

Our Language, Our Story: Curriculum Connections

Division: Primary

Subject: Language

Strand: Reading

Overall Expectations

Grade 1	Grade 2	Grade 3
<p>By the end of Grade 1, students will:</p> <ol style="list-style-type: none"> 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. use knowledge of words and cueing systems to read fluently; 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. 	<p>By the end of Grade 2, students will:</p> <ol style="list-style-type: none"> 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. use knowledge of words and cueing systems to read fluently; 4. reflect on and identify their strengths as readers, areas for improvement, 	<p>By the end of Grade 3, students will:</p> <ol style="list-style-type: none"> 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. use knowledge of words and cueing systems to read fluently; 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Virtues and Themes: Possible Connections

<p>Theological Virtue: Faith Faith gives us a new way... - of seeing: seeing God, ourselves and everything around us, - of believing: what Christ has taught us in the Gospels and handed on to us through His Church.</p>	<p>Faith gives us a new way of seeing and believing. It opens a whole new world to us where everything can be understood in relation to Christ. Learning to read also opens a whole new world to children. As they recognize each new text form, text feature, stylistic element, and how these communicate meaning, there is reason to give thanks in faith for the wonderful gift of language. We can bring these new achievements to God at the end of a lesson or day in a short prayer of thanksgiving and praise.</p>
<p>Cardinal Virtue: Fortitude A person of fortitude practices patience when meeting obstacles while working to do what is right...</p>	<p>Learning to read is a process of building on skills and strategies learned from one day to the next. This requires fortitude - the ability to continue working patiently towards the goal of becoming a fluent reader, even when it is difficult. In this way, young disciples of Jesus develop their gifts to become all God has called them to be, to grow in service to others around them and build up the body of Christ.</p>
<p>Catholic Character Theme: Reverence Reverence is a kind of <i>holy respect</i>. We have reverence for God and all that is holy. Reverence is visible in our Catholic schools whenever people are moved by their faith to a deep and holy respect.</p>	<p>Use the Bible as a text to <i>demonstrate understanding</i>. Children can retell biblical stories. Use the Bible as a read-aloud text during Language, but handle it differently than other books. Children will grow to appreciate that the Bible is not reserved for just Religion class or Sunday morning. As the teacher handles the bible differently than other read-aloud stories (i.e. without characterized voices, introduced as ‘The word of the Lord’, kept on a special, yet accessible, shelf) children will build a deep and holy respect for scripture.</p>
<p>Catholic Character Theme: Community Catholic schools are part of the parish faith community. Together with the parish, they are places where we can learn and grow as followers of Jesus.</p>	<p>The development of Reading skills in the primary grades is an exciting transformation. Children, who received written stories from someone reading to them, can now share the written word through their own skills. Arrange for young readers to share this skill in the Church. Reading an intention, response, scripture or hymn gives such purpose to the work of learning to read, and provides another opportunity to draw children into a comfortable relationship with the parish. Begin the year or term with the invitation, perhaps directly from the parish, to read at a future school or special mass.</p>

Support Resources:

Journey Activities

Grade 1	Grade 2	Grade 3
1e27 - Students will retell a simple story in proper sequence and recall information in it accurately.	2e35 - Students will retell a story in proper sequence, identify the main idea and the characters, and discuss some aspects of the story (e.g., give reasons why they prefer one character rather than another).	3e29 - Students will make inferences while reading.
Students will: <ul style="list-style-type: none"> <input type="checkbox"/> Use a picture book Bible to read/investigate their favourite stories. <input type="checkbox"/> Share one of their favorite bible stories to a small group in their own words. 	Students will: <ul style="list-style-type: none"> <input type="checkbox"/> Read aloud the story of Moses and the Exodus event from any picture book Bible for children. After a brief discussion about the story, have the students write short journal responses to the following: <ol style="list-style-type: none"> 1. Why do you think the Pharaoh was mean? 2. Why did God help the Israelites? 3. Moses is a hero because ... 	Students will: <ul style="list-style-type: none"> <input type="checkbox"/> As a class, read “The Boy Jesus in the Temple” (Luke 2.41-52) and discuss why Jesus’ mother would be so upset. <input type="checkbox"/> Imagine how Mary must have felt when she discovered her son was missing. <input type="checkbox"/> Think about how their parents might have acted in this situation. <input type="checkbox"/> Write a brief reflection on both the discussion and the story.

Curriculum Frameworks

<http://www.eoccc.org/onlinefw/onlineframeworks.html>

Grade 1 Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder and Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love and Justice</i> Framework 6. Theme: <i>Hope</i>	Grade 1-2 Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder and Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love and Justice</i> Framework 6. Theme: <i>Hope</i>
Grade 2 Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder and Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love and Justice</i> Framework 6. Theme: <i>Hope</i>	Grade 2-3 Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder and Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love and Justice</i> Framework 6. Theme: <i>Hope</i>
Grade 3 Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder and Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love and Justice</i> Framework 6. Theme: <i>Hope</i>	Grade 3-4 Framework 1. Theme: <i>Community and the Common Good</i> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder and Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i> Framework 5. Theme: <i>Love and Justice</i> Framework 6. Theme: <i>Hope</i>

Curriculum Support for Catholic Schools

<http://www.eoccc.org/csfc>

Catholic Theme: <i>Mystery, Wonder and Awe</i> http://www.eoccc.org/csfc/themes/mystery.html	Catholic Theme: <i>Faith</i> http://www.eoccc.org/csfc/concepts/afaith.html
Catholic Theme: <i>Community and the Common Good</i> http://www.eoccc.org/csfc/themes/commongood.html	Anchor Concept: <i>Community</i> http://www.eoccc.org/csfc/concepts/acommunity.html