FOUNDED 1944
EDS

EPISCOPAL DAY SCHOOL

LANGUAGE ARTS & HUMANITIES

CURRICULUM SNAPSHOT

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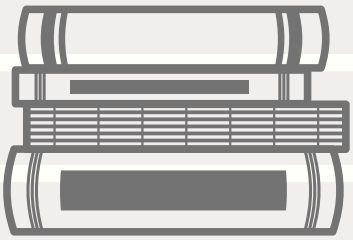
READING & LITERATURE

By the end of each grade level, students will be able to:



Young 3s

- Show interest in listening to simple stories and nursery rhymes
- Demonstrate the ability to pretend and create
- Sing and act out fingerplays and songs

Older 3s

- Recognize and spell their first name in print
- Memorize and repeat simple rhymes and songs

PreKindergarten

- Recognize all 26 uppercase letters
- Recognize and say all 26 letter sounds
- Sequence events in a story

Kindergarten

- Recognize letter names and orally produce letter sounds of consonants, long vowels, and short vowels
- Independently read grade-level books using both sight words and decodable words and be able to retell the story
- Recognize 70 sight words and be able to use their correct spelling when writing sentences

1st Grade

- Read orally with grade-level speed, accuracy, and expression by using a variety of decoding strategies in order to derive meaning from text
- Read for meaning by asking questions, identifying main ideas, answering explicit questions, summarizing information, making predictions, and drawing conclusions
- Ask and answer questions in relation to the current theme in Literature

2nd Grade

- Demonstrate grade-level or above reading comprehension read orally with grade-level or above speed, accuracy, and expression
- Develop and practice reading skills such as summarizing, clarifying, predicting, visualizing, and making connections

3rd Grade

- Read independently and comprehend third grade trade books and AR books that are on or beyond the 3rd grade reading level
- Shift the reading emphasis from learning-to-read to reading-to-learn
- Be able to summarize passages, articles, and books that they have read

4th Grade

- Identify the major elements of a story (theme, characters, setting, plot, conflict, resolution)
- Identify different genres of literature (historical fiction, realistic fiction, fantasy, poetry, science fiction, mystery, traditional literature, biography/memoirs, informational)
- Read and comprehend grade-level literature
- Recognize and identify types of figurative language

5th Grade

- Choose and read fiction and nonfiction independently for enjoyment and research
- Analyze characters in literature through their thoughts, words, and actions
- Use evidence from a text to prove an inference

6th Grade

- Choose and read fiction and nonfiction independently for enjoyment and research
- Increase their usage of more advanced word choices in their speaking
- Use evidence to support analysis of various pieces of literature

7th Grade

- Cite textual evidence to support analysis of literature
- Incorporate grade level vocabulary in their speaking and use context clues to determine the meaning of vocabulary within literature
- Analyze, synthesize, and interpret literary elements from multiple grade level informational and literary texts of different genres, focusing on common themes of identity, alienation, and belonging

8th Grade

- Draw parallels among common themes and make connections among self, text, and the world through literary and informational texts from a variety of genres
- Determine the meaning of words as they are used in context and analyze the impact of specific word choices on meaning and tone
- Cite text evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text
- Recognize and analyze a variety of literary elements, including: Bildungsroman, stream of consciousness, motivation, epiphany, subplot, naive narrator, third-person limited point of view, juxtaposition, local color, microcosm, macrocosm, metonymy, synecdoche, understatement, litotes, paradox, euphemism, antithesis, assonance, consonance, author's diction and syntax, cadence, rhythm/pace (meter), stress pattern (poetic meter)

READING & LITERATURE

In addition, students will:

