

Language Arts Philosophy

Reading is the ability to understand and interpret the written word, therefore, reading is taught as a method of communication. In our spiritual life, God communicates to us through His Word to reveal His will for us in our temporal lives. Reading enables us to gain access to written ideas and knowledge of the world so we can function in this life.

The ability to read includes the ability to read critically. When confronted with any type of written material the students need to apply the truths of God's Word. As students read, they must analyze what they read and "take captive every thought and make it obedient to Christ." (I Corinthians 10:5) There is beauty in the forms of the written word: short stories, poems, dramas, expository and narrative writing. Students at Word of Life Evangelical Lutheran School will be led to appreciate a variety of forms and genre of high-quality literature.

The ability to read is supported by a language arts program. Here students obtain the tools needed to follow the Lord's command to teach all nations, primarily writing and speaking. We pray that our students will be like the early apostles who could not help but speak of what they had seen and heard.

Our ability to read, write, speak, and listen - in both our temporal and spiritual lives - rests on our ability to correctly use the standard methods of spelling, grammar and usage. These methods enable us to express ourselves in a multi-media society, to help us appreciate the work of those who have gone before us, and to prepare us as we enrich succeeding generations with our writing and speaking.

Language Arts Curriculum

PreKindergarten Objectives

Objectives are met through the following textbook series:

Jesus Loves Me, Concordia Publishing, 1992.

Forensics and Oral Communication

1. Recite simple prayers
2. Sing worship songs
3. Listen without interruption
4. Identify environmental sounds
5. Follow one step directions
6. Contribute to language experience stories
7. Discuss familiar topics
8. Relay an experience
9. Create dialog
10. Listen to stories
11. Retell stories read to them
12. Roleplay activities
13. Speak in phrases and simple sentences

Handwriting

1. Begin using proper pencil grip
2. Draw circle in counter-clockwise direction
3. Draw lines for top to bottom
4. Begin practicing proper posture
5. Begin learning proper paper position

Language

1. Practice proper social courtesies

Reading

1. "Read" picture books
2. Identify characters in picture books
3. "Read" from left to right
4. Coordinate eyes and hands
5. Locate their own head, arms, legs, etc.
6. Identify and name colors
7. Identify and name household objects
8. Identify part-whole relationships
9. Recognize their name in print

Spelling

1. Recite the alphabet
2. Recognize letter in their own name

Writing

1. Draw and identify family members
2. Copy their names
3. Trace letters of the alphabet
4. Trace simple shapes and pictures

Kindergarten Objectives

Objectives are met through the following textbook series:

Lippincoff Letterbooks, Harcourt Brace, DeSoto, TX, 2003.

Forensics and Oral Communication

1. Retell simple stories
2. Participate in church services with recitation and songs
3. Participate in school musical, classroom plays, and role-play Bible lessons
4. Participate in show-n-tell
5. Participate in telling time about events that happened to the child
6. Follow three step directions
7. Listen to simple stories
8. Speak in proper sentences
9. Listen without interrupting when others are speaking

Handwriting

1. Learn how to properly hold a pencil, marker or crayon
2. Learn how to sit correctly when writing
3. Learn how to position paper correctly when writing
4. Learn how to form letters correctly using proper strokes and direction
5. Learn how to print name with the first letter capital and all of the rest of the letters small

Language

1. Be able to recognize different parts of speech
 - a. Little words such as in, but, on
 - b. Name words such as names of characters in stories
 - c. Action words such as run, sit, hit
 - d. Thing words such as cup, hat, sun
 - e. Descriptive words such as hot, cold

Reading

1. Recognize all alphabet letters and their sounds
2. Recognize the vowels and their sounds
3. Identify beginning, medial and ending sounds
4. Be able to blend sounds together to read simple words
5. Be able to put words together to read a simple sentence
6. Recognize that sentences start with a capital letter and end with a period
7. Get context of story by using picture clues
8. Listen to stories and be able to recall things about the story
9. Put story events in the proper sequence
10. Differentiate between fantasy and reality in a story
11. Understand that we read from left to right and that the page is read from top to bottom

Spelling

1. Use invented spelling to spell words
2. Be able to spell simple words by hearing the sounds of each letter

Writing

1. Be able to copy from board to paper
2. Try to write words or dictate a sentence about a picture that is drawn
3. Be able to print all of the upper and lowercase letters

Grade 1 Objectives

Objectives are met through the following textbook series:

Houghton-Mifflin Reading, Houghton Mifflin, Boston, Massachusetts, 1996.

