use their writing to the best of their ability to glorify God
- b. Write passages from the Bible
- c. Understand and make use of figurative language in their writing
- d. Write legibly and with grammatical correctness in print or cursive for various styles of text. Ex. Note taking, 4-5 paragraph essays, etc.
- e. Make use of the writing process in their writing
- f. Write in content areas
- g. Write letters, stories, poems, and nonfiction reports
- h. Respond to written or oral presentations
- i. Use correct capitalization and punctuation
- j. Use correct pronouns, subject/verb agreement, and verb tenses
- k. Use simple, compound, and complex sentences in their writing
- l. Apply direct quotations correctly to their writing
- m. Write in response to literature
- n. Use literary terminology such as plot, character, setting, climax, problem, and solution
- o. Use Zaner-Bloser handwriting in manuscript and cursive that is legible
- p. Plan, write, revise, and edit written work
- q. Write lists, outlines, cause/effect relationships, problem/solutions
- r. Recognize the eight parts of speech
- s. Identify the simple and complete subjects and the simple and complete predicates within sentences.
- t. Use compound subjects and predicates to enhance their writing style
- u. Generate ideas using brainstorming, reading, and discussing
- v. Demonstrate an awareness of the purpose and audience of expository, persuasive, and descriptive writing
- w. Be able to select a form of writing that addresses the intended audiences
- x. Use available technology to access information using the Internet
- y. Organize ideas using graphic organizers such as webbing, mapping, charts, graphs, and outlines
- z. Use writing checklist to improve written work
- aa. Edit work featuring sentence structure, word order, spelling, subject/verb agreement, correct capitalization, correct punctuation, and spelling
- bb. Maintain a writing portfolio throughout the year
- cc. Write poems that use a variety of forms such as sonnet, haiku, or limerick
- dd. Develop notes to paraphrase main ideas from text

8. Grammar

- a. Know the eight parts of speech and identify them in a variety of sentences
- b. Make use of proper subject verb agreement in written communication
- c. Identify and use simple, compound, and complex sentences
- d. Identify the four kinds of sentences: declarative, imperative, interrogative, and exclamatory
- e. Identify and correct fragments and run-on sentences
- f. Identify and use natural and inverted sentences
- g. Apply the rules for correct capitalization
- h. Apply the rules for correct punctuation
- i. Understand the use of quotation marks in direct speaking

- j. Understand a variety of word forms, such as contractions and possessives, and apply them appropriately in their writing
- 9. Listening and Speaking
 - a. Listen to God's Word and respond to it
 - b. Recite Bible passages from memory
 - c. Use the 5th grade vocabulary and apply them to their speaking
 - d. Make use of proper subject verb agreement in oral communication
 - e. Be active listeners involved in gaining information and solving problems
 - f. Apply good listening traits of SLANT (Sit attentively, Look & listen, Ask & answer questions, Notice & nod to what speaker is saying, Track the talker with eye contact) in the classroom
 - g. Respond at any time to questions and statements made by a speaker
 - h. Speak with purpose
 - i. Give oral presentations
 - j. Give precise directions for an assignment
 - k. Use appropriate eye contact, posture, and volume for dramatic readings such as poems, stories, and narratives
 - l. Contribute in classroom discussions
 - m. Give verbal evaluations and critiques of peer projects
 - n. Interpret speakers' messages and recognize their point of view
 - o. Distinguish between a speaker's opinion and verifiable facts
 - p. Compare oral traditions through different cultures
 - q. Listen to oral reading of classical and contemporary works
 - r. Locate the main idea of a spoken message
- 10. Spelling
 - a. Spell 90% of their 6th grade vocabulary correctly
 - b. Consult glossaries, and dictionaries as a way to find, compare, and spell words
 - c. Recognize roots, prefixes, and suffixes
 - d. Make use of spelling strategies, phonetic rules, and patterns to reach 90% accuracy

Seventh Grade

At the end of seventh grade, students will:

