

**DIOCESE OF HARRISBURG
INTEGRATED LANGUAGE ARTS CURRICULUM**

1.1 Reading, Analyzing, and Interpreting Literature and Informational Text

Upon the completion of 4 th grade each student should be able to:	Upon the completion of 5 th grade each student should be able to:	Text Pages or Supplementary Materials	Date Assessed:
<p>A. Prior to reading a selection, set a purpose for reading and identify the type of text.</p>	<p>A. Prior to reading a selection, set a purpose for reading and identify the type of text.</p>		
<p>B. Distinguish the characteristics of various genre.</p> <ul style="list-style-type: none"> • Realistic fiction • Historical fiction • Non-fiction • Biography and memoir • Folklore/Fairy-Tale/Legend 	<p>B. Distinguish the characteristics of various genre.</p> <ul style="list-style-type: none"> • Realistic fiction • Historical fiction • Non-fiction • Biography and memoir • Folklore/Fairy-Tale/Legend 		
<p>C. Read text critically using self-monitoring techniques to demonstrate comprehension and make predictions about text.</p> <ul style="list-style-type: none"> • Apply specific strategies to assist in understanding. 	<p>C. Read text critically using self-monitoring techniques to demonstrate comprehension and make predictions about text.</p> <ul style="list-style-type: none"> • Apply specific strategies to assist in understanding. 		
<p>D. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>D. Determine two or more main ideas of text and explain how it is supported by key details; summarize the text.</p>		
<p>E. Read and comprehend essential content of informational text and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion. • Distinguish between essential and nonessential information within a text, identifying stereotypes and exaggeration where present. • Make inferences from text and other sources when studying a topic and draw conclusions from the information. • Analyze text organization and content to derive meaning from text and identify the author’s purpose. 	<p>E. Read and comprehend essential content of informational text and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion. • Distinguish between essential and non- essential information within a text identifying stereotypes and exaggeration where present. • Make inferences from text and other sources when studying a topic and draw conclusions from the information. • Analyze text organization and content to derive meaning from text and identify the author’s purpose. 		

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1.1 Reading, Analyzing, and Interpreting Literature and Informational Text
(continued)

Upon the completion of 4 th grade each student should be able to:	Upon the completion of 5 th grade each student should be able to:	Text Pages or Supplementary Materials	Date Assessed:
F. Explain the use of literary elements within text including character, setting, plot, theme, and point of view.	F. Compare the use of literary elements within and among texts, including characters, setting, plot, theme, and point of view.		
G. Investigate the use of literary devices in stories. <ul style="list-style-type: none"> • Sound techniques (rhyme, rhythm, alliteration, onomatopoeia.) • Figurative Language (personification, simile, metaphor, hyperbole.) 	G. Describe how the author uses literary devices to convey meaning.		

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1.2 Types and Qualities of Writing)**

A. Narrative Writing

Upon the completion of 4th grade each student should be able to:	Upon the completion of 5th grade each student should be able to:	Text Pages or Supplementary Materials	Date Assessed:
<p>A. Write narrative pieces such as poems, plays, and multi-paragraph stories.</p> <ul style="list-style-type: none"> • Introduce a conflict. • Follow plot structure (exposition, rising action, climax, resolution). • Generate fully-developed characters. • Employ dialogue to effectively develop character traits and conflict. • Include literary elements. • Use literary devices. • Demonstrate logical sequencing. 	<p>A. Write narrative pieces such as poems, plays, and multi-paragraph stories.</p> <ul style="list-style-type: none"> • Introduce a conflict. • Follow plot-structure (exposition, rising action, climax, resolution). • Generate fully-developed characters. • Employ dialogue to effectively develop character traits and conflict. • Include literary elements. • Use literary devices. 		