Spelling and Vocabulary, Houghton Mifflin, Boston, Massachusetts. 2000.

Zaner-Bloser Penmanship 9. Columbus, Ohio, 1989.

Forensics and Oral Communication

1. Read with expression
2. Retell stories
3. Prepare presentations for Look, Listen and Learn
4. Recognize the responsibilities of a listener
5. Understand the proper etiquette of questioning
6. Speak smoothly in unison with others in choral speaking (church recitations)
7. School musicals and role playing in class

Handwriting

1. Form letters and number correctly with few reversals
2. Space letters and words appropriately
3. Hold a pencil correctly, sit properly and correct paper position

Language

1. Use contractions correctly
2. Have an audible awareness of syllabication
3. Become familiar with base words and endings
4. Identify words that name things (nouns)
5. Use pronouns to refer to nouns
6. Identify complete sentences
7. Put words in ABC order

Reading

1. Recognize words as groupings of letters between spaces
2. Track the written word from left to right
3. Identify beginning consonant sounds
4. Identify final consonant sounds
5. Identify short and long vowel sounds
6. Identify consonant cluster and digraph sounds
7. Identify vowel pair sounds
8. Recognize sight words that are important to them
9. Use pictures and context as word identification clues
10. Use pictures to understand, comprehend context
11. Choose to read independently apart from assignments
12. Read level two Christ Light lessons as well as hymns and liturgy
13. Differentiate between fantasy and realistic literature
14. Explain what the author and illustrator do
15. Predict outcomes, make inferences and draw conclusions

Spelling

1. Use learned spelling in general work
2. Show a degree of spelling sense when spelling inventively
3. Fix common misspellings

Writing

1. Compose sentences with capital letters and punctuation
2. Compose telling sentences and questions
3. Copy written work and sentences with accuracy
4. Compose sentences which have an interesting content for the reader

Grade 2 Objectives

Objectives are met through the following textbook series:

Houghton-Mifflin Reading, Houghton Mifflin, Boston, Massachusetts, 1996.

Spelling and Vocabulary, Houghton Mifflin, Boston, Massachusetts. 2000.

Zaner-Bloser Penmanship 2. Columbus, Ohio, 1989.

Forensics and Oral Communication

1. Read with expression
2. Retell stories
3. Prepare presentations for Look, Listen and Learn
4. Recognize the responsibilities of a listener
5. Understand the proper etiquette of questioning
6. Speak smoothly in unison with others in choral speaking (church recitations)
7. School musicals and role playing in class

Handwriting

1. Hold a pencil correctly, sit properly and correct paper position
2. Review all of the manuscript writing
3. Begin forming letters properly in cursive
4. Begin to see the need for writing more quickly while still maintaining neatness

Language

1. Use contractions correctly
2. Have an audible awareness of syllabication
3. Become familiar with base words and endings
4. Identify and use nouns, proper nouns and pronouns correctly
5. Identify and use verbs and irregular verbs
6. Identify complete sentences
7. Put words in ABC order
8. Use a dictionary

Reading

1. Read with a flowing speech-like quality
2. Decode with phonetic skills
3. Use pictures and context as word identification clues
4. Use pictures to understand, comprehend context
5. Choose to read independently apart from assignments
6. Read level two Christ Light lessons as well as hymns and liturgy
7. Begin to read chapter books
8. Differentiate between fantasy and realistic literature
9. Sequence sentences in a logical order
10. Identify characters and setting of a story
11. Explain what the author and illustrator do
12. Predict outcomes, make inferences and draw conclusions

Spelling

1. Use learned spelling in general work
2. Show a degree of spelling sense when spelling inventively
3. Use phonetic rules to learn spelling patterns
4. Use a dictionary to find correct spellings

Writing

1. Compose sentences with capital letters and punctuation
2. Compose telling, and exclamatory sentences and questions
3. Compose sentences to answer questions
4. Compose sentences which have an interesting content for the reader

Grade 3 Objectives

Objectives are met through the following textbook series:

Houghton-Mifflin Reading, Houghton Mifflin, Boston, Massachusetts, 1996.

Spelling and Vocabulary, Houghton Mifflin, Boston, Massachusetts. 2000.

Silver Burdett & Ginn English,

WriteWrite,

Zaner-Bloser Penmanship 3. Columbus, Ohio, 1989.

