

ELEMENTARY Curriculum Plan

Our Lady of Perpetual Help School, Bakersfield

Language Arts, Mathematics, & Virtue in Practice

	WRITING FOCUS	GRAMMAR FOCUS	READING STRATEGY FOCUS	SPEAKING & LISTENING FOCUS	VIRTUE IN PRACTICE FOCUS	MATH POWER STANDARDS (MPS)
AUGUST	<p><u>Narrative writing</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (oral or written age appropriate) (K-5) (ccss 3)</p> <p>Craft and structure Compose a complete sentence (K-5)</p>	<p><u>Identify parts of speech:</u></p> <ul style="list-style-type: none"> ● nouns/pronouns ● Subjects <p><u>Sentence punctuation</u></p>	<p><u>Fiction</u> <u>Identify story elements</u> Character, setting, plot Nonfiction</p> <p><u>Identify main idea</u> Summarize key facts and ideas (ccss 1,2,,3)</p>	<p><u>Classroom Rules & Routines</u> 1. What is the routine for asking a question? 2. What is the routine for working in groups? 3. How do students respond to classmates in a discussion? 4. When should students speak and when should they listen? 5. How should students speak to adults? 6. Chrome book usage procedures</p>		<p><u>MP1: Understand and Persevere</u> I can make sense of problems and not give up when trying to solve them</p> <p><i>*see attached MPS for more detailed information.</i></p>
SEPTEMBER	<p><u>Informative (K-5)</u> informative/explanatory texts to examine orally or written a topic and convey ideas and information clearly in own words (paraphrase). (ccss 2) Craft and structure (small chunk)</p> <ul style="list-style-type: none"> ● Topic sentence ● Transitional word supporting sentence ● Detail 	<p><u>Identify parts of speech:</u></p> <ul style="list-style-type: none"> ● verbs and verb types ● predicates 	<p><u>Identify main idea</u> Summarize key facts and ideas (ccss 1,2,,3)</p>	<p><u>What makes a strong discussion?</u> 1. Actively participate 2. Listen to one another 3. Build on each other's ideas 4. Remain engaged 5. Behave respectfully</p>	<p><u>Hope</u> Trusting in God's loving plan</p>	<p><u>MP2: Logic and Reasoning</u> I can use words, numbers, logic, and reasoning skills to help me solve problems</p> <p><i>*see attached MPS for more detailed information.</i></p>

	(oral or written age appropriate)					
OCTOBER	<p><u>Informative (K-5)</u> Compose informative/explanatory texts to examine a topic and convey ideas and information clearly (ccss 2) Craft and structure Craft and structure (expand chunk)</p> <ul style="list-style-type: none"> • Topic sentence • Transitional word supporting sentence • Detail • Detail • Conclusion <p>(oral or written age appropriate)</p>	<p><u>Identify parts of speech:</u></p> <ul style="list-style-type: none"> • Adjectives • adverbs 	<p><u>Read closely to determine what the text says explicitly and to make logical inferences; cite text evidence that most strongly supports conclusions drawn from the text (K-8).</u> <u>With appropriate grade level text</u></p>	<p><u>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics and texts, building on others' ideas and expressing their own clearly.</u> (K-5) css 1</p>	<p><u>Studiosness</u> Seeking knowledge to grow closer to the truth</p>	<p><u>MP3: Justify and Critique</u> I can justify my strategies and evaluate if the ideas of others' make sense</p> <p><i>*see attached MPS for more detailed information.</i></p>
NOVEMBER (Trimester 1 ends 11/9)	<p><u>Writing process (K-5)</u> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (ccss 5) (oral or written)</p>	<p><u>Identify parts of speech:</u></p> <ul style="list-style-type: none"> • prepositions • prepositional phrases 	<p><u>Fiction Analyze plot</u> Conflict, steps to solve conflict, solution, resolution using age appropriate text (K-5)</p>	<p><u>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable</u> (ccss 4)</p>	<p><u>Humility</u> Accepting your limitations and God-given talents</p>	<p><u>MP4: Model with Mathematics</u> I can clearly show my work using words, diagrams, pictures, and symbols</p> <p><i>*see attached MPS for more detailed information.</i></p>
DECEMBER	<p><u>Informative (K-5)</u> Compose informative/explanatory texts to examine a topic and convey ideas and information clearly (ccss 2) Participate in shared research and writing projects/instructions</p>	<p><u>Identify parts of speech:</u></p> <ul style="list-style-type: none"> • conjunctions (subordinating, coordinating) 	<p><u>Analyze character in depth</u> Identify characters thoughts, feelings, words, actions (K-5) (ccss 3)</p>		<p><u>Patience</u> Waiting or enduring without complaint</p>	<p><u>MP5: Strategically Use Tools</u> I can select and use the appropriate tools to help me solve problems.</p> <p><i>*see attached MPS for more detailed information.</i></p>