- 1. Reading
 - a. Read the Bible independently
 - b. Read Bible texts and locate evidence of the Law and Gospel
 - c. Use Christian discernment when reading a text to determine if it is God-pleasing
 - d. Make broad-based knowledge of the appropriate 7th grade level vocabulary with 90-95% proficiency in varying contexts
 - e. Apply previously learned words to new contexts
 - f. Understand word relationships, word origins, and root awareness
 - g. Use tools such as the glossaries, dictionaries, thesauruses, context clues, and the internet to identify unknown words
 - h. Apply things they have seen, done, and concepts learned in the classroom and outside it and relate them to the text as well as life experiences
 - i. Read for purpose and understanding at a minimum of 150 - 160 correct words per minute
 - j. Understand various types of literature, including dialogue
 - k. Read 7th grade level texts smoothly, obeying punctuation and expression and in a way that both reflect understanding of the text and engage the listeners
 - l. Understand the main concepts of the text in independent reading using the comprehension strategies taught to them to decipher meaning
 - m. Automatically decode words to ensure focus on comprehension
 - n. Continue to develop and maintain an adequate body of sight words

- o. Use context to determine meaning of words
- p. Use reading strategies such as previewing, predicting, and formulating questions, to activate prior knowledge and establish a purpose for reading
- q. Use reading strategies such as rereading, skimming, reading aloud, asking questions, searching for clues, and studying graphics to help comprehension and recall information
- r. Use paraphrasing, summarizing, outlining, and note-taking of text to recall, inform, or organize ideas
- s. Identify the purposes of different types of texts such as to inform, influence, express, or entertain
- t. Read a variety of literature including short stories, poetry, plays, legends, cross-cultural works, classics, and contemporary works both independently and assigned
- u. Recognize and distinguishing different literary genres such as historical fiction, non-fiction, poetry, plays, fantasy, realistic fiction, and biography
- v. Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution
- w. Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and how they change
- x. Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism
- y. Identify the use of poetic devices such as comparison, alliteration, repetition, onomatopoeia, and rhyme
- z. Examine the effect of imagery on the mood or meaning of the poem
- aa. Identify and explain similes, metaphors, personification, hyperboles, and analogies to infer the literal and figurative meanings of phrases and make use of them in reading
- bb. Distinguish fact and opinion in various texts
- cc. Recognize and distinguish point of view
- dd. Identify main ideas and supporting evidence

2. Writing

- a. Use their writing to the best of their ability to glorify God
- b. Write clearly to communicate the truths of God's Word
- c. Apply previously learned words to new contexts
- d. Use the 7th grade vocabulary and apply them to their writing
- e. Understand and make use of figurative language in writing
- f. Frame questions to direct research
- g. Generate ideas by selecting and applying appropriate prewriting strategies such as brainstorming, graphic organizers, and notes
- h. Organize prior knowledge about a topic in a variety of ways such as using a graphic organizer
- i. Summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines
- j. Take notes from relevant and authoritative sources
- k. Develop a clear and supportable thesis statement
- l. Develop drafts by categorizing ideas and organizing them into paragraphs
- m. Revise selected drafts by organizing, adding, elaborating, deleting, combining, and rearranging text
- n. Edit drafts to ensure standard usage, mechanics, varied sentence structure, and appropriate word choice
- o. Develop a bibliography page to cite authoritative sources
- p. Proofread one's own writing and that of others
- q. Produce written works for a final written product
- r. Evaluate own and other's writing using established criteria
- s. Avoid fragments and run-ons

