



Cincinnati Hills Christian Academy

Lower School Lower Elementary – Language Arts

Scope and Sequence

Vision: As a result of a CHCA Language Arts education, students recognize language is a gift from God and as such should be used to glorify and serve Him. Students are encouraged to develop a lifelong love of learning through reading, study, and applying scriptural principles to these studies. Growing from these studies is an appreciation of the diversity of human experience, culture, and values and an ability to evaluate spoken, written, and media messages for truth. Students apply analytical skills in reading, thought, writing, study, and discussion to realize their unique, God-given gifts and their place in the world. Students pursue research with confidence using a familiarity with sources and their uses, and applying the aid that technology brings to learning. Students engage competently in a variety of writing experiences, both academic and personal, demonstrating clarity, logic, persuasiveness, creativity, and accuracy in the use of Standard Edited American English. Articulate, even eloquent, language denotes a person whose ideas are worthy of consideration and respect; thus, an education to raise up Christian leaders must provide for sound language arts training. CHCA students speak with confidence, fluency, and precision in a variety of situations as well as work cooperatively and responsively in groups demonstrating appropriate leadership and giving value to others' work. Students receive academic challenge and support in pursuit of success in language arts.

Standards: What a CHCA student will know and be able to do in **Language Arts:** *Reading:* ●Demonstrate competence in the general skills and strategies of the reading process. ●Demonstrate familiarity with a variety of literary works of enduring quality and increasing complexity including the truth of Scripture and its influence on literary forms and themes. ●Demonstrate competence in applying reading strategies to learn from literature and specific types of informational and functional texts and digital sources. *Writing:* ●Demonstrate competence in the general skills and strategies of the writing process including narration, exposition and persuasion. ●Write with a command of the grammatical, mechanical and usage conventions of Standard Edited American English. ●Demonstrate competence in the stylistic and rhetorical aspects of writing. ●Gather and use information from a variety of print and digital sources for research purposes. *Speaking/Listening/Discussion:* ●Demonstrate competence in speaking and listening as tools for learning. Participate effectively in a range of interactions to communicate and collaborate.

Kindergarten Topics: *Reading:* begin phonemic awareness training; connections between oral and written language; chart reading, picture labeling, group experiences, big books, concepts of print; phonics, letter-sound correspondence, sight word recognition. *Writing:* small group and journal writing emphasizing narrative, persuasive and informational writing, class experience charts. *Handwriting:* introduce D'Nealian manuscript, activities that develop eye-hand coordination, small and large muscles. *Oral Language:* language appropriately used to solve problems and express feelings; students memorize songs, poetry, and Bible verses. (K-Prep at developmentally appropriate levels.) Technology use includes books on CD and other digital sources, introduction to word processing.

Grade 1 Topics: *Reading:* phonemic awareness training continued; interactive approach to reading uses themed literature, phonetic stories, informational texts; emphasis on phonics skills, base word and endings; thematic reading integrates science/social studies with language arts in themes that explore: life cycles, habitats, animal classification and God's world. *Writing:* writers workshop introduced; six traits of effective writing; journals; daily integrated writing; narrative, persuasive and informational writing; spelling approximations, phonetic spelling patterns and grade appropriate words. *Handwriting:* D'Nealian manuscript developed. *Oral Language:* memorize Bible verses, poems, songs. Begin word processing; use print and digital resources for research purposes.



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Grade 2 Topics: *Reading:* review and apply phonics skills; emphasis on fluency, comprehension strategies and vocabulary development; students read tall tales, fairy tales, multicultural folk tales, realistic fiction and informational texts. *Writing:* writers workshop focuses on developing the writing process using six traits of effective writing; daily integrated writing; creative and journal writing, narrative, persuasive and informational writing, keyboarding and word processing begins for written projects; spelling focus words, phonetic words. *Handwriting:* review manuscript and begin D’Nealian cursive. *Oral Language:* students present Bible verses, book reports, puppet shows, and research projects using print and digital sources.

Grade 3 Topics: *Reading:* review and apply phonics skills; emphasis on fluency, comprehension strategies, vocabulary development; integrates thematic literature: Colonial America, U.S. Government, Antarctica, flight, fresh water habitats; historical biographies, informational texts; story elements. *Writing:* writing workshop focuses on writing process using six traits of effective writing, narrative, persuasive and informational writing, grammar, conventions, spelling; daily integrated writing; technology used for word processing and research using print and digital resources. *Handwriting:* develop D’Nealian cursive. *Oral Language:* students present projects, book reports, and research topics.