



# Diocese of Altoona-Johnstown Elementary Curriculum

## Language Arts PK-8<sup>th</sup> Grade

PK-3	PK-4
<p><b>Reading Readiness</b></p> <ul style="list-style-type: none"> <li>• Recognize their name in print</li> <li>• Identify specific pictures</li> <li>• Select independently a book that interests them</li> <li>• Identify their name in various print situations (handwritten, typed, etc)</li> <li>• Identify the main character in a story</li> </ul> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Use writing tools, crayons, and markers for expression</li> <li>• Use art media, for example, finger paint, play dough, and shaving cream, to develop fine motor skills</li> <li>• Develop awareness of the alphabet</li> <li>• Demonstrate the ability to trace their first name</li> </ul> <p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>• Develop their vocabulary and verbalize their needs</li> <li>• Develop good manners when speaking</li> <li>• Participate cooperatively with others in group activities</li> <li>• Develop their vocabulary and verbalize their needs</li> <li>• Recite familiar short poems, rhymes, and songs</li> </ul> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Follow simple, one-step direction</li> <li>• Listen attentively during a short group activity</li> <li>• Complete a simple task by following directions</li> <li>• Sit in circle time</li> </ul>	<p><b>Reading Readiness</b></p> <ul style="list-style-type: none"> <li>• Respond orally to simple questions about the story</li> <li>• Select visually uppercase and lowercase letters</li> <li>• Identity the different characters in the story</li> <li>• Retell stories in their own words</li> <li>• Make predictions</li> <li>• Incorporate known vocabulary in discussions</li> </ul> <p><b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Use symbols or drawings to express thought, feelings, and ideas</li> <li>• Attempt to draw a self-portrait</li> <li>• Exposure to and awareness of holding a pencil or other writing implements, and scissors</li> <li>• Print or copy their first names using letters or letter-like approximations</li> <li>• Form letters using whiteboards and skywriting and various tactile experiences</li> </ul> <p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>• Repeat and recite poems, rhymes, and songs</li> <li>• Use age appropriate vocabulary</li> <li>• Use complete sentences</li> <li>• Communicate in one-to-one and group conversations</li> </ul> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Follow simple one-step and two-step directions</li> <li>• Follow directions such as taking turns, staying on topic, and eye contact</li> <li>• Sit in circle time</li> </ul>



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### KINDERGARTEN

#### Phonemic Awareness/Phonics

- Recognize that both print and pictures tell a story and describe the relationship between the two
- Track printed words from left to right, top to bottom and page by page, demonstrating one-to-one correspondence
- Use consonant sounds with short vowel sounds to decode Consonant-Vowel-Consonant (CVC) words
- Identify and produce initial, medial and ending sounds of Consonant-Vowel-Consonant-E (CVCE) words for all five short and long vowels

#### Vocabulary

- Recognize and know high frequency words taught in context
- Use common words in basic categories to describe ideas, feelings and experiences
- Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word (e.g., -ed, -s, re-, un-, pre-, -ful, -less)
- Build sight word vocabulary

#### Fluency

- Read decodable texts to practice and gain fluency and understanding
- Read or sing along with correct expression and pace in books, rhymes and songs

#### Reading Comprehension

- Retell stories to sequence events and identify main ideas and details
- Identify parts of a text that seem important, including characters, settings and major events in a story.
- Make predictions about what may happen next
- Answer literal and easy inferential questions about texts and read-aloud
- Use pre-reading strategies such as connecting, picturing, noticing, guessing, wondering, and figuring out

#### Listening and Speaking

- Participate in group discussions and take turns during conversations
- Verbally share information and ideas in complete sentences
- Listen to and respect the opinions of others about written, oral and visual texts
- Use appropriate language and vocabulary to describe ideas, feelings and experiences in a logical sequence
- Demonstrate knowledge of proper English in speaking and writing (eg., question words, plural nouns, prepositional phrases)

#### Writing

- Listen to or read a variety of genres to use as models for writing in different modes
- Narrative: Draw and write in journals about a day's events
- Descriptive: Use pictures and letters/words to describe a topic, idea or event
- Recognize and use periods, question marks and exclamation points
- Use uppercase letters to begin sentences, names and the word "I"
- Use inventive spelling but with knowledge of conventional spelling
- Use letters in writing to represent sounds and words

#### Handwriting

- Demonstrate proper pencil grasp
- Write continuously left to right
- Print legibly attending to size, spacing, formation, and uppercase and lowercase letters
- Create numbers 1-10 by using a series of continuous strokes



