



THE רשי
RASHI
SCHOOL

LANGUAGE ARTS

Rashi's Language Arts program develops each student's ability to comprehend and communicate meaning through an explicit focus on reading, writing, speaking and listening. Building on this foundation, students learn to analyze and synthesize information and to express ideas clearly and thoroughly in both oral and written form. Our program promotes critical thinking skills and encourages students of all ages to engage with a wide range of narrative, expository, persuasive, and sacred texts. Students develop and refine their ability to be powerful communicators as they ask probing questions, reflect on important ideas, and use language to make a positive impact on the world.

KINDERGARTEN

Students will be able to....

- Hear, identify and manipulate individual sounds (phonemes) in spoken words.
- Recognize and say the names of all the letters of the alphabet, upper- and lower-case; say the corresponding sound(s) made by that letter.
- Retell a favorite story aloud, with the text in hand, recreating the text with fluent intonation and phrasing.
- Read aloud Level C books attending to each word in sequence and getting most of them right.
- Use knowledge of letter sounds to identify twenty-five simple, regularly spelled, single-syllable words.
- Respond to literal questions about story content after it has been read aloud.
- Make predictions based on illustrations.
- Draw creative and detailed pictures that match the important ideas expressed in print.
- Develop a single and original idea and stay focused on this idea with assistance.
- Print all uppercase and lowercase letters legibly and fluently.
- Attempt the correct phonetic spelling of words and demonstrate accurate spelling of high frequency words.
- Use interesting and relevant details to demonstrate knowledge of the chosen topic.
- Use some form of an end mark even if it is incorrect.
- Write a story with a beginning, middle and end.
- Listen and take turns to speak in a group.

GRADE ONE

Students will be able to....

- Read “just right” books silently with literal comprehension for sustained reading periods of at least 10 minutes.
- Read aloud with fluency and comprehension at the “K” level of guided reading.
- Decode long and short vowel patterns, blends and digraphs to read one- and multi-syllable real and nonsense words.
- Use phonetic, semantic, and syntactic clues to identify unfamiliar words in grade level texts.
- Retell a story's beginning, middle, and end.
- Make predictions in stories about what will happen next and state whether they were confirmed or not.
- Make self-to-text connections.
- Generate their own topics to write about, such as identifying “small moments.”
- Participate in the writing process: prewriting, drafting, revising, editing, and publishing.
- Reread and revise, with assistance, selected drafts by focusing on word choices to make the thoughts clearer, more logical, or more expressive.
- Create simple sentences and, where necessary, organize writing using transition words to indicate passage of time or steps in a sequence.
- Learn to spell word families; understand and spell 100 grade appropriate words.
- Print written work legibly, fluently, and with correct letter formation for uppercase and lowercase letters.
- Write a simple sentence using the convention of a beginning capital and ending punctuation.
- Listen effectively – gaining meaning from what is heard during conversations, discussions, and read alouds.
- Arrange events in correct sequence when writing or dictating.

GRADE TWO

Students will be able to....

- Read “just right” books silently with comprehension for sustained periods of 20 minutes.
- Read aloud with fluency and comprehension at the "N" level of guided reading.
- Decode multisyllabic words including suffixes and prefixes.
- Identify differences among the common forms of literature: fiction, nonfiction, drama, sacred literature, and poetry.
- Summarize the main events of individual chapters and a whole book.
- Make predictions in stories about what will happen next; use evidence from the text to explain whether they were confirmed.
- Describe the main elements of setting, plot, and characters.
- Make predictions, in non-fiction, about content of the text using prior knowledge and text features (headings, table of contents, key words); restate main ideas or facts; answer specific questions by pulling information from text.
- Write for different purposes and audiences (stories, response to literature, letters, poems, research report).
- Use “bold” beginnings, “mighty” middles and “exciting” endings in writing.
- Use a variety of sentence types to achieve rhythm and flow in their writing.
- Recognize that there are correct spellings and precise meanings for words; use these for 200 grade appropriate words (common contractions, homophones).
- Use correct standard English mechanics including: printing upper- and lowercase letters legibly; leaving space between words; capitalizing the beginning of a sentence and proper nouns; correct end marks.
- Generate research questions; gather information on a specific topic from several pre-selected sources; integrate research into a cohesive written report.
- Form all lowercase cursive letters correctly.
- Employ careful word choice and a personal writing voice to express their thoughts and feelings.
- Listen carefully and respectfully before adding relevant ideas and opinions.
- Give oral presentations using clear enunciation and adequate volume, and maintaining focus on the topic.