Young 3s	• Begin to recognize their name and their classmates' names in print • Learn to use words to express wants, feelings, and needs • Be able to retell simple stories
Older 3s	• Dramatize simple stories and nursery rhymes • Be able to express their feelings, needs, and wants in complete sentences • Begin to identify directional commands, opposites, and the concept of same and different
PreKindergarten	• Begin to recognize and read 15 sight words • Recognize and use rhyming words through songs, books, and play • Begin to read and enjoy simple pre-reader books that reinforce sight word recognition
Kindergarten	• Learn about several authors through Author Studies • Use reading skills acquired in Kindergarten to read to PK classes with confidence and fluency • Learn about different types of writing including, but not limited to, poetry, non-fiction, fiction, biography, and fairy tales
1st Grade	• Use reading skills acquired in first grade to read to preschool and kindergarten classes with confidence and fluency • Apply reading for meaning skills in the context of the following themes: Back to School, Be My Friend, Science Cycles, Light and Sound, Around Our Town, Around Our World, Roots and Seeds, Animals from Head to Toe, Stars and Stripes, Art for All • Formulate questions about and concepts of ongoing learning and mastery related to the themes listed above by posting to the class Concept and Question Board
2nd Grade	• Apply reading for meaning skills in the context of the following themes: Teamwork, Earth in Action, My Community at Work, Plants and Animals, Citizenship, and Story Time • Take a field trip to Judd C. Hickey Center as an experience that specifically relates to the community theme • Perform at the Veteran's Day Assembly, where they read and learn the words to the *Preamble,* relating to Citizenship theme
3rd Grade	• Read a student-selected biography, produce a biographical report containing a minimum of three paragraphs, and present the report to an audience • Improve verbal and writing skills by using more precise and descriptive words from Wordly Wise and reading vocabulary words • Explore and immerse themselves in the history, people, and culture of the Elizabethan era • Participate in a peer group book study about a famous African American and then develop a slide presentation highlighting some of the person's major contributions to this country and/or the world
4th Grade	• Participate in literature circles for the reading of at least one novel • Read together in small groups and discuss the novel within the group and with the teacher • Produce iMovie book reviews. Students will use photos from the book and/or the internet to create a video. Students will add voice to the video to give a summary of the book and persuade someone to read the book
5th Grade	• Complete a 40 Book Challenge to develop reading habits and genre preferences • Create Book Commercials to recommend favorite books to our class reading community • Participate in book clubs throughout the year, as they learn to discuss and compare various books within a common genre
6th Grade	• Complete a 40 Book Challenge to develop reading habits and genre preferences • Create Book Commercials to recommend favorite books to our class reading community • Examine one genre of literature each month through personal reading, read alouds, and literary analysis
7th Grade	• Consider similarities and differences in the roles of relationships and community in identity formation by exploring a plethora of literature from various cultures, backgrounds, and perspectives • Create multi-genre projects and one-act plays presenting the roles of identity, community, and culture within literature and history • Examine film, music, poetry, and other forms of art to compare and contrast with class texts and consider the essential question "How can we each use our unique identity to positively influence the world around us?"
8th Grade	• Explore the theme of "What's Worth Fighting For?" by reading a wide variety of literary and informational texts focusing on topics such as growth mindset, civil rights, justice, and defending the oppressed • Participate in an interdisciplinary Religion and English study of Judaism, the Holocaust, and the Golden Rule; as a starting point, students read All But My Life, a Holocaust memoir by Gerda Weissmann Klein • Learn about the Civil War and the Great Depression eras through a variety of readings in both History and English

WRITING, GRAMMAR, & COMPOSITION

By the end of each grade level, students will be able to:

Young 3s

- Be aware of letters and numbers
- Show an interest in drawing or using writing tools
- Tell an adult about a picture in a book

Older 3s

- Begin to manipulate a writing tool
- Begin to write first name in upper and lowercase letters
- Draw a stick figure with legs and arms
- Dictate simple words and phrases to the teachers for class activities

PreKindergarten

- Manipulate a writing tool
- Form letters correctly by using the *Handwriting Without Tears* Program
- Write first name in upper and lowercase lettersDraw a stick figure with legs, arms, and facial features

Kindergarten

- Write simple dictated words and sentences with correct letter formation, capitalization, spacing, and punctuation
- Understand when it is appropriate and necessary to use an Uppercase letter. For example, at the beginning of a sentence or a proper noun
- Write the 70 sight words that they learn to read

1st Grade

- Write compositions that tell a story including story elements or develop a central idea
- Use sound/spelling patterns to compose words and sentences
- Employ accurate use of mechanics when writing, including proper capitalization, punctuation, verb tense, and agreement

2nd Grade

- Write complete sentences (using 7 or 8 words) that have a subject and predicate and correct capitalization and punctuation
- Correctly spell grade-level words and apply those correctly spelled words in all subjects
- Use the writing process to plan, draft, edit, revise, and publish original pieces

3rd Grade

- Spell and recognize appropriate grade level words by using spelling patterns, visual memory, and word families
- Create sentences that contain a minimum of eight words that are written without grammar or mechanical mistakes
- Correctly frame and write a thank you letter or friendly letter

