



## **The First Academy Lower School Language Arts**

### **LANGUAGE ARTS**

#### **VISION**

As a result of the TFA Language Arts education, students are exposed to a variety of literature: Christian fiction, apologetic writing, secular novels, historically-based literature, historical documentation, prose, poetry, personal narratives, and a wide array of Children's literature. The systematic targeting of organizational skills, analytical thinking, and editing skills woven throughout the Language Arts curriculum enhances the success of the students. Discernment for God's Truth is taught formally and informally within the Language Arts discipline. Students evaluate literature and accompanying forms of written communication on the basis of the Truth, and gain a deeper understanding and application of Biblical Truths.

The First Academy's objective is to prepare Christian leaders who demonstrate curiosity, appreciation and a desire for learning. Students are academically challenged through specific academic standards and benchmarks and the incorporation of a variety of academic activities utilizing: a) research, b) critical thinking/discernment, c) application of knowledge, d) evaluation of performance, and e) solution finding/problem solving. Students actively engage in skills required in written and oral communication applicable for academic, business and creative environments. Students demonstrate clarity of thought, organization, unique voice, and accurate and articulate utilization of the English language. Students become "fearless writers". The TFA student is proficient within the Language Arts arena and applies the skills and strategies within other curriculum areas.

#### **STANDARDS**

*What a TFA 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 including the truth of Scripture and its influence on literary forms and themes.
- Demonstrate competence in applying reading strategies to learn from specific types of informational texts and literature

### *Writing*

- Demonstrate competence in the general skills and strategies of the writing process:
  1. Overall Development: how well the writer communicates with the reader, shows awareness of the audience, task, and purpose for writing, and writes in the appropriate mode of discourse.
  2. Organization: the writer's ability to develop a logical plan of organization, maintain coherence throughout the paper, and create paragraphs.
  3. Support: the use of appropriate reasons, details, and examples to enhance the effect and/or support the generalizations and conclusions of the piece.
  4. Sentence Structure: completeness, correct usage, and variety of sophistication of sentences.
  5. Word Choice: specific vocabulary, freshness and vividness of language.
  6. Mechanics: the correct and effective use of spelling, punctuation and capitalization.
- 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
- Demonstrate competence with a variety of types of essays including a) Narrative, b) Informative/ Descriptive, c) Expository, d) Persuasive, and e) Critical Thinking
- Compile and present portfolio of written work
- Gather and use information effectively for research purposes

### *Speaking/Listening/Discussion*

- Demonstrate competence in speaking and listening as tools for learning.
- Demonstrate acquisition and application of discernment during oral communication.
- Demonstrate competence in the utilization and application of skills required in successful debate.

### ***Kindergarten Topics:***

#### *\*Reading*

- Phonemic awareness concepts
- Connections between oral and written language
- Concepts of print
- Phonics, letter-sound correspondence
- Word and sentence reading

#### *\*Writing*

- Sound/symbol relationships
- Pre-writing strategies
- Spelling approximations
- Beginning use of punctuation
- Journal writing
- Class experience charts
- Sentence writing

#### *\*Handwriting*

- Introduction of manuscript

- Development of eye-hand coordination, small and large muscles via cross-curricular activities

*\*Oral Language (Speaking, Listening, Discussion)*

- Conflict resolution activities designed to utilize the appropriate use of language to solve problems and express feelings
- Memorization of songs, poetry, plays, and Bible verses
- Identification of the meanings of spoken words (vocabulary)
- Utilization of basic speaking vocabulary
- Demonstration of listening for specific information
- Determination of meaning from spoken language and stories.

***First Grade Topics:***

*\*Reading*

- Demonstration of phonemic awareness focusing on decoding and encoding skills and proficiency in sight words
- Demonstration of the ability to read themed literature, phonetic stories, and non-fiction texts with an emphasis on phonics skills, comprehension strategies, and vocabulary

*\*Writing*

- Introduction to the Narrative and Expository styles of essay writing
- Utilization of proper punctuation, capitalization, parts of speech, word forms, and spelling based on phonics patterns
- Demonstration of organization of main ideas and details in writing assignments

*\*Handwriting*

- Manuscript focusing on proper formation

*\*Oral Language (Speaking, Listening, Discussion)*

- Memorization of Bible verses
- Presentation of both written and oral projects
- Demonstration of the ability to follow instructions
- Identification of details in oral stories

***Second Grade Topics:***

*\*Reading*

- Application of reviewed phonics skills
- Application of word study skills
- Demonstration of the emphasis on fluency, comprehension strategies and skills and vocabulary development
- Demonstration of the ability to read and comprehend tall tales, fairy tales, multicultural folk tales, realistic folk tales, realistic fiction and non-fiction

