



Cincinnati Hills Christian Academy

Lower School Lower Elementary – Language Arts

Scope and Sequence

Vision:

Throughout a CHCA Language Arts education, students will develop a lifelong pursuit of learning while exploring their God-given gifts in reading, thinking, writing, and speaking to engage in the diversity of human experience, culture, and values. Inherent in this pursuit is the necessity of integrating theological concepts when evaluating works through diverse lenses. Throughout the Language Arts program, students will develop analytical skills equipping them to use articulate language as scholars and citizens. Consequently, students will engage competently in a variety of experiences to demonstrate clarity, logic, persuasiveness, and creativity, including the development of research-based skills using relevant technology. In all, CHCA strives to develop Christian leaders who read, write, think, and speak with confidence and precision in a variety of situations.

Content Standards & Core Competencies

Reading

- **Reading Processes**
- **Literature and Theology Connections**
- **Application of Strategies**

Writing

- **Application of Grammar, Usage, and Mechanics**
- **Use, Style, and Rhetoric**
- **Information Fluency**

Speaking and Listening

- **Presentation**
- **Active Listening and Discussion Skill**
- **Collaboration Fluency**

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.) Project Based Learning approach incorporates all areas of language arts as students communicate new understandings. Technology use includes books on CD, I-pads, computers, and interactive white boards.

Grade 1 Topics: *Reading:* phonemic awareness training continued; interactive approach to reading using themed literature, phonetic stories, informational texts; emphasis on phonics skills, base word and endings, compound words and contractions; 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, high frequency words and thematic spelling words. *Handwriting:* D’Nealian manuscript developed. *Oral Language:* memorize Bible verses and share research projects. Project Based Learning approach incorporates all areas of language arts as students



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communicate new understandings. Begin word processing; use print and digital resources for research purposes.

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, biographies, 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, and phonetic pattern 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. Project Based Learning approach incorporates all areas of language arts as students communicate new understandings.

Grade 3 Topics: *Reading:* review and apply phonics skills; emphasis on fluency, comprehension strategies, vocabulary development; integrates thematic literature: Native America, New World Explorers, Colonial America, U.S. Government, Antarctica, flight, fresh water communities; 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, language mechanics, spelling; daily integrated writing; Shurley English, 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. Project Based Learning approach incorporates all areas of language arts as students communicate new understandings.



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