Handwriting

1. Write in manuscript with speed
2. Write legibly in cursive
3. Read cursive writing
4. Know how to properly grip a pencil, sit correctly, and position paper appropriately

Spelling

1. Know common phonetic spelling patterns
2. Use a dictionary to spell words
3. Use correct spelling in work where the words are spelled for them

Writing

1. Brainstorm topic ideas
2. Write a paragraph using a standard writing process
3. Accurately proofread their own writing
4. Write dictated sentences using correct spelling and punctuation.
5. Write paragraphs.
6. Write using complete sentences with appropriate punctuation
7. Understand the need for using standard English in written communication
8. Write a friendly letter
9. Address an envelope
10. Rewrite a sentence in their own words
11. Write a state report for Social Studies

Grade 4 Objectives

Objectives are met through the following textbook series:

Houghton-Mifflin Reading, Houghton Mifflin, Boston, Massachusetts, 1996.

Spelling and Vocabulary, Houghton Mifflin, Boston, Massachusetts. 2000.

Silver Burdett & Ginn English,

WriteWrite,

Zaner-Bloser Penmanship 4. Columbus, Ohio, 1989.

Handwriting

1. Write in cursive, incorporating neatness, consistent slant, consistent spacing, proper form, and correct alignment
2. Write in cursive using rhythm and speed
3. Know how to properly grip a pencil, sit correctly, and position paper appropriately

Spelling

1. Know common phonetic spelling patterns
2. Use a dictionary to spell words
3. Use correct spelling in work where the words are spelled for them
4. Spell correctly the words that are needed for written expression in all subjects

Writing

1. Brainstorm topic ideas
2. Write a paragraph using a standard writing process
3. Proofread accurately their own writing
4. Write dictated sentences using correct spelling and punctuation.
5. Write paragraphs.
6. Listen and take simple notes in their own words
7. Write a dialog
8. Write using complete sentences with appropriate punctuation
9. Understand the need for using standard English in written communication
10. Write a friendly letter
11. Address an envelope
12. Rewrite a sentence in their own words
13. Write a report on a historically important American

Grade 3&4 Objectives

Forensics and Oral Communication

1. Read aloud with interpretive expression
2. Demonstrate and awareness that there are levels of usage appropriate to varying occasions
3. Give various forms of oral presentations
4. Read with increasing fluency

Language

1. Become familiar with nouns, pronouns, verbs, adjectives, and adverbs
2. Use correct subject-verb agreement
3. Use proper verb forms
4. Construct complete sentences
5. Identify complete and incomplete sentences

Reading

1. Read with increasing attention to meaning
2. Identify cause and effect relationships, main ideas, significant details, and the sequence of events
3. Predict outcomes, make inferences, and draw conclusions
4. Summarize a story
5. Respond to literature in a variety of ways
6. Discuss the elements of a story
7. Ask questions to check their understanding of a story
8. Decode new words using phonetic rules and syllabification
9. Listen to stories for enjoyment and to gain understanding
10. Write increasingly more difficult book reports by discussing story elements
11. Choose age-appropriate and ability-appropriate books to read and use
12. Read outside of class for enjoyment
13. Use context to "define" unknown word meanings
14. Distinguish fact from opinion
15. Understand how different texts are organized
16. Become increasingly independent in following written directions
17. Understand the relationships between facts and generalizations
18. Understand the author's viewpoint and purpose in writing
19. Alphabetize and use alphabetical order to find information
20. Categorize stories as realism or fantasy
21. Use a table of contents, glossary and index to find information
22. Use pictures and graphs to increase comprehension
23. Provide synonyms and antonyms for words
24. Read, discuss, and write a variety of forms of poetry
25. Increase vocabulary through the use of new vocabulary
26. Become acquainted with a variety of types of literature by reading a different genre for each monthly book report
27. Recognize and understand dialogue in writing

Grade 5&6 Objectives

Objectives are met through the following textbook series:

Houghton-Mifflin Reading, Houghton Mifflin, Boston, Massachusetts, 1996.

Spelling and Vocabulary, Houghton Mifflin, Boston, Massachusetts. 2000.

Writeshop. Kim Kautzer and Debra Oldar. Alta Loma, California. 2002. Writeshop 2.

HBJ Language. Harcourt Brace. Orlando, Florida. 1990.

Zaner-Bloser Penmanship 5. Columbus, Ohio, 1989.