GRADE THREE

Students will be able to....

- Read “just right” books silently with comprehension for sustained reading periods of 25 minutes.
- Read grade-appropriate imaginative/literary, informational/expository text fluently, accurately, and with comprehension, using appropriate rate, change in voice, expression.
- Identify speaker and audience for a text.
- Reference a text (when silently reading), when responding to comprehension questions orally and in writing.
- Identify and analyze (when reading fiction) elements of plot, character and setting; make inferences.
- Identify and use (when reading nonfiction) knowledge of common: textual features (paragraphs, topic sentences, concluding sentences, glossary); graphical features (charts, maps, diagrams); organizational structures (chronological order).
- Summarize the main ideas of a text and give supporting details.
- Make meaningful connections: text to itself; text to text/media; and text to world.
- Write in different genres with voice appropriate to that genre and piece of writing.
- Organize similar ideas in a basic expository paragraph and elaborate with facts, reasons, and details.
- Generate and use graphic organizers (Telling and Categorizing “Brain Frames”).
- Spell and define 200 words.
- Recognize the two-part structure of simple sentences: a part that tells who or what (subject) and a part that tells what happened (predicate).
- Identify the four basic parts of speech (noun, verb, adjective, adverb).
- Use commas in a series and apostrophes.
- Form all cursive letters correctly; write legibly and fluently.
- Touch type at 10 words per minute with 90% accuracy.
- Plan and perform readings of selected texts, using clear dictation and voice quality.

GRADE FOUR

Students will be able to....

- Read grade appropriate texts aloud, with comprehension, fluently, and with proper expression.
- Retell a story from another character's perspective.
- Make predictions about character development and plot.
- Identify and compare qualities of characters and their relationships to each other.
- Highlight/differentiate main ideas and supporting details, when silently reading expository text.
- Adjust their reading rate to the difficulty of text.
- Respond to inferential questions about literature in a written form.
- Place similar ideas in a basic descriptive paragraph with relevant facts, reasons, explanations, details and/or reader's questions are anticipated and answered.
- Write a well-organized report or informal essay that includes three paragraphs, a purposeful introduction, and conclusion which showcases the central theme of the essay.
- Use graphic organizers to map "sequencing" or "cause and effect" information.
- Write brief summaries of information gathered through research intended for a specific audience.
- Write narratives from different perspectives which are compelling and engaging, and show respect for the audience.
- Spell correctly and give precise meanings for 200 grade appropriate words.
- Improve word choice by using dictionaries in order to enhance and clarify meaning.
- Demonstrate a good grasp of standard writing conventions including commas, apostrophes, quotation marks, abbreviations, and split words at the end of a line.
- Touch type at 20 words per minute with 90% accuracy.

GRADE FIVE

Students will be able to....

- Make predictions; ask meaningful questions.
- Compare author's style to works by the same author and works by a different author.
- Identify problem/conflict, solution, turning point and/or climax, and evidence of character change in literature or sacred text.
- Generate a sentence that states the theme of a short story or novel.
- Explain the common structures and stylistic elements of a Greek myth.
- Extract the salient points of a non-fiction text, and record them in their own words.
- Use examples from literature to identify and analyze the intended and unintended consequences of actions or events.
- Use examples from literature to identify and analyze the positive and negative impact of words.
- Identify and use correctly the eight basic parts of speech: noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection.
- Place similar ideas in an elaborated paragraph with basic facts, reasons, explanations, details and/or "so what."
- Write a Greek myth with an inviting introduction and satisfying conclusion; logical and effective sequencing; relevant, telling, quality details about setting and characters; and incorporates plot events that lead to a climax, resolution.
- Use graphic organizers to map "compare and contrast" or "showing relationships" information.
- Create a bibliography of research sources, including both books and websites; cite sources appropriately.
- Revise writing independently after determining where to add additional detail, vary sentences in length and structure, and rearrange text to enhance meaning.
- Use standard writing conventions to ensure that written work is spelled correctly and uses appropriate mechanics.
- Spell correctly and give precise meanings for 200 grade appropriate words.
- Create and deliver an oral presentation.
- Develop a PowerPoint presentation.