# Diocese of Altoona-Johnstown Elementary Curriculum

## Language Arts PK-8<sup>th</sup> Grade

### FIRST GRADE

#### Phonemic Awareness/Phonics

- Recognize the sounds of consonant digraphs: sh, ch, th, wh, ck, kn, and wr
- Locate prefixes and suffixes and identify the base word
- Recall sounds in consonant clusters
- Identify vowel pairs and vowel digraphs that make long vowel sounds
- Determine the meaning of a new word formed when a known prefix is added to a known word

#### Vocabulary

- Use sentence level context as a clue to the meaning of a word or phrase
- Explain multiple meanings of common words
- Recall and use content-specific vocabulary

#### Reading

- Draw upon prior knowledge to aid in comprehension
- Identify the main idea and author's purpose
- Describe how characters in a story respond to major events and challenges
- Compare and contrast two or more versions of the same story
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue
- Recognize statements as fact or opinion
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text
- Summarize stories in writing

#### Spelling

- Categorize a list of words into alphabetical order
- Spell common vowel patterns
- Spell common irregular words

#### Fluency

- Read aloud in small groups, whole class, and individually
- Refine decoding skills to build speed, expression, and confidence
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings

#### Speaking and Listening

- Listen for specific information in order to respond to questions appropriately
- Develop oral speaking skills through discussion, conversation, storytelling, dramatization and choral reading

#### Writing

- Recognize and create stories with a beginning, middle, and end
- Edit and revise draft of a story
- Participate in shared research and writing project
- Plan and develop ideas using a graphic organizer
- Write one or more detailed paragraphs for a descriptive writing piece

#### Grammar

- Recognize that a sentence is a complete thought, begins with a capital letter, and ends with an end mark
- Differentiate between the four types of sentences: telling, asking, commands, and exclamations
- Recognize nouns, verbs, and adjectives in a sentence

#### Handwriting

- Practice formation of lowercase and uppercase words and numerals.
- Construct words and sentences using proper shape, size, slant, and spacing



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### SECOND GRADE

#### Phonemic Awareness/Phonics

- Recognize the sounds of consonant digraphs: sh, ch, th, wh, ck, kn, and wr
- Locate prefixes and suffixes and identify the base word
- Recall sounds in consonant clusters
- Identify vowel pairs and vowel digraphs that make long vowel sounds
- Determine the meaning of a new word formed when a known prefix is added to a known word

#### Vocabulary

- Use sentence level context as a clue to the meaning of a word or phrase
- Explain multiple meanings of common words
- Recall and use content-specific vocabulary

#### Reading

- Draw upon prior knowledge to aid in comprehension
- Identify the main idea and author's purpose
- Describe how characters in a story respond to major events and challenges
- Compare and contrast two or more versions of the same story
- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue
- Recognize statements as fact or opinion
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#### Fluency

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## Language Arts PK-8<sup>th</sup> Grade

### THIRD GRADE

#### Phonemic Awareness/Phonics

- Decode multi-syllable words
- Use prefixes, suffixes, and affixes to form new words
- Identify base words and use those words to form compound words
- Identify and correctly form contractions

#### Vocabulary

- Use context clues to determine meaning
- Understand the meaning of new words
- Incorporate vocabulary in writing and speaking
- Understand and utilize high frequency words in reading and writing

#### Reading

- Determine main idea and state supporting details
- Describe characters in a story (e.g., their traits, motivations, feelings)
- Explain how actions contribute to the sequence of events
- Compare and contrast: text, characters, life experiences, themes, settings, and same/different authors
- Demonstrate ability to summarize, sequence or retell events from text
- Justify inferences by citing evidence from text
- Determine the theme of story
- Describe logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, sequencing)

#### Spelling

- Name and spell words with short and long vowels and vowel pairs
- Name and spell words with consonants, digraphs, clusters and schwa sound
- Apply spelling rules to contractions, plurals, compound words and words with suffixes

#### Fluency

- Demonstrate increased fluency by reading silently and reading aloud
- Refine decoding skills to build speed, expression, and confidence

#### Speaking and Listening

- Present ideas with clarity, voice and fluency to communicate message
- Express main idea and elaborate with supporting details
- Sequence ideas logically with effective transition words
- Demonstrate listening through proper responses to questions/commands
- Engage effectively in a range of collaborative discussions (one-on-one, groups, teacher led)

#### Writing

- Construct a paragraph using: beginning sentence, supporting details, ending sentence
- Establish plot, characters, and sequence
- Write narratives to express real or imagined experiences
- Gather information from print and digital sources
- Use facts to present information about a given topic

#### Usage, Grammar and Mechanics

- Utilize proper sentence structure and mechanics
- Identify and write different types of sentences: statements, questions, commands, exclamations
- Use correct noun form in sentences
- Produce simple, compound, and complex sentences