- t. Vary sentence structure by using simple, compound, complex, and compound-complex sentences and different kinds of sentences: declarative, interrogative, imperative, exclamatory
 - u. Employ standard English usage in writing including subject-verb agreement, pronouns and their antecedents, parts of speech, capitalization, punctuation, homonyms, and verb tense
 - v. Write legibly in cursive and manuscript using Zaner-Bloser style
3. Grammar
- a. Know the eight parts of speech and identify them in a variety of sentences
 - b. Make use of proper subject verb agreement in written communication
 - c. Identify and use simple, compound, and complex sentences
 - d. Identify the four kinds of sentences: declarative, imperative, interrogative, and exclamatory
 - e. Identify and correct fragments and run-on sentences
 - f. Identify and use natural and inverted sentences
 - g. Apply the rules for correct capitalization
 - h. Apply the rules for correct punctuation
 - i. Understand the use of quotation marks in direct speaking
 - j. Understand a variety of word forms, such as contractions and possessives, and apply them appropriately in their writing
4. Listening and Speaking
- a. Use the 7th grade vocabulary and apply them to their speaking
 - b. Recite Bible verses, hymns, and parts of the Lutheran Catechism
 - c. Share their faith through classroom discussion and personal conversation
 - d. Evaluate presented material from a Christian viewpoint
 - e. Apply good listening traits of SLANT (Sit attentively, Look & listen, Ask & answer questions, Notice & nod to what speaker is saying, Track the talker with eye contact) in the classroom
 - f. Be active listeners involved in gaining information and solving problems
 - g. Demonstrate good listening skills by following multi-step directions
 - h. Speak with purpose clearly and loud enough to be heard by the class
 - i. Establish purpose for listening such as to gain information, to solve problems, or to enjoy and appreciate
 - j. Listen attentively for main ideas, details, and organization
 - k. Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
 - l. Distinguish between the speaker's opinion and verifiable fact
 - m. Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
 - n. Develop vocabulary by listening to selections read aloud
 - o. Understand and make use of figurative language in speaking
 - p. Contribute appropriately to class discussion
 - q. Retell a story or main idea of a story
 - r. Use standard English in classroom discussion and presentations
 - s. Present a variety of oral presentations including research, personal experiences, stories, poems, or plays to an audience
 - t. Use effective rate, volume, pitch, tone, and eye contact when speaking before an audience
 - u. Clarify and support spoken ideas with evidence, elaborations, and examples
 - v. Evaluate one's own oral presentations and the presentations of others based on preset criteria
5. Spelling
- a. Spell 90% of their 7th grade vocabulary correctly
 - b. Consult glossaries, and dictionaries as a way to find, compare, and spell words
 - c. Recognize roots, prefixes, and suffixes
 - d. Make use of spelling strategies, phonetic rules, and patterns to reach 90% accuracy

Eighth Grade

At the end of eighth grade, students will:

1. Reading

- a. Read the Bible independently
- b. Read Bible texts and locate evidence of the Law and Gospel
- c. Use Christian discernment when reading a text to determine if it is God-pleasing
- d. Make broad-based knowledge of the appropriate 8th grade level vocabulary with 90-95% proficiency in varying contexts
- e. Read for purpose and understanding at a minimum of 150 - 160 correct words per minute
- f. Apply previously learned words to new contexts
- g. Understand word relationships, word origins, and root awareness
- h. Use tools such as the glossaries, dictionaries, thesauruses, context clues, and the internet to identify unknown words
- i. Apply things they have seen, done, and concepts learned in the classroom and outside it and relate them to the text as well as life experiences
- j. Understand various types of literature including dialogue
- k. Read 8th grade level texts smoothly, obeying punctuation and expression
- l. Understand the main concepts of the text in independent reading using the comprehension strategies taught to them to decipher meaning
- m. Understand and make use of figurative language in reading
- n. Identify the use of poetic devices such as comparison, alliteration, repetition, onomatopoeia, and rhyme
- o. Automatically decode words to ensure focus on comprehension
- p. Use knowledge of root words and affixes to determine meaning
- q. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts
- r. Use reading strategies such as previewing, predicting, and formulating questions, to activate prior knowledge and establish a purpose for reading
- s. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- t. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text
- u. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision
- v. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor
- w. Analyze literary elements such as plot development including conflict, rising action, climax, falling action, and resolution
- x. Examine the effect of imagery on the mood or meaning of a poem
- y. Use reading strategies such as rereading, skimming, reading aloud, asking questions, searching for clues, and studying graphics to help comprehension and recall information
- z. Use graphic organizers paraphrasing, summarizing, outlining, and note-taking of text to recall, inform, or organize ideas
- aa. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea
- bb. Read regularly in independent-level materials
- cc. Read regularly informational texts that are challenging yet manageable
- dd. Read a variety of literature including short stories, poetry, plays, legends, cross-cultural works, classics, and contemporary works