Forensics and Oral Communications

1. Deliver a brief impromptu speech confidently and with good organization of thought
2. Conduct an interview using a list of prepared questions
3. Show an increasing awareness of the value of social conversation for sharing information and persuading others
4. Demonstrate increasing competence in inflection, modulation, and other methods of voice control
5. Present organized talks or dramatic recitations
6. Demonstrate increasing competence in suitable gestures and facial expression while making verbal presentations
7. Read aloud with interpretive expression
8. Participate in group prayers
9. Use formal and informal speech appropriately
10. Participate in singing in church and the Christmas Eve service
11. Read compositions to their peers
12. Perform an oral book report in front of their peers

Handwriting

1. Legibly write the cursive alphabet
2. Write paragraphs using the Zaner-Bloser cursive alphabet
3. Use neatness, slant, spacing, form, and alignment when writing
4. Adjust handwriting speed according to purpose

Language

1. Identify and explain metaphors, similes, figurative language, idioms, and personification in what they read
2. Understand that standard English is needed for effective oral and written communication
3. Understand and use alphabetization
4. Punctuate written composition appropriately
5. Use personal language appropriate to the occasion, content, and audience
6. Identify and explain the four kinds of sentences
7. Understand the subject and the predicate of a sentence
8. Identify and use in writing plural, common, proper, and possessive nouns
9. Identify and use in writing action, linking, helping, past-present-future tense, transitive, intransitive, and irregular verbs
10. Understand the purpose of direct and indirect objects in sentences
11. Identify and explain contractions and abbreviations in text
12. Identify and explain subject, object, possessive, reflexive, and indefinite pronouns
13. Identify and explain adjectives and adverbs
14. Identify and explain prepositional phrases, conjunctions, and interjections
15. Identify and explain appositives, predicate nouns, and predicate adjectives
16. Use negatives correctly in sentences

Reading

1. Make evaluative judgments of fact or opinion when reading
2. Read critically newspaper advertisements for errors, propaganda, or false claims
3. Preview and skim expository selections and summarize the high points
4. Infer a time sequence in a story
5. Form generalizations from given details
6. Identify the following sections of a newspaper: editorial, sports, feature, and classified
7. Read a wide variety of genres including fiction, non-fiction, poetry, and drama, and find pleasure in exploring new types
8. Choose to read books in leisure time that are age appropriate and ability appropriate
9. Read for the purpose of gaining information on topics of interest
10. Adapt method and speed of reading to content and purpose
11. Preview, skim, and formulate questions on new selections
12. Identify cause and effect relationships in stories
13. Respond to literature in a variety of ways
14. Explore varieties of prose and poetry in literature and in the Bible
15. Identify the author's purpose for writing a story
16. Use the setting of a story to determine when and where the story took place
17. Identify the use and purpose of symbolism in a selection
18. Use critical thinking skills in analyzing and discussing television programs, as to their subject matter, nature of advertisements, and non-Christian elements
19. Recognize bias or stereotyping in what they read or hear
20. Continue to develop vocabulary across the curriculum in reading, writing, speaking, and listening
21. Continue to practice and refine comprehension strategies to derive meaning according to purpose
22. Interpret and evaluate a wide range of literary texts
23. Recognize and understand dialogue in writing
24. Identify vocabulary using pronunciation and context clues
25. Use a table of contents, glossary, and index
26. Complete a book report a month on various novels

Spelling

1. Use a dictionary to define and spell words
2. Identify common spelling patterns
3. Spell correctly the words they need in order to write
4. Correct spelling in content areas

Writing

1. Write articles, research reports, tall tales, personal narratives, how-to paragraphs, descriptive paragraphs, expository paragraphs, comparison and contrast paragraphs, and persuasive paragraphs
2. Participate with a group in writing and producing a script for a skit or play
3. Write to express feelings or opinions
4. Write an outline of a topic
5. Write for a particular purpose such as to seek information, give directions, explain, give information, express feelings or opinions, request, provide entertainment, pleasure, or comfort
6. Write limericks and Haiku according to established patterns
7. Understand and use competently the writing process
8. Participate with groups in order to edit written material effectively
9. Understand how to create an outline for written text
10. Write a book report a month on age appropriate literature
11. Understand the parts of and write effective paragraphs
12. Write dictated sentences
13. Understand and use brainstorming techniques
14. Understand the need for using proper English in communication
15. Write business and personal letters with proper addressed envelopes
16. Understand and use outlining in taking notes
17. Use a library's reference materials to research a topic, including computer searches, diagrams, and maps to locate information

Grade 7&8 Objectives

Objectives are met through the following textbook series:

Literature and the Language Arts, EMCParadigm, St. Paul, Minnesota. 1997. Oak and Cedar Levels.