	(ccss 7)					
JANUARY	<p><u>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u> <u>. Introduce a topic or text</u> clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section (K-5) (ccss 2)</p>	<p><u>Simple Sentences</u></p> <ul style="list-style-type: none"> • Subject , verb, complete thought • direct/indirect objects 	<p><u>Determine a theme of a story, drama, or poem from details in the text:</u> (K-5) (ccss 9)</p>	<p><u>Speak constructively</u></p> <ol style="list-style-type: none"> 1. Speak formally in complete sentences 2. Watch your body language 3. Listen actively and wait for your turn 4. Don't make side comments 5. Use evidence to add to discussion 6. Build on others' ideas 	<p><u>Fidelity</u> Being faithful to promises and commitments</p>	<p><u>MP5: Strategically Use Tools</u> I can select and use the appropriate tools to help me solve problems</p> <p><i>*see attached MPS for more detailed information.</i></p>
FEBRUARY	<p><u>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u> <u>. Introduce a topic or text</u> clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section (K-5) (ccss 2)</p>	<p><u>Compound Sentences</u></p> <ul style="list-style-type: none"> • 2 subject/ verb/ complete thoughts joined by: <ul style="list-style-type: none"> ○ Comma + FANBOY ○ Semicolon 	<p><u>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text</u> (K-5) (ccss 5)</p>	<p><u>Listen and Respond</u></p> <ol style="list-style-type: none"> 1. Stick to the subject 2. Elaborate 3. Connect with your group 4. Add new reasoning 5. Recognize distracted behavior 6. Question and clarify 	<p><u>Cheerfulness</u> Looking on the bright side</p>	<p><u>MP6: Attend to Precision</u> I can review my calculations and strategies to see if they are correct</p> <p><i>*see attached MPS for more detailed information.</i></p>
MARCH	<p><u>Draw evidence from literary or informational texts to support analysis, reflection,</u></p>	<p><u>Fragments + Run-Ons</u></p>	<p><u>Identify fact or opinion</u> <u>Compare and contrast</u></p>	<p><u>Wrapping Up the Discussion</u></p> <ol style="list-style-type: none"> 1. Reflecting by 	<p><u>Temperance</u> Enjoying things in a proper, balanced way</p>	<p><u>MP7: Utilize Structure</u> I can use the structure of a</p>

	<p><u>and research. (ccss 9)</u></p>		<p><u>the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Identify the reasons an author gives to support points in a text. (K-5) (ccss 6 8)</u></p>	<p>paraphrasing key points 2. Creating an action plan for each member</p>		<p>problem to help me find the answer <i>*see attached MPS for more detailed information.</i></p>
<p>APRIL</p>	<p><u>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (ccss)</u></p>	<p><u>Subject-Verb Agreement</u></p>	<p><u>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears (K-5) (ccss 7)</u></p>	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (ccss sl 4)</p>	<p><u>Obedience</u> Saying “yes” to the loving will of God and those he has set over us</p>	<p><u>MP8: Utilize Patterns</u> I can find and use mathematical patterns to help me solve a problem <i>*see attached MPS for more detailed information.</i></p>
<p>MAY</p>	<p><u>Draw evidence from literary or informational texts to support analysis, reflection, and research. (ccss 9)</u></p>	<p><u>Pronoun-Antecedent Agreement</u></p>	<p><u>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific (K-5) ccss 7</u></p>	<p><u>Analyze and Evaluate Presentations</u> Paraphrase portions of a text read aloud or 2. Summarize a written text read aloud or information a text read aloud or information presented in diverse information presented in diverse media and presented in diverse media and formats, including media and formats, including visually, quantitatively, formats, including visually, quantitatively, and orally (ccss sl 2)</p>	<p><u>Diligence</u> Doing your best and working hard until you’re finished</p>	<p>Review <i>*see attached MPS for more detailed information.</i></p>
			<p>ELA <u>standards</u></p>			

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