*\*Writing*

- Focus on developing the writing process
- Daily integrated writing, spelling focus words and phonetic words
- Focus on punctuation and capitalization
- Recognizing word forms, sentence types and parts of speech
- Introduction to three paragraphs essay
- Introduction to the 6 criteria: a) Overall Development, b) Organization, c) Support, d) Sentence Structure, e) Word Choice, f) Mechanics

*\*Handwriting*

- Demonstration of mastery in the ability to successfully write using manuscript
- Introduction of cursive writing
- \**Oral Language (Speaking, Listening, Discussion)*
- Memorization of Bible verses
- Presentation of both written and oral book reports and researcher projects
- Demonstration of the ability to follow instructions
- Identification of details in oral stories

### ***Third Grade Topics:***

#### ***\*Reading***

- Demonstration of successful Word study skills
- Effective application of phonics skills
- Demonstration of fluency and accuracy
- Application of a variety of comprehension strategies
- Introduction to strategic vocabulary development: decoding of base words, compound words, prefixes, and clues found in context
- Utilization of thematic literature units: American Hero- Biography

#### ***\*Writing***

- Continuation of focus on the further development of the writing process
- Introduction to editing
- Application of spelling strategies
- Recognizing word forms, sentence types and parts of speech
- Introduction to five paragraphs essay
- Introduction to the Narrative Essay
- Introduction to dictionary and thesaurus skills
- Evaluation of written work using the 6 criteria: a) Overall Development, b) Organization, c) Support, d) Sentence Structure, e) Word Choice, f) Mechanics

#### ***\*Handwriting***

- Development of daily competent utilization of cursive writing

#### ***\*Oral Language (Speaking, Listening, Discussion)***

- Memorization of Bible verses
- Presentation of both written and oral book reports and researcher projects
- Demonstration of the ability to follow instructions
- Identification of details in stories

### ***Fourth Grade Topics:***

#### ***\*Reading***

- Demonstration of successful Word study skills
- Effective application of phonics skills
- Demonstration of high rates of fluency and accuracy
- Effective application of a variety of comprehension strategies
- Demonstration of strategic vocabulary development: decoding of base words, compound words, prefixes, and clues found in context
- Introduction to Critical Thinking skills
- Demonstration of effective dictionary and thesaurus skills
- Thematic units include Survival, Risks and Consequences, Dollars and Sense, A Changing America, From Mystery to Medicine
- Introduction to a variety of Biographies

- Demonstration of strong comprehension skills with both Fiction and nonfiction texts

*\*Writing*

- Continuation of focus on the further development of the writing process
- Demonstration of editing techniques and strategies
- Application of spelling strategies
- Recognition of word forms, sentence types and parts of speech
- Demonstration of the five paragraphs essay
- Demonstration of competence with the Narrative Essay
- Demonstration of effective utilization of dictionary and thesaurus skills
- Evaluation of written work using the 6 criteria: a) Overall Development, b) Organization, c) Support, d) Sentence Structure, e) Word Choice, f) Mechanics

*\*Oral Language (Speaking, Listening, Discussion)*

- Demonstration of effective oral communication skills during presentations including class discussions, debates, book reports and project presentations

*\*Handwriting*

- Utilization of Legible cursive handwriting

***Fifth Grade Topics:***

*\*Reading*

- Demonstration of successful Word study skills
- Demonstration of high rates of fluency and accuracy
- Effective application of a variety of comprehension strategies
- Demonstration of strategic vocabulary development: decoding of base words, compound words, prefixes, and clues found in context
- Demonstration of application of Critical Thinking skills
- Demonstration of effective dictionary and thesaurus skills
- Introduction to a variety of literary genres
- Demonstration of strong comprehension skills with both Fiction and nonfiction texts

*\*Writing*

- Continuation of focus on the further development of the writing process
- Demonstration of editing techniques and strategies
- Application of spelling strategies
- Recognition of word forms, sentence types and parts of speech
- Demonstration of the five paragraphs essay
- Introduction to the Informational Essay
- Demonstration of effective editing strategies
- Demonstration of effective utilization of Dictionary and Thesaurus skills
- Evaluation of written work using the 6 criteria: a) Overall Development, b) Organization, c) Support, d) Sentence Structure, e) Word Choice, f) Mechanics

*\*Oral Language (Speaking, Listening, Discussion)*

- Demonstration of effective oral communication skills during presentations including class discussions, debates, book reports and project presentations

*\*Handwriting*

- Utilization of Legible cursive handwriting