



Cincinnati Hills Christian Academy

Lower School Upper 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, writing, thinking, 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**

Grade 4 Topics: Students construct reading, writing, and oral language skills through guided reading, independent reading, and intentional practice. Comprehension strategies and critical thinking skills are emphasized through both informational and literary texts of various genres and thematic units. Vocabulary development is stressed through many formats including fiction and nonfiction texts as well as a specific vocabulary program. Writers' workshop focuses on the writing process using the six traits of effective writing. Students practice narrative, persuasive, and informational writing. The creation of the Upper Elementary Writing Anthology begins in 4th grade where each student's published pieces from various genres are placed in the student's collection as it moves with them through 5th and 6th grades. Grammar, usage, and mechanics are taught using direct instruction and online practice tools as well as with the writing process. Conventional spelling is expected and taught using a phonetic based curriculum. Students are expected to write using legible D'Nealian cursive handwriting. Students also use basic word processing skills to type many writing pieces. Oral language skills are built through opportunities to share learning with others. Presentations include biographical speeches and project based Social Studies and Science learnings. Students utilize a variety of online formats to share learning.

Grade 5 Topics: Students build reading, writing, and oral communication skills through guided instruction, intentional practice, and independent reading. Informational and literary texts from various genres aid students



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in developing reading comprehension skills. Students grow in reading fluency, establish a purpose for reading, make predictions, and analyze texts for literal and inferential meaning. Students study vocabulary in context as well as from a set vocabulary program including but not limited to aspects such as prefixes and suffixes, word analysis skills, and context clues. Writing skills include organizing main ideas and supporting details, identifying audience and writer's voice, and editing and revising to produce summaries, informational essays, reports, and digital literacy communication. Students will add published pieces from various genres into their Upper Elementary Writing Anthology, which was created in 4th grade and continues with them through 6th grade. Grammar, usage, and mechanics are taught using direct and contextual instruction as well as through online practice tools.



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Grade 6 Topics: Students continue developing their communication skills through reading, writing, collaborating, and presenting. Readers explore various genres including informational texts, poetry, and many subgenres of fiction novels. Skills in reading focus on differentiating fact from opinion, understanding context clues and point of view, identifying story and character elements, and making comparisons among texts and media types. Students study vocabulary, Greek and Latin roots, prefixes, and suffixes in context and from a set vocabulary program. Grammar, mechanics, and usage are taught during the writing process and through direct instruction. In writing, students practice narrative writing, informative writing, argumentative writing, and literary analysis. Students will add published pieces from various genres and complete their Upper Elementary Writing Anthology highlighting the collection of their most celebrated writing pieces in 4th, 5th, and 6th grades.