Spelling and Vocabulary, Houghton Mifflin, Boston, Massachusetts. 2002.

Writeshop. Kim Kautzer and Debra Oldar. Alta Loma, California. 2002. Writeshop 2.

HBJ Language. Harcourt Brace. Orlando, Florida. 1990.

Zaner-Bloser Penmanship 7. Columbus, Ohio, 1989.

Forensics and Oral Communication

1. Research and share the history of a favorite hymn or worship song.
2. Analyze the various purposes of speeches and other communication.
3. Attend and conduct meetings using appropriate parliamentary procedure.
4. Write and perform new words for a familiar melody.
5. Read discuss and write varied forms of poetry.
6. Use accurate facts and valid sources of information to support ideas.
7. Read a children's book to an audience of young children.
8. Take notes from an oral presentation and use them for a report on the presentation.
9. Suggest realistic and logical solutions to a problem.
10. Participate in a reader's theatre performance.
11. Make use of facial expressions, physical movements and symbols as aids in gaining meaning from non-written communication.
12. Write a speech and adapt it for two different audiences or purposes.
13. Participate in a group dramatization or musical.
14. Speak using a variety of dialects.
15. Read and produce a scene from a play.
16. Sing and speak as a worship leader.
17. Read compositions orally.
18. Give oral book reports.

Handwriting

1. Practice proper letter form, size, slant and neatness.
2. Learn when to use different styles of writing: ie., notes, assignment, formal, informal.
3. Develop proper outlining skills.
4. Learn to adjust the speed of writing to different styles.

Language

1. Use a dictionary to discover the origin of words.
2. Take notes from an oral presentation and use them for a report on the presentation.
3. Examine the poetic form of a favorite hymn.
4. Explore common elements in the same word in different languages.
5. Interpret abbreviations and acronyms.
6. Recognize the eight parts of speech.
7. Use a library for research.
8. Research using the Internet.
9. Identify base words, prefixes and suffixes.
10. Distinguish between formal and informal English and use it in proper context.

Reading

1. Identify and describe literary elements such as character, setting, plot, point of view, and dialog in a narrative and use them as models for their own narratives.
2. Identify the major and minor characters in a story, book or play.
3. Describe the mood or a setting of a story and discuss its impact on the story..
4. Apply what they read to their own lives.
5. Identify the literary concepts of characterization, plot development, setting, theme, mood and style.
6. Evaluate the author's style on the basis of established criteria.
7. Read discuss and write varied forms of poetry.
8. Choose to read books or write stories in leisure time.
9. Use a Bible map, time line, and concordance to aid interpretation of the Scripture.
10. Identify and discuss differences in the behavior of two characters or the handling of the same topic by several authors.
11. Identify different genres of books.
12. Select a job and search the classified section of a newspaper to discover possible options.
13. Read and interpret diagrams, charts, tables, maps, graphs and time lines.
14. Read fluently a story they have written for a group of younger children.
15. React to an author's use of language and word pictures.
16. Identify the aim and theme of a piece of literature and discuss it in the light of scripture.
17. Identify and appreciate figures of speech such as metaphors, similes, parallelism and apostrophe.
18. Learn to use varied reading rates.
19. Understand different types of standardized tests.
20. Enjoy several classical works of Western literature.
21. Be introduced to great literature from around the world.
22. Read novels that represent a wide variety of good literature and good literary elements.
23. Read and produce a scene from a play.
24. Review and evaluate the usefulness of information gathered in an investigation.
25. Summarize and evaluate the theme of a story and the author's purpose for writing.
26. Identify the following sections of a newspaper: editorial, sports, feature, and classified.
27. Compare Biblical themes with themes of stories; use critical thinking to evaluate the decisions of characters.
28. Recognize bias and stereotype in writing.
29. Develop vocabulary.

Spelling

1. Create a list of important words from subject matter and spell them correctly.
2. Learn frequently misspelled words.
3. Proofread own writing for spelling errors.
4. Proofread writing of others for spelling errors.
5. Use dictionary skills to identify spelling, etymology, base words, prefixes, suffixes and part of speech.
6. Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.
7. Participate in a written and oral spelling bee.
8. Learn syllabication of words.
9. Teach spelling rules that apply to 80% of all words.
10. Teach some phonetic generalizations.
11. Practice spelling of words in content areas.