2. Writing

- a. Use their writing to the best of their ability to glorify God
- b. Write clearly to communicate the truths of God's Word
- c. Apply previously learned words to new contexts
- d. Use the 8th grade vocabulary and apply them to their writing
- e. Understand and make use of figurative language in writing
- f. Write arguments to support claims with clear reasons and relevant evidence (Introduce and support the claim with logical reasoning and evidence, use words to clarify the claim, establish a formal style and provide a concluding statement that supports the claim.)
- g. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (Introduce a topic clearly, develop the topic with relevant, well chosen facts, use appropriate and varied transitions, use precise language to explain the topic, establish a formal style and provide a concluding statement or section.)
- h. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (Engage and orient the reader by establishing a context and point of view, use techniques such as dialogue, pacing description and reflection to develop events and/or characters, use a variety of transition words, use precise words or phrases and provide a conclusion that follows from the narrated experience or event.)
- i. Use the Zaner-Bloser method to write legibly in both cursive and manuscript
- j. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- k. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed
- l. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively as well as to interact and collaborate with others
- m. Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
- n. Gather relevant information from multiple print and digital sources; 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
- o. Analyze a variety of literary or informational texts and use as "mentor texts" to improve writing style
- p. Write routinely across the curriculum and over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences
- q. Employ standard English usage in writing including subject-verb agreement, pronouns and their antecedents, parts of speech, capitalization, punctuation, homonyms, and verb tense
- r. Use a variety of sentence structures, adjectives, adverbs and prepositional phrases to make writing meaningful, accurate, and descriptive

3. Grammar

- a. Know the eight parts of speech and identify them in a variety of sentences
- b. Make use of proper subject verb agreement in written communication
- c. Identify and use simple, compound, and complex sentences
- d. Identify the four kinds of sentences: declarative, imperative, interrogative, and exclamatory
- e. Identify and correct fragments and run-on sentences
- f. Identify and use natural and inverted sentences
- g. Apply the rules for correct capitalization
- h. Apply the rules for correct punctuation
- i. Understand the use of quotation marks in direct speaking
- j. Understand a variety of word forms, such as contractions and possessives, and apply them appropriately in their writing

4. Listening and Speaking

- a. Use the 8th grade vocabulary and apply them to their speaking
- b. Recite Bible verses, hymns, and parts of the Lutheran Catechism
- c. Share their faith through classroom discussion and personal conversations
- d. Evaluate presented material from a Christian viewpoint
- e. Apply good listening traits of SLANT (Sit attentively, Look & listen, Ask & answer questions, Notice & nod to what speaker is saying, Track the talker with eye contact) in the classroom
- f. Be active listeners involved in gaining information and solving problems
- g. Demonstrate good listening skills by following multi-step directions
- h. Speak with purpose clearly and loud enough to be heard by the class
- i. Engage effectively in a range of discussions (one-on-one, in groups, and teacher-led) on 8th grade topics, texts and issues, building on others' ideas and expressing their own clearly by posing questions and responding to the questions of others as well as acknowledging and evaluating new information that is presented
- j. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest
- k. Retell a story or main idea of a story
- l. Understand and make use of figurative language in speaking
- m. Adapt speech to a variety of contexts and tasks (interviewing, reporting, requesting, providing information), demonstrating command of formal English when indicated or appropriate
- n. Present a variety of oral presentations, both secular and religious, including research, personal experiences, stories, poems or plays to an audience
- o. Use effective rate, volume, pitch, tone, and eye contact when speaking before an audience
- p. Establish purpose for listening such as to gain information, to solve problems, or enjoy and appreciate
- q. Listen attentively for main ideas, details, and organization
- r. Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives
- s. Distinguish between the speaker's opinion and verifiable fact
- t. Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works
- u. Develop vocabulary by listening to selections read aloud

5. Spelling

- a. Spell 90% of their 8th grade vocabulary correctly
- b. Consult glossaries, and dictionaries as a way to find, compare, and spell words
- c. Recognize roots, prefixes, and suffixes
- d. Make use of spelling strategies, phonetic rules, and patterns to reach 90% accuracy

Assessment of the academic growth and achievement of each student

Each individual teacher assesses the academic growth of their students on a regular basis via class discussion, worksheets, projects, and tests. Throughout the school year, students are assessed using the Fountas and Pinnell Benchmark Assessment System.

Evidence of fundamental principles of student growth

Consideration is given to different student abilities, each student is challenged, and differentiated instruction is being used. At TLS, students are put in a reading group based on their ability. Teachers use the Fountas and Pinnell Assessments to group students accordingly. Students that struggle with reading participate in tutored interventions. This provides more time for students to review and understand key concepts and build their confidence. Students that have received extra gifts in reading are advanced to the next reading group. This provides more challenging work for these students and allows them to continue to use their God given abilities to their fullest.