GRADE SIX

Students will be able to....

- Read and discuss novels, short stories, myths, and informational texts in depth.
- Identify and understand the basic elements of fiction (plot, character, setting, dialogue, foreshadowing, conflict, motif).
- Identify and discuss how an author manipulates aspects of plot structure including the development, climax and resolution.
- Demonstrate understanding of texts by questioning, predicting, visualizing, inferring, summarizing, synthesizing new and prior information.
- Recognize issues and ideas that are central to a text.
- Identify and communicate the motifs that are central to a text.
- Access textual evidence and use it to support a position during literature discussions.
- Write in the following forms: personal narrative, description, short story, and expository paragraph.
- Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.
- Write a persuasive piece that uses facts, examples, and/or supporting information to persuade readers.
- Write a properly structured formal letter.
- Construct a dangling thesis and a dangling conclusion.
- Master subject-verb agreement, pronoun-antecedent agreement, and correction of misplaced modifiers.
- Spell correctly and give precise meanings for 200 grade appropriate words.
- Follow the steps of the writing process from planning to self-assessment.
- Read their work aloud during various points during the writing process.
- Memorize and perform 15 lines of a character from a Shakespearean play.

GRADE SEVEN

Students will be able to....

- Understand and analyzes elements and structures of poetic forms: the sonnet, free verse, the lyric poem, and the ballad.
- Identify and understand character development, subtext, soliloquies, and monologues in plays.
- Compare and contrast passages from two different pieces of literature.
- Analyze an author's use of literary techniques, such as symbolism, dramatic irony, the use of sub-plots, foreshadowing and reversal.
- Recognize common figures of speech: metaphor, simile, personification, hyperbole, extended metaphor, onomatopoeia, alliteration.
- Identify and explore the theme of how humans treat each other in person-to-person interactions, local community mores and structures, larger community rights and laws.
- Write the following genres: Poetry (sonnet, ballad, lyric, free verse); Drama (dialogue); Expository writing (persuasive essay, biography, author study).
- Revise work using a variety of editing strategies: condense text, elaborate text, adjust sentence structure, improve word choice to enhance content.
- Construct a well-developed introduction paragraph that includes background information, a concession-assertion thesis, and a preview of information.
- Construct a well-developed conclusion paragraph that includes a restated thesis, a summary of information, and a clear closing statement.
- Master correct punctuation (comma, ellipsis, semi-colon, colon, dash, hyphen).
- Identify and model the four basic types of sentences: simple, complex, compound and compound-complex.
- Eliminate awkward, incomplete, and run-on sentences.
- Spell correctly and give precise meanings for 200 grade appropriate words.
- Give an oral presentation to group with attention to content, pace, fluency, eye contact and voice projections.
- Memorize and perform a soliloquy from a Shakespearean play.

GRADE EIGHT

Students will be able to....

- Read and discuss short stories, drama, memoir, nonfiction, and fiction in depth.
- Identify and articulate the author's purpose and point of view in a short story, a play, a memoir, and a novel.
- Identify and communicate the theme of the limits and possibilities of forgiveness within a text or texts.
- Identify and communicate how race, class, gender, culture, and religion are explored within a text or texts.
- Demonstrate understanding of philosophical texts by questioning, predicting, visualizing, inferring, summarizing, synthesizing new and prior information.
- Initiate their own research, narrow the area of inquiry, and frame research questions.
- Write comparisons of texts with reference to theme, language, narrative structure, and point of view.
- Write a multi-paragraph interpretation of a literary or informational text using evidence from the text as support.
- Write a persuasive multi-paragraph composition that demonstrates originality in analysis by drawing from multiple sources to support an argument.
- Translate first-hand experiences into a piece of fictional writing.
- Spell correctly and give precise meanings for 200 grade appropriate words.
- Identify correctly and construct independent and dependent clauses, prepositional phrases, direct objects, and indirect objects.
- Track and respond to information presented orally in a debate.
- Perform a Shakespearean scene as part of an ensemble.