4th Grade

- Identify and use the major parts of speech (noun, verb, adjective, adverb, preposition, conjunction)
- Write complete, organized paragraphs
- Spell grade-level words correctly

5th Grade

- Identify and compose narratives, persuasive, and expository essays
- Identify simple, compound, and complex sentences and vary their use of them in writing
- Independently revise and edit their writing with a focus on using correct verb tense, commas, conjunctions, and prepositions
- Identify and use various forms of figurative language when composing essays to communicate deeper meaning

6th Grade

- Identify and use correct pronouns, and prepositions when composing essays
- Compose paragraphs and essays that demonstrate a grade level understanding of correct punctuation, spelling, and varying sentence structures including, compound, complex, and simple sentences
- Examine and synthesize a wide range of information to develop and support a strong thesis in order to compose a research paper

7th Grade

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing for a variety of purposes
- Incorporate grade level vocabulary in their speaking and writing

8th Grade

- Incorporate appropriate grade-level vocabulary and diction in writing and speaking
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing for a variety of purposes, including narrative, expository, persuasive, and descriptive
- Form and use verbals: gerunds, participles, infinitives
- Appropriately form and use verbs in the active and passive voice
- Recognize and correct inappropriate shifts in verb voice and mooduse an ellipsis to indicate an omission

WRITING, GRAMMAR, & COMPOSITION

In addition, students will:

Young 3s	• Be exposed to a print rich environment • Begin to understand the importance of the written word
Older 3s	• Be introduced to the *Handwriting Without Tears* program • Be exposed to a print rich environment • Begin to experience the importance of the written word • Be introduced to phonics and phonemic awareness
PreKindergarten	• Utilize Letter Bags to emphasize phonics and phonemic awareness • Create illustrations for Class Books and Journals • Dictate thoughts and ideas to teachers for Class Books and Journals
Kindergarten	• Produce written journal entries throughout the year (beginning with copying sentences and finishing sentence starters, and progressing toward writing complete sentences and using phonetic spelling) • Write letters to family members and people in our communities for holidays such as Grandparents Day and Veterans Day • Write their first and last name with correct letter formation and correct Uppercase letter usage
1st Grade	• Go through the entire writing process (plan, draft, edit, revise, publish, share) by produce published texts in the following genres: narrative stories, procedural how-tos, and autobiographies • Share published pieces in a variety of settings (individual, small group, whole group) in the context of publishing parties
2nd Grade	• Write original works both fiction and nonfiction (personal narratives) • Share writing with peers and family members by participating in a portfolio viewing.
3rd Grade	• Produce a biographical report on a selected Famous Face that contains a minimum of three paragraphs, and present their report to an audience • Create a collection of original poems demonstrating these styles of poetry - lune, couplet, diamante, cinquain, and acrostic • Improve their written and verbal skills by using exact and descriptive words by incorporating words that were presented to them through the use of Wordly Wise and reading trade books
4th Grade	• Use writing journals throughout the year • Use descriptive language in their writings (use imagery and grade-level vocabulary) • Add at least 4 special pieces to their writing portfolio and share those writings with family
5th Grade	• Interview a Veteran and compose a biographical essay • Employ the 5-step writing process to compose a Memoir about a memorable experience in their life • Produce various types of writing related to the 5th grade musical including, a resume that will be used to apply for a musical committee job, an original one scene play, and a reflective journal that will help students develop the skills of self-reflection and self-care
6th Grade	• Compose feature articles about current event topics using one of the five nonfiction text structures: description, compare and contrast, sequence, problem and solution, or cause and effect • Review the 5 step writing process by composing a narrative about a memorable place in their lives • Conduct research related to a current human rights issue and compose an argumentative essay using reason and applicable evidence to support claims
7th Grade	• Compose an MLA persuasive essay including research, in-text citations, and a Works Cited page • Compose and deliver handwritten speeches about historical figures from Ancient Greece • Respond visually and verbally to selected artwork from the Morris Museum's permanent collection and compose creative writings based on their responses to the artwork
8th Grade	• Compose narratives based on personal reflections of the Outward Bound experience and lead an Outward Bound chapel to share their experiences and reflections with others • Compose creative writings in honor of their grandparents and lead a Grandparents Day chapel to share their reflections • Respond visually and verbally to selected artwork from the Morris Museum's permanent collection and compose creative writings based on their responses to the artwork • Conduct research related to a current scientific debate and write a scientific argument paper using logic and reason to support claims with clear and relevant evidence