#### Handwriting

- Apply handwriting mechanics to lowercase and uppercase letters
- Write sentences in cursive



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### FOURTH GRADE

#### Vocabulary and Phonemic Awareness

- Determine the meaning of words and phrases as they are used in a text
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade-level topic or subject area
- Know and apply grade-level phonics and word analysis skills in decoding words
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies

#### Reading

- Draw upon prior knowledge to determine a purpose for reading
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest)
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text
- Determine the main idea of a text and explain how it is supported by key details
- Summarize the text using details from within
- Make and confirm predictions based on explicit and/or implicit information
- Read grade-level text with purpose and understanding
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

#### Spelling

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

#### Fluency

- Read with sufficient accuracy and fluency to support comprehension
- Know and apply grade-level phonics and word analysis skills in decoding words
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

#### Speaking and Listening

- Speak with coherence and clarity to communicate ideas
- Take part in oral presentations that show appropriate consideration of audience, purpose, and information
- Speak with coherence and clarity to communicate ideas
- Choose and apply appropriate tone, word choice, pitch, and non-verbal cues to convey meaning

#### Writing

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Conduct short research projects that build knowledge through investigation of different aspects of a topic
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

#### Usage, Grammar and Mechanics

- 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
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

#### Handwriting

- Refine formation and letter connections



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### FIFTH GRADE

#### Vocabulary and Phonemic Awareness

- Use word origins to determine the meaning of unknown words
- Use appropriate vocabulary for various settings
- Apply prior knowledge and utilize context clues and graphic features to predict, clarify, and/or expand word meanings and concepts

#### Reading

- Use word analysis skills to accurately decode unfamiliar words in text
- Read with sufficient accuracy and fluency to support comprehension
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Analyze multiple accounts of the same event or topic noting important similarities and differences in the point of view they represent
- Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently
- Read and comprehend a variety of genres independently

#### Writing

- Apply the writing process: brainstorming, drafting, revising, editing, publishing
- Write full paragraphs featuring main idea with elaborating details
- Write effective lead and closing sentences
- Convey ideas and information clearly, develop the topic, link ideas within and across categories of information, provide a concluding statement
- Write narrative, expository, and opinion pieces
- Cite sources in research using a bibliographic format

#### Fluency

- Read on-level text with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

#### Usage, Grammar and Mechanics

- Use capitalization, punctuation, and usage rules appropriate to grade
- Demonstrate command of the conventions of standard English grammar in written and spoken forms
- Change the tense and form of a word correctly depending on its use
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- Use dictionaries, thesauruses, and glossaries to find and confirm word meanings, pronunciations, syllabication, antonyms and parts of speech

#### Speaking and Listening

- Contribute individual ideas in group discussions
- Compose questions, listen to the ideas of others, and contribute information and ideas in group discussions
- Create oral presentations that show knowledge of audience, purpose, and information (i.e., liturgies, reading, creative essays, etc.)
- Take part in oral presentations that show appropriate consideration of audience and purpose
- Include diverse media in presentations to enhance the main idea
- Speak with coherence and clarity to communicate ideas

#### Handwriting

- Continue to use proper cursive and printing for all written expression
- Use full header to label all written assignments





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### SIXTH GRADE

#### Reading

- Determine the central idea of a text and how it is conveyed through particular details
- Analyze character using supporting details from text to determine how major and minor characters change over time
- Apply the elements of characterization in a description of character development
- Define the parts of plot (rising action, climax, falling action, resolution) and analyze the plots of various short stories and novels
- Determine point of view and interpret how a story would change if the point of view changed
- Determine and demonstrate the use of internal and external conflict in written text
- Apply active reading comprehension strategies to aid in the understanding of grade-appropriate literary texts
- Read and comprehend literary nonfiction and informational text on grade level

#### Writing

- Develop skills to persuade listeners about judgments and opinions of literature text
- Demonstrate the knowledge of modes of writing: descriptive, persuasive, poetic, and letter writing
- Practice summarizing information and drawing conclusions that distinguish between fact and fiction text
- Use appropriate and formal sentence patterns in oral and written skills
- Understand and demonstrate complete mastery of the difference between plagiarism and paraphrasing
- Create paragraphs with proper structure: including topic sentences and details to support them
- Master the ability to write a research paper using proper research skills and MLA style reporting

#### Vocabulary and Phonemic Awareness

- Use word origins to determine the meaning of unknown words
- Recognize prefixes/suffixes and their meanings
- Apply prior knowledge and utilize context clues and graphic features to predict, clarify, and/or expand word meanings and concepts
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content