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1.2 Types and Qualities of Writing)**

B. Expository Writing

Upon the completion of 4th grade each student should be able to:	Upon the completion of 5th grade each student should be able to:	Text Pages or Supplementary Materials	Date Assessed:
<p>B. Write a 3 paragraph expository essay such as description, sequence, comparison, cause and effect, problem and solution, letter/email, reports.</p> <ul style="list-style-type: none"> • Develop a topic with facts, definitions, and details. • Include cause and effect. • Include a problem and solution when appropriate to the topic. • Use and label relevant graphics such as maps, charts, graphs, illustrations, photographs and tables. • Provide strong introductory and concluding sentences. • Include vocabulary relevant to the topic. 	<p>B. Write a 5-paragraph expository essay such as description, sequence, comparison, cause and effect, problem and solution, letter/email, reports.</p> <ul style="list-style-type: none"> • Develop a topic with facts, definitions, and details. • Include cause and effect. • Include a problem and solution when appropriate to the topic. • Use and label relevant graphics such as maps, charts, graphs, illustrations, photographs and tables. • Provide strong introductory and concluding sentences. • Include vocabulary relevant to the topic. 		

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1.2 Types and Qualities of Writing)**

C. Persuasive Writing

Upon the completion of 4th grade each student should be able to:	Upon the completion of 5th grade each student should be able to:	Text Pages or Supplementary Materials	Date Assessed:
<p>C. Write persuasive pieces with a clearly stated position or opinion and supporting details, citing sources correctly, when appropriate.</p> <ul style="list-style-type: none"> • Provide strong introductory and concluding sentences. • Connect opinion and reasons to writer’s purpose using transitional words and phrases. • Provide transitional words, logically ordered reasons with facts, and opinions to support writer’s purpose. 	<p>C. Write persuasive pieces with a clearly stated position or opinion and supporting details, citing sources correctly, when appropriate.</p> <ul style="list-style-type: none"> • Provide strong introductory and concluding sentences. • Connect opinion and reasons to writer’s purpose using transitional words and phrases. • Provide transitional words, logically ordered reasons with facts, and opinions to support writer’s purpose. 		

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D. Research

Upon the completion of 4th grade each student should be able to:	Upon the completion of 5th grade each student should be able to:	Text Pages or Supplementary Materials	Date Assessed:
<p>D. Write a 3-5 paragraph research report on a factual topic.</p> <ul style="list-style-type: none"> • Identify facts and details. • Use a logical order to write. • Properly use transition words. • Include introductory and concluding sentences. • Choose a minimum of 2 sub-topics to investigate and write about. <p>E. Use various types of sources (dictionary, thesaurus, encyclopedia, online resources).</p> <ul style="list-style-type: none"> • Cite sources when appropriate. 	<p>D. Write a 5 paragraph research report on a factual topic.</p> <ul style="list-style-type: none"> • Identify facts and details. • Use a logical order to write. • Include introductory and concluding sentences. • Choose a minimum of 4 sub-topics to investigate and write about. <p>E. Use various types of sources (dictionary, thesaurus, encyclopedia, online sources).</p> <ul style="list-style-type: none"> • Cite sources when appropriate. 		

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1.2 Types and Qualities of Writing)**

E. Quality of Writing

Upon the completion of 4th grade each student should be able to:	Upon the completion of 5th grade each student should be able to:	Text Pages or Supplementary Materials	Date Assessed:
<p>E.1. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Vary sentence structure. • Use a variety of precise language including descriptive adjectives, adverbs, and action verbs. • Develop and maintain a consistent voice. • Use details to convey meaning. 	<p>E.1. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Vary sentence structure. • Use a variety of precise language including descriptive adjectives, adverbs, and action verbs. • Develop and maintain a consistent voice. • Use details to convey meaning. 		
<p>E.2. Revise writing to improve paragraph development through word choice, content, logical order, and supportive details.</p>	<p>E.2. Revise writing to improve paragraph development through word choice, content, logical order, and supportive details.</p>		
<p>E.3. Edit writing using the conventions of standard English. Use correct spelling, grammar, capitalization, and punctuation.</p>	<p>E.3. Edit writing using the conventions of standard English. Use correct spelling, grammar, capitalization, and punctuation.</p>		