Writing

1. Write an abbreviated autobiography and a biography.
2. Rewrite stories as drama, providing dialog and stage directions.
3. Rewrite a story in rhymed couplets.
4. Write and perform new words for a familiar melody.
5. Proofread their own writing to check mechanics and revise it.
6. Evaluate their writing in terms of sequential development, supporting detail, and cause and effect.
7. Discuss the roles of dashes, hyphens, quotation marks, apostrophes, and commas in writing and use them appropriately.
8. Use sentences of varying length and complexity in written work.
9. Read discuss and write varied forms of poetry.
10. Choose to read books or write stories in leisure time.
11. Write entries in a diary or personal journal.
12. Write a letter of application for a summer job they would like to have.
13. Write a two-to-four page science-fiction or adventure story.
14. Convert a rhymed poem such as a hymn to free verse.
15. Read fluently a story they have written for a group of younger children.
16. Write a research paper, using three to five sources and documenting them correctly.
17. Write accurate descriptions of their favorite Bible characters.
18. Write a speech and adapt it for two different audiences or purposes.
19. Use compound and complex sentences in writing and speaking.
20. Make a book.
21. Write business and personal letters.
22. Write an outline for a short story.
23. Write a comparison and contrast story.
24. Write a myth.
25. Write descriptive paragraphs.
26. Write informative paragraphs.
27. Write narrative paragraphs.
28. Use a variety of strategies to generate ideas for written work.
29. Use conventions of grammar and usage in written work.
30. Respond to ideas found in literary works.

Forensics

Preschool	Play (even), Musical (odd), singing, Christmas
Kindergarten	Play (even), Musical (odd), singing, Christmas
First Grade	Play (even), Musical (odd), singing, Christmas, Storytelling
Second Grade	Play (even), Musical (odd), singing, Christmas, Storytelling
Third Grade	Play (even), Musical (odd), singing, Christmas, Storytelling, Interpretive Prose
Fourth Grade	Play (even), Musical (odd), singing, Christmas, Storytelling, Humorous Declamation
Fifth Grade	Play (even), Musical (odd), singing, Christmas, Storytelling, Humorous Declamation*, Interpretive Prose*, Visual Aide Speech* (pick one)
Sixth Grade	Play (even), Musical (odd), singing, Christmas, Storytelling*, Humorous Declamation*, Interpretive Prose*, Visual Aide Speech* (pick one)
Seventh Grade	Play (even), Musical (odd), singing, Christmas, PowerPoint Presentation, Humorous Declamation*, Serious Declamation*, Interpretive Prose*, Visual Aide Speech*, Playacting (pick one)
Eighth Grade	Play (even), Musical (odd), singing, Christmas, PowerPoint Presentation, Humorous Declamation*, Serious Declamation*, Interpretive Poetry*, Persuasive Speech*, Playacting, Selective Storytelling* (pick one)

Word of Life Lutheran School

Writing Process

Prewriting

Selecting a Topic
Brainstorming Ideas
Choosing an Audience and a Purpose
Developing a Theme

Writing

Attention Getter
Body
Conclusion

Revising

Content

Proofreading

Mechanics
Grammar

Publishing

7th and 8th Grade Writing Curriculum

Even Years	Odd Years
Description (4)	Description (4)
Explanation (2)	Informative Report (2)
Informative Report (2)	Persuasive Report (1)
News Article (4)	Ad Writing (1)
Narrative (2)	Opinion Essay (2)
Interview (2)	Compare and Contrast (4)
First Person (1)	How-to-Essay (1)
Business Letter (2)	Business Letter (2)
Third Person Limited (1)	Proposal (1)
PowerPoint (2)	Job Application (1)
Persuasive Report (1)	PowerPoint (2)
Job Application (1)	Biography (1)
History Fair Report (1)	Science Fair Report (1)
Outlining (weekly)	Third Person Omniscient (1)
Note taking (daily)	Outlining (weekly)
Timed Essay	Note taking (daily)
Journal Response Writing (weekly)	Timed essay
	Journal Response Writing (weekly)

7th and 8th Grade Novel Curriculum

Even Years	Odd Years
The Giver	The Slave Dancer
The Westing Game	A Wrinkle in Time
War of the Worlds	Roll of Thunder Hear My Cry?
No Promises in the Wind	True Confessions of Charlotte Doyle
Pigman	The Pearl

