



Cincinnati Hills Christian Academy

Armleder School – Language Arts

Grades K–6 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:* continue phonemic awareness training; connections between oral and written language; poetry and chart reading, picture labeling, big books, individual books, concepts of print, group experiences; letter-sound correspondence, sight word recognition. *Writing:* whole and small group activities; mechanics of writing simple sentences; individual story writing; implemented using Writer’s Workshop and Lucy Calkin’s reading and writing strategies. *Handwriting:* introduce D’Nealian manuscript; activities that develop hand-eye coordination. *Oral Language:* language appropriately used to solve problems and express feelings; students memorize songs, poetry and Bible verses. Technology use includes books on CD and other digital sources.

Grade 1 Topics: *Reading:* phonemic awareness training continued through Orton Gillingham small groups; interactive approach to reading using Lucy Calkins reading strategies, 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:* Lucy Calkins writing strategies; narrative, persuasive, how-to, 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, poetry and nonfiction; use of Daily 5 to build independence in literacy. *Writing:* writers workshop focuses on developing the writing process and the writer using six traits of effective writing to include: personal narrative, letter writing, poetry, persuasive writing, realistic fiction, content area writing to include All About and How To books (paragraphs) and research reports, as well as using authors as mentors to develop our writing; daily integration of writing across the curriculum; 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 memory verses, book reports, readers theater, and research projects.

Grade 3 Topics: *Reading:* review and apply phonics skills; emphasis on fluency, comprehension strategies, vocabulary development; integrates thematic literature: Colonial America, historical biographies, nonfiction texts; story elements in fictional stories. *Writing:* focuses on the writing process using six traits of effective writing, writing forms, mechanics, conventional spelling; daily integrated writing; technology used for word processing, Internet research; Opinion, Narrative, and Informative writing samples. *Handwriting:* develop D’Nealian cursive. *Oral Language:* Students present projects, book reports, and research topics.

Grade 4 Topics: *Reading:* Guided reading of both fiction and non-fiction texts. Instruction guides students to make connections, comprehension strategies, critical thinking skills, and vocabulary development. Literature units include global studies, historical fiction, realistic fiction, fantasy, and non-fiction texts. Theological integration occurs in all readings. Weekly Reading Logs will be given to enhance self-guided reading. *Writing:* Emphasis is on the writing process using the Ohio Learning Standards in grammar to guide the writing process. Writing Units incorporate opinion essays, informative and descriptive reports, narration stories, and creative pieces. *Listening and Speaking:* Students develop skills in discussions, collaborative work, journaling, presentations, biblical connections, written presentations, and research topics. Students use technology to research and present information.

Grade 5 Topics: *Reading:* Guided reading of both fiction and non-fiction texts. Instruction guides students to make connections, identify viewpoint, recognize main ideas and supporting details, identify theme, and analyze characters. Literature units include thematic studies, historical fiction, realistic fiction, fantasy, non-fiction texts, poetry, and dramas. Theological integration occurs in all readings. Weekly Reading Logs given to enhance self-guided reading. *Writing:* Emphasis on the writing process using the Ohio Learning Standards to guide the writing standards. Writing incorporate opinion essays, informative and descriptive reports, persuasion papers, narration stories, and creative pieces. Instruction emphasis on revision for organization, sentence structure, word choice, main idea and relevant supporting details. *Listening and Speaking:* Students develop skills in discussions, collaborative work, presentations, book projects, biblical connections, written presentations, research topics, Socratic seminars, and role playing. Students use technology to research and present information.



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Grade 6 Topics: *Reading:* Guided reading of both fiction and non-fiction texts. Emphasis is placed on discerning fact from opinion and cause and effect. Students are guided to understand meaning from context, plot, characterization, theme, and setting. Literature units include thematic studies, biographies, historical fiction, realistic fiction, fantasy, non-fiction texts, poetry, dramas, and formal letters. Theological integration occurs in all readings. Weekly Reading Logs given to enhance self-guided reading. *Writing:* Emphasis on the writing process using the Ohio Academic Standards to guide the writing process. Writings units incorporate argument and persuasive writings, informative and descriptive reports, narration stories, autobiography writing, and creative pieces. Instruction emphasis on revision for organization, sentence structure, word choice, main idea, creative revision, and relevant supporting details. *Listening and Speaking:* Students develop skills in discussions, collaborative work, presentations, novel presentations, Socratic Seminars, role playing and speeches. Students use technology to research and present information.



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