#### Usage, Grammar and Mechanics

- Demonstrate the relationship between subject-verb agreement
- Develop an understanding of the parts of speech
- Use knowledge of parts of speech to expand sentences
- Independently select or identify the appropriate mode of technology to support and complement assignment/project
- Demonstrate a command of the conventions of standard English when speaking based on grade-level and content

#### Speaking and Listening

- Demonstrate control of spoken language by adjusting speech to varying contexts and tasks
- Identify and agree upon a group's purpose/goal and deadlines and organize the group by assuming specific roles as needed
- Apply critical listening strategies to determine the speaker's argument and claims
- Take purposeful notes in preparation for discussion, using highlighting, outlines, journals, as well as other techniques

#### Study Skills

- Set long and short term goals for learning
- Schedule study time into each day
- Employ organizational skills to improve efficiency and comprehension
- Employ various study methods such as outlining, summarizing, and graphic organizing





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### SEVENTH GRADE

#### Reading

- Identify the major actions that define the plot
- Explain the similarities and differences in how an idea or concept is expressed in multiple texts
- Respond to literal and inferential questions with explicit and implicit evidence from the text
- Summarize information including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words
- State both literal and/or inferred main ideas
- Evaluate the credibility, accuracy, and bias of informational text including Internet sites
- Interpret how situations, actions and other characters influence a character's personality and development
- Recognize character types: protagonist, antagonist, stock, stereotype, etc.
- Recognize exposition, rising action, climax, falling action

#### Writing

- Construct an informational piece using different strategies (definition, cause/effect, compare/contrast, charts, graphs)
- Expand upon a main idea using factual details and support from the text, including direct quotations
- Craft a conclusion that summarizes the text
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

#### Vocabulary and Phonemic Awareness

- Use word origins to determine the meaning of unknown words
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
- Apply new vocabulary to written and oral expression
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content
- Employ content vocabulary
- Recognize how words are analyzed for decoding and understanding

#### Usage, Grammar and Mechanics

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas

#### Speaking and Listening

- Analyze the main ideas and supporting details presented in diverse media formats
- Present claims and findings emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

#### Study Skills

- Set long and short term goals for learning
- Schedule study time into each day
- Develop effective note-taking skills
- Employ organizational skills to improve efficiency and comprehension
- Employ various study methods such as outlining, summarizing, and graphic organizing



# Diocese of Altoona-Johnstown Elementary Curriculum

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### EIGHTH GRADE

#### Reading

- Infer from text; interpret and paraphrase text
- Surmise author's purpose and point of view
- Use prior knowledge before, during, and after reading to construct meaning
- Explain and describe plot summary structure: exposition, rising action, climax, falling action, resolution
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas
- Read and comprehend literary nonfiction and informational text on grade level, reading and proofreading
- Determine purpose, point of view and audience to deliver writer's message
- Make and support judgments about genres as they apply to text

#### Writing

- Prewriting/Plan: gather information using a variety of organizers (ex: webs, lists, free-writing) from a range of resources to analyze, synthesize, and/or evaluate information to plan writing
- Draft: write text, reread, and continue to draft over time
- Revise: seek and consider feedback from adults and peers to revise text for content, organization, and tone
- Self / Peer Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing
- Publish/Present: publish and present final products using a range of graphics and illustrative material, e.g., photos, diagrams, threefold display, informational posters
- Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events
- Provide a conclusion that follows from and reflects on the narrated experiences or events

#### Vocabulary and Phonemic Awareness

- Use word origins to determine the meaning of unknown words
- Recognize prefixes/suffixes and their meanings
- Utilize dictionaries, thesauruses, and glossaries to find or confirm word meanings
- Apply prior knowledge; utilize context clues and graphic features to predict, clarify, and/or expand word meanings and concepts
- Utilize vocabulary in personal writing and speaking
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content

#### Usage, Grammar and Mechanics

- Demonstrate with proficiency the proper use of grammar, mechanics, and usage in writing and speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

#### Speaking and Listening

- Integrate multimedia and visual displays into presentations to add interest, clarify information and strengthen claims and evidence
- Speak with coherence and clarity to communicate ideas
- Pose relevant questions
- Choose and apply appropriate tone, word choice, pitch, and non-verbal cues to convey meaning

#### Study Skills

- Set long and short term goals for learning
- Schedule study time into each day
- Develop effective note-taking skills
- Employ organizational skills to improve efficiency and comprehension
- Employ various study methods such as outlining, summarizing, and graphic organizing



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All standards are derived from the following public resources:

- ❖ [Pennsylvania State Board of Education--Academic Standards for English Language Arts Grades Pre K-5](#)
- ❖ [Pennsylvania State Board of Education--Academic Standards for English Language Arts Grades 6-12](#)