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1.3 Speaking and Listening

Upon the completion of 4 th grade each student should be able to:	Upon the completion of 5 th grade each student should be able to:	Text Pages or Supplementary Materials	Date Assessed:
<p>A. Listen critically to others.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Distinguish between relevant facts and opinions. • Take notes when directed. 	<p>A. Listen critically to others.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Distinguish between relevant facts and opinions. • Take notes when directed. 		
<p>B. Respond to a variety of literary genre.</p> <ul style="list-style-type: none"> • Activate prior knowledge. • Predict story events. • Retell actions of the story in sequence and describe the characters and setting. • Identify and define new words and concepts. • Summarize the selection. 	<p>B. Respond to a variety of literary genre.</p> <ul style="list-style-type: none"> • Activate prior knowledge. • Predict story events. • Retell actions of the story in sequence and describe the characters and setting. • Identify and define new words and concepts. • Summarize the selection. 		
<p>C. Develop an oral presentation using appropriate qualities of speech (cadence, volume, eye contact).</p> <ul style="list-style-type: none"> • Demonstrate awareness and purpose of audience. 	<p>C. Develop an oral presentation using appropriate qualities of speech (cadence, volume, eye contact).</p> <ul style="list-style-type: none"> • Demonstrate awareness and purpose of audience. 		

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1.3 Speaking and Listening
(continued)

Upon the completion of 4 th grade each student should be able to:	Upon the completion of 5 th grade each student should be able to:	Text Pages or Supplementary Materials	Date Assessed:
<p>D. Engage effectively in small and large group discussions.</p> <ul style="list-style-type: none"> • Pose relevant questions. • Respond with relevant information or opinions. • Listen to and acknowledge the contributions of others. • Support opinions with facts or reasons. • Summarize when prompted. • Demonstrate appropriate social skills in small and large group discussions. • Present an oral reading. • Present a research report. • Conduct interviews. • Contribute to informal debates. • Use media for effective presentations. 	<p>D. Engage effectively in small and large group discussions.</p> <ul style="list-style-type: none"> • Pose relevant questions. • Respond with relevant information or opinions. • Listen to and acknowledge the contributions of others. • Support opinions with facts or reasons. • Summarize when prompted. • Demonstrate appropriate social skills in small and large group discussions. • Present an oral reading. • Present a research report. • Conduct interviews. • Contribute to informal debates. • Use media for effective presentations. 		

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1.4 Characteristics , Foundations, and Functions of the English Language

Upon the completion of 4 th grade each student should be able to:	Upon the completion of 5 th grade each student should be able to:	Text Pages or Supplementary Materials	Date Assessed:
A. N/A	A. N/A		
B. N/A	B. N/A		
C. Know and apply grade level phonics and word analysis skills. <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar words. 	C. Know and apply grade level phonics and word analysis skills. <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar words. 		
D. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read grade level text with accuracy, appropriate rate, expression, purpose, and understanding. Use context to confirm or self correct mistakes, rereading as necessary. 	D. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read grade level text with accuracy, appropriate rate, expression, purpose, and understanding. Use context to confirm or self-correct mistakes, rereading as necessary. 		
E. Use supportive text such as glossary, dictionary, context clues to understand new words, and phrases.	E. Use supportive text such as glossary, dictionary, context clues to understand new words, and phrases.		
F. Identify differences in formal and informal language (e.g., dialect, slang, jargon, idioms).	F. Identify differences in formal and informal language (e.g., dialect, slang, jargon, idioms).		
G. Recognize meanings and correctly use vocabulary from various subject areas.	G. Recognize meanings and correctly use vocabulary from various subject areas.		
H. Spell grade appropriate words correctly.	H. Spell grade appropriate words correctly.		